SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SHANKARAGOWDA COLLEGE OF EDUCATION

SHANKARAGOWDA COLLEGE OF EDUCATION, K.V.SHANKARAGOWDA
ROAD, OPPT. WOMENS HOSTEL, MANDYA
571401
www.sgcedmandya.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

04-12-2024 12:40:32

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

ShankaraGowda College of Education, Mandya, is an aided Institution. It was established in 1974, founded and managed by the P.E.T (Peoples' Education Trust),

Our College is approved by NCTE, recognized by Government of Karnataka, and Affiliated to University of Mysore, Mysuru and Mandya University, Mandya. The College has a Governing Body and College Development Committee. It adheres to the rules and regulations made by Government from time to time.

The institution owns an active and strong Internal Quality Assessment Cell. Various committees in collaboration with IQAC conduct the co-curricular activities, sports and games competitions between the different houses. Student counselling and career guidance cell is functional, campus recruitment drives are conducted to provide best placement opportunities to our students in the schools in and around Mandya district. The Women's cell looks after the safety of the female students and the staff in the campus and organises various motivating programmes on gender sensitization, equity and equality of women in the society. College Library has nearly 14000 books and subscribes printed journals and magazines. In order to enrich the library, number of valuable books on varied topics of study and interests are added every year.

The College is well supported by the Management in providing fine infrastructure and required facilities to impart quality teacher training. It enthuses and encourages the faculty members to obtain Ph.D. Degree in their respective specialisation. It provides financial aid to conduct State, National level seminars and workshops on the themes pertaining to present trends in Education. Encourages faculty and students to participate in seminars, workshops, conferences and presenting and publishing papers and also Organizes need based training/updating programmes for faculty members.

Vision

VISION: To emerge as a top one Teacher Education College in the society and impart quality teacher training.To address the educational needs of the rural teacher aspirants by focussing attenttion on the development of their personal potentialities and creative abilities.To inculcate preofessional skills and democratic values in prospective secondary school teachers which are very much essential to cope up with the challenges of 21st century constructivist classrooms and contribute optimally to social welfare and development.

Mission

MISSION: To provide required facilities and resources to student teachers for realising the vision of Institution with deep insight into the personal as well as societal upliftment.To expose teacher trainees to developmental

activities of local and National level to equip with required skills and values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Has a well-defined Vision and Mission statement to provide Teacher training especially to the rural aspiring Graduate students belonging to diverse caste and communities.
- Supportive and visionary Management
- Self-motivated, committed teachers and supporting staff
- Good number of staff with Doctoral Degree
- Branded best among the B.Ed. colleges in Mandya District.
- Catering to the educational needs of marginalised and lower middle class Rural society
- Academic collaborations with other institutions for good placement services
- Infrastructure-spacious well ventilated classrooms, well equipped Science, Mathematics, Language and Psychology lab.
- Library with more than 14000 books
- Sports facility
- Active cells and clubs as per the University regulations.
- Quality teacher training at affordable fee structure.
- Representation of our faculty as Resource persons in other B.Ed. Colleges and University related activities
- Location of the College is easily accessible of the students and faculty members.
- Guidance to students to take up competitive examinations.
- Installation of CCTV surveillance in and around the college
- Strong Women's anti-sexual harassment cell and anti-Ragging cell to provide utmost safety to all the student teachers.
- Availability of effective student support systems like Mentoring, Guidance and counselling, placement. SC/ST/OBC cells and suggestion box services.
- Good alumni support
- Accredited by NAAC (2 Cycles)

Institutional Weakness

- Limited number of e-resource subscriptions to the Library (INFLIBNET facility).
- Limited Organisation of International and National conferences/workshops/seminars in the institution.
- Digitalisation of office work
- Lack of ICT facilities in all the lecture rooms.
- Limited sports facilities for students

Institutional Opportunity

- To enhance extension activities, outreach programmes and community engagement programmes as a

measure of institutional social responsibility.

- Harnessing the UGC /external agencies grants to undertake Research projects.
- Optimal utilisation of infrastructure and facilities available
- Enhancement of quality education through training and knowledge up gradation of faculty
- Introduction of more Add-on courses to enhance professional capabilities of our student teachers.
- Tapping local resources especially the expertise of exceptional alumni
- Providing ICT facilities to all the classrooms.

Institutional Challenge

- Lack of interest and demand towards teaching profession.
- Low rate of young aspirants with Aptitude towards teaching profession.
- Mushrooming of Teacher training Colleges in the district.
- Deterioration of aspirants outside the district.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ShakaraGowda College of Education is affiliated to University of Mysore (1974- 2023) and University of Mandya 2024 onwards. Our College adheres to the curriculum and calendar of events prescribed by University of Mysore and Mandya University with regard to teaching-learning and evaluation processes. Implementation of curriculum is done by the IAQC of the College along with all the departments of pedagogy. The college adopts CBCS (Choice Based Credit System) and CAGP (Continuous Assessment Grading System) as offered by the universities of Karnataka State from 2015-16 onwards.

It adheres to the rules and regulations made by Government and affiliating Universities from time to time with respect to admission process. The curriculum prescribed by the university focusses on Holistic development of Prospective teachers thus the Institution has always been dedicated to promoting learner-centric processes. Technology aided teaching has helped in harnessing maximum student involvement in learning. The IQAC along with different clubs and cells is striving incessantly to enhance the quality of the teacher training laced with PLO's and CLO's like effective communication skills, life skills, professional ethics, incorporating innovative methods and techniques in teaching learning, personality development and better placement services.

As per the University regulations our College is offering 8 pedagogical courses (English, Kannada, Mathematics, Chemistry, Biology, Physics, History and Commerce) and 11 Semester wise Perspective courses along with 3 optional papers and courses pertaining to EPC and EWF. Flexibility in mode of transaction is ensured in the college. To cater to the needs of student teachers and the society at large, the effectiveness of the curricular implementation is ensured and tested by feedback system. From time to time feedback from student teachers is collected and analysed. Parent teacher meetings, and meetings with Management is arranged to gather information and necessary action is taken to improve the existing system of curricular transaction in the College.

Teaching-learning and Evaluation

We have a heterogeneous group of students, thus to cater to the needs of individual differences, the College follows innovative methods of teaching, learning and evaluation. The teaching faculty is well experienced with adequate qualification set by the UGC. The college maintains utmost transparency in admission process. The enrolment process is done by the Common Admission Cell of the Government of Karnataka. Since we have opted for 1 unit, 50 students are allowed to enrol in the ratio 37:13 out of which 37 are Government seats and 13 seats to be filed by the Management of the Institution considering the merit.

We follow the prescribed Academic Calendar of Events by the affiliating University in Teaching-learning and Evaluation process. Before the commencement of the actual transaction of the syllabus, a thorough orientation is scheduled subject wise. The respected faculty orient students on Perspective and Pedagogy courses and other activities to be undertaken in that particular semester. The entry behaviour of the student teachers is tested by administering Content competency test and checked their attitude towards teaching profession by collecting data using standardised tools. It is the work culture of the college to have a good planning of all the events pertaining to academic aspects of the particular academic Year. Thus every year before the commencement of the academic year, institution organizes a planning meeting with various stakeholders to chalk out Year Plan for curricular activities. The stakeholders like management, alumni, educational experts, student representatives and faculty along with the head of the institution discuss about the academic activities based on the learners' need for various curricular activities for the entire year. A feasible Academic planner with clear cut idea about the completion of syllabus within the stipulated time, the administration of tests, submission of quality assignments and projects by the students, teacher and student enrichment programmes, work- shops, seminars, field trips is formulated.

Thorough practice in developing teaching skills is provided by organising Micro teaching sessions, Simulation and Internship in actual school set up. All the activities pertaining to theory and practical sessions are provided with constructivist feedback.

Infrastructure and Learning Resources

The Management is committed to provide quality teacher training to the enrolled student teachers, thus it caters to the needs of the teacher trainees by providing infrastructure which adheres to the NCTE guidelines. There are totally 12 well ventilated and spacious classrooms out of which 5 rooms have ICT facilities. There is one seminar hall, 3 science labs, 1 computer lab, 1 Language Lab and 1 Psychology lab to cater to the academic needs of student teachers. 1 Sports room and a well-equipped and digitalised Library with 13,960 books

pertaining to all the methodology and perspective courses. Periodicals and magazines and Newspapers are subscribed by the library to provide better exposure to the students on current events and new trends in Education. EASYLIB software is installed to enhance the efficiency of the Library. There is a canteen facility in the P.E.S Engineering campus which is a sister concern of the college caters to the needs of our students where nutritious food is served at affordable prices.

The college has installed water purifier to provide clean and hygienic drinking water facility to staff and students. Clean, tidy and separate washroom facilities are provided to male and female trainees with adequate water supply. To provide safe environment to all the students, the campus has adequate number of CCTV cameras and monitoring system. As the underground water is depleting, Rain water harvesting equipment is installed to conserve water. There is a well-equipped fire extinguisher facility to avoid fire accidents and to conserve electricity, solar lighting system is installed thus minimising the electricity consumption.

There is a provision for uninterrupted power supply as the college has installed solar equipment and there is a generator too to avoid the inconvenience of power supply. There is a girl's hostel run by P.E.T® where our female teacher trainees can avail accommodation. The college has a good ICT support system. All the faculty are provided with personal computers with internet connection to ensure better blend of technology in teaching and Learning. The well planned infrastructure of the college ensures quality training in the institution.

Student Support and Progression

At present the expectations from teachers are far more diverse and demanding. The prospective teachers need to possess a wide range of skills and competencies to give justification to their profession. Thus the institution strives to provide necessary support to student teachers for developing professional attributes by chalking out academic and extracurricular activities which caters to all round development of the student teachers. On commencement of the B.Ed. programme, orientation will be conducted to acquaint the students with University regulations, syllabus and activities of the programme. Thorough instructions about the code of conduct of the institution are provided to students along with calendar of events to support student teachers to be goal oriented. The institution also gives due attention to the progression of student teachers to higher education and placement.

The Grievance Redressal Cell, Women's anti-sexual harassment cell and Anti Ragging cell in the institution gives priority to student safety in the campus. Guidance and counselling cell addresses the problems of the students objectively. Maximum opportunities are provided to the trainees to hone required teaching skills through various activities like Micro-teaching, peer tutoring, communication skill workshops, simulated teaching sessions, tutorials, remedial teaching and immersion programmes. Thus a congenial atmosphere is created in the college for teaching and learning.

To facilitate student progression to higher studies and better placement avenues, the institution has tied up with 'Krushik Sarvodaya Trust, a registered charitable trust in Mandya which imparts career guidance and training for competitive exams including UPSC, KPSC, TET and CET. Azim Premji Foundation, conducts training

programmes to our students on innovative teaching learning strategies. Deena Bandhu trust, Chamarajanagara trains our students on Science teaching aid preparation. To improve communication skills, value added course on communication skills is introduced in the institution. Information on SC/ST, OBC and Minority scholarships is provided from time to time to the rural backward student teachers to help them to avail the Government facilities to pursue training.

Governance, Leadership and Management

ShankaraGowda College of Education, Mandya, is a pioneer institution in Mandya District which has trained thousands of teacher aspirants since its inception. It is governed and managed by PET® (PEOPLE'S EDUCATION TRUST). The trust is Managing P.E.S College of Engineering, P.E.S Degree College, Law College, Pre University College, Secondary school along with our College of Education.

The College was

The PET® has a robust Governing body headed by the President Sri K.S.Vijay Anand and the Secretary Sri. S.L Shivaprasad. The Management has framed its own code of conduct for the employees and the students. It follows the service rules and recruitment rules of Government of Karnataka. The Management is benevolent in funding the organisation of Workshops, Seminars, Guest Lectures, Faculty Development Programmes and sports Events in the College.

The Management Continuously strives for the betterment of the institution by regular supervision of the activities of the College. Feedback is collected from students online then it is analysed and interpreted and discussed in the Governing Council meeting (Feedback -www.sgcedmandya.com). Academic audit is conducted and the faculty is asked to carryout self-appraisal every year and submit to IQAC to get an insight into their effectiveness of work and to recommend annual increment based on the performance in the college.

The college maintains transparency in financial matters by conducting internal and external financial Audit. The audit wing of the Joint Director, Collegiate Education, Mysuru visits the college periodically and does the needful.

Institutional Values and Best Practices

There is a Massive transformation in the Education system of today, thus to meet those challenges and changes, the teacher Education colleges must equip themselves with innovative and best practices to sustain and impart quality training to the prospective teachers.

The best practices and values of our college are:

- Add-on course on Communication skills
- English and Kannada newspaper reading in turn by the students in the daily assembly
- Curricular transaction in both English and Kannada to meet the need of diversity.
- Innovative strategies in teaching and learning such as ICT incorporated teaching, peer tutoring, Reciprocal teaching technique, discussion, dramatization, art and music, co-operative and collaborative learning.
- As the underground water is depleting, Rain water harvesting equipment is installed to conserve water.
- There is a well-equipped fire Extinguisher facility to avoid fire accidents.
- To conserve electricity, solar lighting system is installed thus minimising the electricity consumption.
- There is a provision for uninterrupted power supply as the college has installed solar equipment and there generator too to avoid the inconvenience of power supply.
- The college has installed Aqua Guard water purifier to provide clean and hygienic drinking water facility to staff and students.
- Clean, tidy and separate washrooms facilities are provided to male and female trainees with adequate water supply.
- To provide safe environment to all the students, the campus has adequate number of CCTV cameras and monitoring system.
- There is a girl's hostel run by P.E.T® where our female teacher trainees can avail accommodation.
- The college has a good ICT support system. All the faculty are provided with personal computers with internet connection to ensure better blend of technology in teaching and learning.
- MoU's with foundations like Azim Premji, Krishik Sarvodaya Trust, Dinabandhu Charitable Trust to equip student teachers with required skills.

The College strives to build environmentally sustainable and clean campus in the following ways:

- Plastic free campus
- Separate provision to collect wet and dry waste
- Bio Gas pit
- E-waste bin
- Planting and nurturing trees

Research and Outreach Activities

Ample importance is given to Research and extension programmes in our institution along with curricular aspects. Out of 9 full time faculty, 7 have Ph.D. Degrees and two are pursuing research. All the teaching faculty are motivated to present and publish Research articles. The institution gives permission to attend seminars and conferences to present papers in National and International peer reviewed journals and UGC CARE journals.

The clubs and cells in the College are all active and organise socio centric activities. The awareness programmes on violence against women, Education of girl Child, voting awareness programme, blood donation

drive, celebration of World Environment day in secondary and Elementary schools in the vicinity, awareness programme on Population explosion, programme on POCSO and child marriage Act are conducted. Some of the faculty of the college are invited as Resource persons on various seminars organised by other B.Ed. colleges and members of BoE and BoS in the universities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHANKARAGOWDA COLLEGE OF EDUCATION
Address	Shankaragowda College of Education, K.V.Shankaragowda Road, Oppt. Womens Hostel, Mandya
City	MANDYA
State	Karnataka
Pin	571401
Website	www.sgcedmandya.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	SUVARNA.V.D	08232-220809	9972387782	08232-220809	sgcedprincipal@yahoo.com
IQAC / CIQA coordinator	Isidore Victoria Maria Roche	-	9902417155	-	victoriaroche763@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Karnataka	Mandya University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-02-1993	[View Document](#)
12B of UGC	03-02-1993	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	27-10-2003	60	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Shankaragowda College of Education, K.V.Shankaragowda Road, Oppt. Womens Hostel, Mandya	Urban	7.08	104.72

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Bachelors degree	English,English + Kannada	50	44

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				9			
Recruited	0	0	0	0	0	0	0	0	7	2	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	7	2	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				9
Recruited	7	2	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	7	2	0	9
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	1	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	2	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	1	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	4	0	0	0	4
	Female	40	0	0	0	40
	Others	0	0	0	0	0

04-12-2024 12:40:33

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	3	4	2
	Female	12	7	5	11
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	4	5	5	1
	Female	28	27	20	26
	Others	0	0	0	0
General	Male	0	0	0	1
	Female	0	1	2	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		45	45	37	44

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institution is gearing up to introduce integrated B.Ed programme as envisaged by NEP-2020. Multidisciplinary and Interdisciplinary subjects would be taught by incorporating Arts, humanities, sports and vocational skills along with Academic subjects. The institution will strive to nurture the holistic development of student teachers.
2. Academic bank of credits (ABC):	The Institution will shoulder the responsibility of opening, verifying and storing the credits earned by the students from our institution and also from other higher education institutions. As envisaged by NEP 2020, Academic flexibility will be provided to student teachers to pursue any other course of their

	choice in other similar institutions/online courses and credit earned by them is transferred through MoU with those institutions. Students teachers will be directed to manually open an account with the ABC of India to get a unique student ID.
3. Skill development:	The College meticulously plans activities which caters to the development of required skills in teacher trainees. To develop teaching skills, Micro teaching work shop and practice sessions, simulation lesson, prior to immersion/internship programme, demo classes in 5 E approach of teaching, innovative strategies of lesson planning like Reciprocal teaching technique, Concept attainment model of teaching are conducted by the teachers to equip students with different methods of teaching and learning. Various co-curricular activities are organised to develop effective communication, decision making, leadership and problem solving skills in student teachers. Workshops on Preparation of teaching aids, incorporating art and drama in teaching learning are organised.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college follows bilingual system of curricular transaction. Regional language (Kannada) is given equal importance as English language to reach all students. Indian Knowledge system is developed through the Perspective Course Philosophical and Sociological bases of Education where student teachers gather information about the rich traditions of our country. The Alumni Association every year organises State Level Folk singing competition to keep alive the folk tradition of our ancestors. Every Friday in CCA sessions students are encouraged to present skits related to our Indian tradition and beliefs.
5. Focus on Outcome based education (OBE):	The B.Ed. curriculum in planned in such a way that it caters to the all-round development of students teachers. The perspective courses, the pedagogical courses, activities which enhances professional capabilities (EPC) and Engaging with field activities (EWF) bring desirable changes in prospective teacher's behaviour, skill and attitude. Thus there is a lot of scope for outcome based education in B.Ed. programme.
6. Distance education/online education:	The covid-19 situation necessitated teachers and students to equip themselves well with using online

platforms like Google meet, Zoom, Team Microsoft etc. for the teaching learning purpose. To make both teachers and students techno savvy, workshops are conducted in the college using the online platforms. National level Online quizzes on Educational Psychology, pedagogy of teaching mathematics, social science, language and science were organised. National level webinars on 'Action Research' and Effective 'Communication skill' were great success. Prospective teachers are enabled to create Google forms. Orientation on SWAYAM, KOER and MOOC are provided to student teachers to make good use of the digital platforms for professional development.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electrol Literacy Club (ELC) has been setup in the college in the year 2019-20 .It has established to accomplish following objectives. 1. To develop awareness about importance of democracy, 2. To develop awareness among prospective teachers regarding their rights of voting. 3. To organize awareness Program on electoral literacy
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college has very active and functional Electoral Literacy Club comprised of the President, the coordinator, faculty and student representatives The following is the committee: President : Dr. V D Suvarna , Principal Co- Ordinator : Sri Harshavardhana C Faculty Members: Sri Beeralingaiah G Dr. Varun M Student Members Sl.no Student name Semester 1. Kavyashree II year (IV Semester) 2. Kusuma II year (IV Semester) 3. Darshan II year (IV Semester) 4. Shalini K II year(IV Semester) 5. Manasa II year(IV Semester) 6. Ambika II year(IV Semester) 7 Yashashwini A N I year(II Semester) 8. Suresha B I year(II Semester) 9. Honnurrappa I year(II Semester) 10. Sridhar I year(II Semester) 11. Sumalatha I year(II Semester) 12. Spoorthi I year(II Semester)
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	The Innovative programmes organised by the ELC are as Follows: * On 27th March 2023 Electrol Literacy Cell has ogranised an oath taking programme on preamble of constitutions. Dr. V D

students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Suvarna the principal of the college institutie prescribed this function.All the students and faculty members participated actively. * A Jatha on election and voter's awareness was held by the Shankaragowda College of Education. On October 9, 2023, the Faculty and students participated actively with guidance from Principal Dr. V D Suvarna. The principal gave speech about the importance of elections. Students carried banners with educative statement.They also carried placards with meaningful statements regarding electrol process. *The College has conducted a Jatha in Mandya to develop awareness on Election process and Voter's Awareness. On 26th October 2023. The Principal Dr. V D Suvarna, the faculty and students took part in Jatha. the principal spoke on the significance of voting and election process. With the goal of spreading voter literacy and voter consciousness, students carried placards with educational themes.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness drives are undertaken on importance of participating in election and helping the country in electing eligible representatives who possess true leadership qualities. Our staff and students strives to create awareness in people especially belonging to rural areas about their right of voting.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	As ours is a teacher training college, all the students are graduates hence there is no need for us to register them but efforts are made to encourage student teachers to cast their votes and help in electing stable government which works towards development of the country.

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	44	37	45	43

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
50	50	50	50	50

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
25	25	25	25	25

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	44	37	45	43

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
47	44	37	45	43

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	44	37	45	43

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

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

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
7.2	8.0	7.8	2.8	8.2

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 47

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

ShankaraGowda College of Education is affiliated to University of Mysore and Mandya University. The Institution follows the prescribed Syllabus and calendar of Events of the affiliating University for its Bachelor of Education programme to ensure smooth and efficient functioning of its teaching and administrative processes.

Even though the Institution strictly adheres to the Curriculum and calendar of Events prescribed by the affiliating University, within the same framework, the college also prepares its own calendar of events and plans teacher and student enrichment activities before the commencement of the Academic session and the same is placed in the college website to ensure transparency. Academic planning and reviewing of curriculum is done every year and it is meticulously executed by the IQAC with the help of different departments to impart quality training to the prospective teachers to develop required pedagogical skills which suit the 21st century constructivist classrooms.

Academic Planning: Every year before the commencement of the academic year, institution organizes a planning meeting with various stakeholders to chalk out Year Plan for curricular activities. A feasible Academic planner with clear cut idea about the completion of syllabus within the stipulated time, the administration of tests, submission of quality assignments and projects by the students, teacher and student enrichment programmes, work- shops, seminars, field trips is formulated.

Reviewing of Curriculum: The aim of our Institution is to provide quality training to student teachers. To achieve effective learning outcomes, review meeting is conducted every semester end with the principal, staff, educational experts and student representatives who critically examine the academic programmes for the purpose of optimising student learning experiences. Feedback is collected on the implementation of curricular activities which were formulated earlier and discussion will be held on the strategies that help to improve further.

Revising of Curricular Transactions: With changing time, the curriculum should also change to meet the needs and aspirations of individuals and the society. Based on the need and to cater to the learning needs of students' revised plan for action will be formulated. The institution follows novel techniques in curriculum transaction like, Active learning strategies, Reciprocal teaching techniques, co-operative learning, Inductive teaching and learning, inquiry model, concept attainment model, discussion, tutorials, dramatization, discovery learning and project based learning. There is also flexibility in the curricular transaction; During Covid-19 pandemic the Ministry of Education ordered all the schools and colleges to carry out teaching learning process through on line mode so as to not to hamper the academic functioning. Thus curricular transaction was switched to online mode. Internal Assessment like

Assignments, projects, tutorials, quizzes and seminars were also conducted online.

To develop the skill of teaching, the Institution conducts well planned and meticulously organised Micro-teaching and Simulated teaching sessions. The demonstration lessons are given by the respective methodology teachers. Subject experts from different schools/colleges are also invited to give demonstration so that to provide student teachers' an exposure to new methods and techniques of curricular transaction.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: D. Any 2 of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 65.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	15	15	15

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

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

Response: 0.6

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

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

Response: 63.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
47	44	44	0	0

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.4

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

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

Response: D. Any 1 of the above

File Description	Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Fundamental or coherent understanding of the field ofTeacher Education

The onus of the Teacher Education Institutions is to provide quality teacher training to the prospective teachers. The curriculum of the Teacher Education is constructed in such a way to cater to the needs of the present day competitive world. The role of teachers in 21st century classrooms has become more complex due to fast changing world where knowledge is almost unlimited.

The Curriculum of B.Ed. programme is prescribed by the affiliating University which is very well planned and enriched.

The curriculum has theory papers such as

- Childhood and Adolescence, Learning, teaching and Assessment papers focusses on theories pertaining to learning, individual differences in terms growth and development. This paper equips student teachers to deal with the classroom situation very effectively.
- Philosophical and sociological Bases of Education, contemporary Education in India – Traces the Indian philosophical traditions and establishes the link between education and socialization.
- Educational administration and management-Provides insight into managerial skills
- Educational Technology-Provides thorough understanding about the effective use of Technology in the classrooms
- Knowledge and curriculum, Techniques, methods and Approaches in pedagogy equips student teachers with varied methods and innovative techniques in curriculum transaction.
- Educational Evaluation familiarises with different techniques of evaluation
- Physical Education enumerates the importance of sports in development of balanced personality and health
- Value Education helps in Inculcation of values

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

Keeping pace with the diversity existing in our society, the teacher has to deal with the heterogeneous classroom. The aspiration level of the students has changed considerably due to the influence of technological revolution and globalization. In this context, the teacher needs to understand that learners have to be provided with opportunities to share, discover and participate actively in the learning process. The University offers Teacher Education under CBCS system which gives some flexibility for students to choose their area of specialisation and elective subjects.

The curriculum does not only concentrate on the theory part but there is lot of scope for practical aspects too.

- Psycho-Social Tools and Techniques is an EPC course under which prospective teachers are exposed to various psychological tests and Experiments.
- Teaching is a noble profession, thus personal and professional values are inculcated in prospective teachers through Value Education course and by organising eye opening sessions, workshops and seminars by inviting eminent personalities in the field.
- Prospective teachers are given opportunities to plan and organise college events, classroom management, maintaining discipline thus theory is connected to the theoretical aspects of the

curriculum.

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

The college continuously strives to inculcate the professional skills in prospective teachers by imparting quality training. Most of the students belong to Rural background with varied interests and capabilities. The curriculum prescribed by the University and the curriculum transaction in the college respect the uniqueness of each student.

Ample practice is given to improve communication skills. Invited lectures are organised to motivate students to improve their language skills and to make them understand the importance of effective communication for teachers. Student teachers are made to practice communication skills, micro-teaching skills and integrated lesson practice in a simulation condition. Immediate constructive feedback is provided by the peer group and the faculty so that the student teachers can improve upon their presentation.

Skill/competencies such as: Emotional Intelligence, critical thinking, Negotiation and Communication skill collaboration with others Etc.

To be successful in their teaching career teachers must hone variety of skills. It is not enough if they acquire the proficient teaching skills and in-depth knowledge of the subject matter but they also need the superior inter-personal skills and life skills. Our college addresses the skill development in trainees such as Emotional Intelligence, critical thinking Negotiation and communicative skills through theory, practical sessions and other activities.

Emotional Intelligence: Emotional Intelligence has been conceived and measured in terms of self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, value orientation, commitment and altruistic behaviour. Students are acquainted with the theoretical knowledge of Emotional Intelligence and its importance to the classroom teacher.

Critical Thinking: Critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience and reflection. The college provides lot of opportunities for students to reflect on their own knowledge. This is enhanced by giving challenging assignment, projects and taking up minor researches.

Negotiation: One of the important skills teachers need for classroom management is negotiation. Learning the art of negotiation can make the classroom a place of constant learning. To develop these skills, opportunities are provided to prospective teachers to shoulder the responsibilities of organising various activities in the college, celebrating National and social festivals, conducting special assemblies

and celebrating other days of significance. Here students work in groups, plan together and accept other's ideas.

Communication skill: Teaches who hone good communication skills are prepared to instruct, advice and mentor students entrusted to their care. Additionally, teachers must communicate well to effectively collaborate with colleagues and update administrators and parents on student's progress. The college mandates all the students to read newspapers in both English and Kannada language everyday taking turns in the Assembly. Every week students must take an active part in the Co-curricular activities which gives students enormous opportunities to unfold their hidden talents. Literary activities like essay writing, instantaneous speaking and writing, debate, quizzes, paper presentation, extempore etc., provide ample chances for the trainees to polish their communication skills.

To provide experiential learning and to enhance trainee's critical thinking skills Fieldtrips are organised to Special schools, Residential schools, DIET, BEO office, Milk Diary, Historical museum, Vishweshvaraiah Technological Museum, Central Institute of Indian Languages etc.,

We organise Personality Development programmes to help them acquire skills and traits that are required for success in their professional career. Every year for each batch of students Community living camp is organised which concentrates on the personality development.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2

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

Response:

1.3.2 Institution familiarises students with the diversities in school system in India as well as in an

international and comparative perspective

After Independence, the education system in India has evolved in a remarkable way, to become one of the largest establishments of its kind in the world. Today, education in India is seen as one of the key ways to upward social mobility, being utilised as a powerful tool to build a society based on knowledge and progressive temperaments, while upholding the tender framework values and ethics intact. However, to augment education to a higher level, it is imperative for educational bodies to undertake modern age steps – one of the most prolific being diversity in classroom. The modern Indian society is diverse in its cultural roots, with inclusion of expats settling down to explore better opportunities and views diversity in a positive light. Schools are the initial enablers of progress and a healthy perspective towards life and hence, diversity needs to be promoted in classrooms to as it gives people the chance to experience and imbibe a plethora of cultural connotations.

The prospective teachers are familiarised with the heterogeneous classrooms through various perspective courses such as

- Inclusive Education
- Contemporary education in India
- Educational Administration and Management

These papers enables students with the Historical background of Education system in India as well as other Countries and helps them to deal effectively with the diversity in the classrooms keeping in mind the recent developments and innovations in the education scenario all over the world.

Practical experience is provided to students by organising field visits to Residential schools such as Moorarji Desai Residential schools, special schools, Government schools, Aided schools. Here students get ample opportunity and first-hand information about the working of these different schools.

The School heads and the teachers are requested to provide necessary information about the admission procedure, SDMC, Parent teacher Associations, school calendar of events, the infrastructure and all other facilities available in the schools. The students observe the classes of head teachers and subject teachers and get to know the innovative techniques and methods used by the teachers in the class to make the concepts clear. Students are also oriented about the diversity in the classroom such as strengths and weaknesses of students, their interests, social background, gender, Socio-Economic back ground of parents, the ethnicity, customs, traditions they follow, language and food habits.

These field visits help our students in understanding about the actual functioning of the schools and the policies and programmes of Government towards imparting quality education.

Technology has taken the centre stage in education system all over the world as it is the powerful tool that can support and transform education in many ways. Our students are familiarised with the International system of education through readily available videos, Research articles. Students discuss, compare and analyse the education system in India and compare it with other countries. Such activities help them to understand that education system in India still needs to be revamped to suit the present changes and needs of the society.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

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

Response:

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

Response:

Our college follows the curriculum constructed by the affiliating university and strives to provide varied experiences to the students. Theoretical inputs and practical sessions equip them to imbibe teaching competencies which are very essential to thrive in their professional careers. In order to achieve this aim students are imparted training in teaching by following measures.

- The institution follows novel techniques in curriculum transaction like, Active learning strategies, Reciprocal teaching techniques, co-operative learning, Inductive teaching and learning, inquiry model, concept attainment model, discussion, tutorials, dramatization, discovery learning and project based learning.
- To shun away the stage fear and anxiety, communication skill workshop is organised where students are made to present on any topic of their pedagogy subject. The presentation is evaluated by the peer group and the respective teachers. Constructive feedback is given on the usage of verbal and non-verbal communication components.
- Teaching skills are taught through Micro-teaching and macro teaching sessions. Every student is compulsorily made to practice these micro skills by choosing topics from their respective methods. Theoretical knowledge on Micro-teaching and integration lessons are provided thoroughly, selection of topics, writing episodes, presentation and feedback by peer and the supervising teachers are planned meticulously.
- Simulation lessons and ICT based lessons help students to gain mastery over the teaching skills and also increases their confidence level in communicating ideas more clearly.
- Workshop o Formulation of Instructional objectives, writing lesson plans, preparation of Teaching learning materials and power-point presentations are conducted.
- Expert teachers are invited to give quality Demo lessons to give thorough understanding of the classroom transaction before the commencement of internship.
- Student teachers, in the course of practice teaching, take an active part in all the curricular and Extracurricular Activities of the practicing schools. They also assist the regular teachers in organising events, morning assembly sessions, class supervision etc.,
- Students conduct Unit tests, Action Research, Provide remedial teaching to the slow learners, teach yoga, Art and craft and conduct sport events in the practicing schools.

Two years of rigorous training moulds our prospective teachers into well-equipped professionals. There is a scope for Campus selection soon after the successful completion of the course. Some of our Alumni are working under Government institution with high positions. There is also a provision for TET, NET, SLET and CET examination coaching for students in the institution.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

1. Students
2. Teachers

3.Employers

4.Alumni

5.Practice teaching schools/TEI

Response: C. Any 3 of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 85.2

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)

2.1.2

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
25	25	25	25	25

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

2.1.3

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

Response: 4.69

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	3	3	2

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Majority of our students are from rural background. Even though most of them excel in academic aspects lag behind in effective communication skills thus we undertake entry level assessment of students at the

commencement of the academic programme. Students' previous academic levels are checked based on their performance in their Under Graduate or Post Graduate level examinations then they are administered with Content competency test, Teaching Aptitude test, and Language proficiency test to find out their learning levels.

The following objectives are formulated for entry level assessment of the students:

- To identify the individual differences
- To identify the competencies possessed by students
- To check whether the students have adequate attitude and skills required for teaching profession
- To plan the necessary academic programmes to overcome the shortcomings
- To enhance the communication and presentation skills in students
- To organise personality development programmes to boost the confidence levels of student teachers.

Process of Entry level assessment:

Attitude towards teaching profession test: Attitude test is administered at the beginning of the academic session to all the new student teachers to check whether they have favourable attitude towards teaching profession

Content competency test:

It is the basic requirement for all the teachers to have a hold on their specific subject of study. Thus in every Pedagogy subject the concerned faculty will conduct Content competency tests to ensure the in-depth knowledge possessed by the students in their chosen Methodology.

Communication skills:

Effective communication is one of the most important skills every teacher must possess. Thus to hone the communication skills of students and boost their confidence, workshop on effective communication skills is conducted at the beginning of every academic session. Students teachers are then assigned the tasks under Language Across Curriculum (LAC).

Basic computer knowledge:

Today it is inevitable for all the teachers to possess the necessary computer skills. Through check list the basic knowledge about computers will be checked. This will help the teachers to divide them into groups based on their needs and provide necessary training.

The assessment of the learning levels is also done by the teachers to identify the high achievers, Average and slow learners in the class.

Strategies adopted for slow learners:

- Counselling sessions are carried out on a regular basis by the mentor teachers and subject teachers to ascertain the causes for slow learning.
- Co-operative learning and peer tutoring (More Knowledge others) is encouraged.
- Bilingual lecture classes are conducted to help the slow learners and simplified study materials are provided.
- Disciplinary measures are taken to avoid regular absenteeism which is a hurdle in learning.
- Constructive feedback is provided regularly to encourage them to put extra effort in studies.

Strategies adopted for gifted learners:

- The High achievers are appreciated for their good performance in the class tests, assignments and tutorial sessions.
- Leadership qualities are enhanced by assigning major responsibilities like Union Secretary, group leaders, peer tutoring tasks.
- Coaching is provided for competitive exams.
- The top scorers of the college are felicitated.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: C. Any 3 of the above

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

2.2.3

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

Response: Whenever need arises due to student diversity

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 5.5

2.2.4.1 **Number of mentors in the Institution**

Response: 8

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

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Response:

Our Institution follows constructivist approach in teaching learning. The prospective teachers are given hands on experience and the faculty facilitate the learning process. ICT mediated classrooms help the students to familiarise with the concepts clearly.

Following are the Multiple mode approaches used by our Institution to provide quality training to our students:

Experiential learning: We provide practical knowledge to our students by adopting experiential learning. It helps our students to gain necessary teaching skills and develop positive professional practices. First year prospective teachers ought to undergo Actual Internship stage (I phase) comprising of 24 days. The II year prospective teachers must undergo 50 days of Actual Internship Phase II in neighbouring secondary schools.

Participatory Learning: Heterogeneous groups of students are formed and assigned tasks like presentations**.** Students discuss in their respective groups, plan and execute the presentations meaningfully. This method emphasises active participation and student engagement in the learning process.

Co-operative learning: Our Institution provides academic and social learning experiences by following Co-operative teaching learning methodologies. Opportunities are provided to the students to work in small groups for the effective learning. The main aim is to maximise the learning of every member in the

group. This method helps in taking up the responsibilities, problem solving, planning and organisation of the activities and helps them to learn time management.

Field trips: To enhance the critical thinking skills and to provide hands on experience to prospective teachers, the Institution organises field trips to science museums, Historical museums and places, CIIL (Central Institute of Indian Languages, science and Mathematics exhibitions.

Guest lectures and workshops: To make the student teachers and the faculty, to be aware of the modern trends in education and progression in respective methodologies, the Institution periodically organises Guest lectures and workshops. Eminent scholars, scientists, Educationists, Philanthropists and Social workers are invited to the institution.

Bridge course: To prepare the student teachers to gain new knowledge in the pedagogy and prospective courses, the respective department of study plans, organises and conducts bridge course to first year students. This will acquaint the students about the subject matter and its objectives.

Assignment and tutorials: Prospective teachers of both I and II year are assigned topics for assignments and tutorials. Here the students are expected to provide extensive information. Students collect relevant information from varied sources and present them in the form of assignments and tutorials. The internal marks are allotted to these activities.

Technology enabled teaching: Prospective teachers are compelled to use technology in the form of PPT's and relevant Videos to make the concept clear in the college based tutorial presentations and also real classroom teaching practice sessions.

Survey: To develop problem solving skills and also to acquaint our student teachers with basic Research skills, We provide opportunity to students to conduct survey on Socio-Economic status. This will enhance the creative and critical abilities of student teachers and helps them to acquire the research skills like investigating, survey, analysis and interpretation of the information collected.

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

2.3.2

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

Response: 0

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

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

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

2.3.3

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

Response: 113.64

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

Response: 50

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

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

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

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

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Data as per Data Template	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

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

Response:

Response:

   Mentoring is a collaborative partnership between Mentor and the mentee. It is a valuable approach to provide prospective teachers with necessary academic and emotional support. Our Institution follows 10:1 Mentee-Mentor ratio to give individual attention to all the teacher trainees. The major objectives of Mentorship in our Institution are :

- To help trainees to feel more connected and comfortable in the campus.
- To assist them to determine their academic aspirations and work with other trainees to achieve them.
- To guide them for their emotional and personal well-being.
- To check their progress at regular intervals.
- To prepare prospective teachers or successful career in teaching.

At present the expectations from teachers are far more diverse and demanding. In view of the changed learner profile of today, the prospective teachers need to possess a wide range of skills and competencies to give justification to their profession. Thus Continual mentoring is provided by the teachers for developing professional attributes in students in the following ways:

Understanding the student diversity: The student diversity adds richness and challenge in the classroom. Since majority of our students possess rural background, it is very essential for the Mentor

teachers to know about their mental and physical abilities, socio-Economic background, about their parent's level of education and occupation, languages they speak, attitude and aptitude towards teaching profession. Mentors help students feel valued and respected by promoting cultural awareness in the classrooms. This helps the prospective teachers to learn to stay aware of diversity in their future classrooms and use strategies that foster acceptance of diversity.

Group Dynamics: It is very crucial for the Mentor teachers to be aware of the behaviour of student trainees in the groups. Ample opportunities are provided to the student teachers to work in their respective groups. All the students from both I and the II year irrespective of their method of study are divided into four groups respectively. Co-curricular activities are organised by the students in their groups. This develops team spirit, healthy competition, and co-operative and collaborative learning among student teachers. Mentor teachers provide necessary guidance in organising events like inter college and intra college sports events, quizzes, science exhibitions, art and craft workshops, dramatization, awareness rallies, Guest lectures etc. These activities definitely enhance student teacher's professional attributes.

Setting Goals: We are living in a highly competitive society which requires skilful, talented and highly professional individuals. The teaching profession is also becoming very challenging as other professions like medicine and Engineering. Thus teachers need to be very competitive, highly professional with necessary competencies and potentialities to remain and thrive in the profession. They are expected to meet the educational needs of individual and the society. Thus the mentor teachers help the trainees to set broad goals, planning lessons, effective execution of lessons in the classrooms, proper time management, professional behaviour or conduct in the college and practicing schools, to be continuous learners and keep abreast with the innovative trends in Education.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

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

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: C. Any 3 of the above

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

2.3.7

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

Response:

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

Response:

Holistic development is the crux of the training which we are imparting in the college. Ample scope is provided to prospective teachers to excel in both curricular and Extracurricular domains of teaching and learning. The prescribed curriculum nurtures creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students.

These activities are carried out by selecting appropriate approaches and methods, guiding students to execute the plans, monitoring and evaluating the work and Providing constructive feedback.

Following are the activities through which creativity and innovativeness, intellectual and thinking skills, and empathy and life skills are nurtured in students by the institution.

Interactive Language Wall:

Effective communication skills are prerequisite to teachers as they enable teachers to facilitate learning, create positive learning environment, build relationships, to tap community resources, collaborate with colleagues and the school management and fosters professional development and success. In our college we have installed a white board where student teachers share grammatical aspects of English language, articles in English, day to day conversation in English, English terminology of things and objects around us. These not only help students to build vocabulary, improve their English language skills but also develops creative abilities in students as hey imagine and compose small poems, write short stories in English language.

Incorporating drama and arts in teaching learning process: Teacher training not only concentrates on development of academic skills but fosters creative abilities and innovativeness. Art and drama are valuable educational tools which help students to develop critical thinking, empathy, and teamwork. Art education also encourages students to think imaginatively, develop fine motor skills, and communicate ideas through aesthetics.

Awareness rallies and street plays: The awareness rallies are organised to create sensitivity towards social issues like gender equality, Violence against women, Girl child education, Importance of Voting etc. in the target audience. The main focus of these programmes is to develop social responsibility, leadership qualities, empathy for the marginalised in our students.

Preparation of teaching learning materials: Teaching learning materials play an important role in the effective teaching learning process. These increase teacher effectiveness, clarity in concept understanding, provide personalised learning, cater to the individual learning needs. Improves retention and make learning enjoyable and meaningful. Thus we provide hands on experience to student teachers to prepare learning materials by themselves. Student teachers are grouped methodology wise and made to prepare Charts and working models on the syllabus of secondary classes. This will help the students to unfold their creative ideas and get prepared for their upcoming internship programmes.

Student teachers are also taught and motivated to prepare Power Point Presentations to be used in the tutorial sessions and real classrooms to make their teaching very effective.

- **Debate and essay writing competitions**: On account of National festivals and other significant days, debate and Essay writing competitions are organised. The aim is to develop excellent oral and written communication skills in student teachers. They also help in development of critical thinking, problem solving and help students to overcome fear of public speaking by boosting their confidence.
- Students are encouraged to write literary Articles, Poems, Essays, and reports for the College Magazine in English and Kannada languages.
- In language classes, students are exposed to role plays, group discussions and case studies. English Language Lab plays an active role in enhancing the communication skills: writing, listening, reading and speaking skills.

Practical classes help the students to hone their skills and help them acquire the applicative knowledge.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

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

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

Response: D. Any 1 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

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

1. Preparation of lesson plans

2. Developing assessment tools for both online and offline learning

3. Effective use of social media/learning apps/adaptive devices for learning

4. Identifying and selecting/ developing online learning resources

5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

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

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

Response: C. Any 3 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

2.4.8 Internship programme is systematically planned with necessary preparedness

Response: Internship programme is an integral part of Teacher Education programme. It is very significant as it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.Internship programme is planned and Executed in the following ways:

- **Preliminary planning by the Principal and the Faculty:**

Well before the commencement of the academic session, the Principal of the College assigns the portfolios the teaching staff for the entire academic year. Internship programme is one among them. The principal holds the meeting with the concerned in charge and all the faculty to discuss the following:

- Scheduling of the internship programme

- selection of the practicing schools
- Grouping students based on their pedagogy
- Getting ready with the materials like Lesson plans, Unit plans, Observation records, Reflective diaries and Teacher feedback record etc.,.
- Planning demonstration classes by the concerned faculty as well as by Resource persons form secondary schools.
-

Orientation to School Head Masters/Mistress about Internship:

The Internship programme will be successful only when the schools support the college.After the meticulous planning of the internship programme by the college, The Principal invites all the Heads of the selected schools to our college and following aspects are discussed.

- Providing congenial atmosphere to the student teachers in their schools to make them feel welcomed.
- To provide necessary facilities to them to gain practical knowledge in teaching learning.
- To include the interns in school related programmes other than teaching.
- To provide them with sufficient number of classes to complete their internship successfully within the stipulated time frame.
- Guidance by the senior and experienced teachers of the school are expected.

- **Orientation to Interns**

As Internship programme is the very important stage of the training which provides hands on experience to our trainees, thorough knowledge on the same is provided to the student teachers by the Principal and the in charge teachers in the following ways:

- To maintain discipline, regularity and punctuality in the assigned schools.
- Adhere to the code of conduct of the assigned school
- To be patient with the staff and the students of the school.
- To give their best in terms of teaching.
- To participate actively in the extracurricular activities of the school as they are the part of the internship.

- **Teacher's role in observation of lessons and providing constructive feedback**

Incessant support and guidance is provided to the interns by the teachers in the following ways:

- Writing of the Lessons plans,
- preparation of teaching learning materials to be used while teaching,
- Designing learning activities to ensure teaching effectiveness.
- Constructive feedback is provided by the mentor teachers after observing the classes.
- Helping student teachers when they confront any kind of problem in the classroom.
- Encouraging peers to give feedback so that the student teachers try to minimise errors and give their best in the classes.

.

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

2.4.9

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

Response: 7.33

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

Response: 6

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

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: C. Any 4 or 5 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View Document](#)
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

2.4.11 Institution adopts effective monitoring mechanism during internship programme

Response:

We follow an effective monitoring mechanism during internship programme. As discussed earlier internship is an integral and significant part of teacher training. It provides student teachers hand on experience. It is very significant as it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession. Internship period mandates the student teachers to take an active part in both curricular and co-curricular activities of the school which will help them in their endeavours as effective classroom teachers.

The interns are supervised by the Principal of the college, Mentor teachers and subject teachers. Every school which is taken for internship is allotted with a teacher who supervises entire work of that particular day. The supervisors are scheduled for the work on rotation basis thus all teachers get an opportunity to observe the classes of all students. The supervision schedule is well planned for the smooth conduct of the internship programme. The supervisors observe the classes and provide regular feedback to the students. In lesson plan there is a provision for written feedback which acts as a record as well as improvement option for the students. The mentor teacher discusses each teaching stage and gives verbal feedback at the end of all the classes. Peer feedback will also be taken to give an insight to the student teacher on his/her teaching skills. The effective monitoring system of the institution enables the student teachers to improve their presentation skills.

Innovative methods and techniques of teaching are encouraged. Prospective teachers are motivated to incorporate ICT, art and drama as techniques in teaching. Other than these, concept

attainment model, Reciprocal teaching techniques are also used to make teaching learning enjoyable and effective. Student teachers are made to prepare individual lesson plans and get approved by the method master/mistress before its transaction in the class. This practice helps the prospective teachers to prepare well for the class by avoiding unnecessary details and adding only what is required and gives a thorough idea of activities, learning materials and examples to be used in the class.

The peer group is also made to observe the classes of their classmates and expected to give feedback. Observation record is maintained for this purpose.

In internship school any one experienced teacher is requested to take up the responsibility of Mentor teacher who helps our students in allotment of classes, guiding, monitoring the work and involving our students in other school related activities.

Thus internship programme not only prepares our students to gain knowledge of teaching but also organisation of co-curricular events, maintaining the records, preparation of well-balanced time table and conducting assemble programme etc.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

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

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

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

Response: B. Any 4 of the above

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

2.4.13

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

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

Response: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Link	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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

2.5.2

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

Response: 77.78

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

Response: 7

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

2.5.3

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

Response: 23.89

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

Response: 215

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

2.5.4 Teachers put forth efforts to keep themselves updated professionally through

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

Response:

1. **In-house discussions on current developments and issues in education**

To keep abreast with current trends in education, developments and issues in education are discussed twice a week regularly in our college. Faculty take turns and share the information gathered particularly on education system in India and other countries too. The pros and cons of new trends in education are discussed and later the information is disseminated among trainees by the faculty.

- Seminars are organised on social issues like, Girl child Education, Gender sensitivity in text books, developing scientific temper in students and teachers.
- During pandemic, we had to shift from regular classes to online mode of teaching, teachers were provided with training on using online platforms like Google meet and Zoom. Quiz competitions were conducted for both teachers and trainees at National level. Webinars on **Action Research and Communication skills** were organised.

1. **Sharing information with colleagues and with other institutions on policies and regulations**

- One day university level workshop was conducted to discuss about the B.Ed. curriculum
- Quiz competitions were conducted for both teachers and trainees at National level.
- Webinars on Action Research and Communication skills were organised.
- Ideas on Language Laboratory and Language across curriculum were shared with students and staff in Omkarmal Somani B.Ed. College, Mysore, by one of our staff.
- Demonstration lessons were given by two of our staff in the B.Ed. Colleges in the vicinity.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

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

Response:

Our college follows the university guidelines in teaching and evaluation process. The entire teacher training is comprised of 2 years with 4 semesters. Each course normally, has two components- the internal assessment and the semester end examination. The internal assessment (IA) marks are based on continuous assessment comprised of C1 and C2. Semester end examination is conducted by following the University directions.

The evaluation system followed by the institution as follows:

The Internal assessment is carried out based on Assignment, tutorials, Micro teaching, simulated lessons, ICT applications, Psycho-social Tools and techniques are evaluated based on certain criteria to maintain the transparency in evaluation.

Assignments: On Pedagogy and Perspective courses, assignment topics are given to each student by method and the subject teachers. Student teachers are expected to be creative. The work done by the student teachers are evaluated based on the criteria a) Introduction b) Coverage c) Organisation of the content d) Conclusion

Tutorials: The student teachers are assigned topics in both pedagogy and Perspective courses by the respective teachers. The presentations are evaluated by the teachers.

ICT Applications: All the prospective teachers of 1st year must complete practicum in lab situation and present detailed report internal marks are allotted based on the criteria. Examination in lab work and Viva-Voce is also conducted according to the University directions.

Micro-teaching and integration: It is mandatory in the college that each student teacher has to practice 6 Micro- teaching skills. Three in each pedagogy. Two school based lessons on integration of skills, one in each pedagogy. This helps student teachers to acquire necessary teaching skills, develop self-confidence, Speech modulation and expressive abilities. These activities are evaluated adhering to the specific criteria.

Simulated and ICT based lessons: First year students are made to present five lessons in simulated conditions. Two lessons are ICT based and three Non ICT based lessons. Assessment is done on the set criteria.

Psycho-social tools and techniques: Practicum in lab situation and field based and presenting a report, Submission of the record is done by the student teachers. Assessment is carried out based on the criteria a) Administration of tests and Experiments b) Scoring procedure c) Analysis and interpretation of results d) Educational implications. Examination in lab work and Viva-Voce is held.

Language across the Curriculum: Activities pertaining to development of language skills are done. Students are made to submit reports on activities carried out on Listening skill, speaking skill, Reading and Writing skill.

Art and Drama in Education: 2nd year prospective teachers are divided into groups and made to present drama pedagogy wise. This activity not only helps the prospective teachers to learn to use art and drama in presentation of concepts in classroom situation but also develop their creative and imagination abilities.

Internship and immersion: As per the University regulation, 2nd year students must complete 50 days of Actual Internship phase II in designated secondary schools. It is the very crucial period where the student teachers get hand on experience in teaching and real classroom exposure.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

2.6.3 Mechanism for grievance redressed related to examination is operationally effective

Response:

There is a well organised grievance redressal cell in the college comprised of Principal as the president, Co-ordinator and the teaching faculty as members with student representatives. The cell makes all the efforts to address the grievances of the students related to the Internal evaluation process, attendance and the term end examination. The assignment books are evaluated in time by the respective subject teachers and returned to the students for any kind of clarification on marks awarded. The tutorial presentations of the students are evaluated on spot and constructive feedback is provided immediately. Internal marks are awarded in the books following the set criteria. Acceptance signature is taken from the students to avoid any kind of bias and to maintain transparency.

Tests booklets are evaluated and given to the students to check and clarify any doubts. Proper justification is provided to the students on the obtained marks and tips to improve are given by the concerned teachers. If any student fails to attend test due to genuine reasons, retest will be given. Improvement option is also provided to low achievers on request. The internal marks and the attendance list is displayed on the notice board to maintain transparency and avoid any kind of ambiguity.

Exams and tests are conducted in a just manner in the college. There is no room for malpractices. All students and teachers will be under CCTV Surveillance. Any grievance on test or examination is treated seriously and proper solution is provided to the complainant.

Students are well informed about the examination and evaluation procedure of the University. If any student is dissatisfied with the marks or fails to get expected scores, then there is a revaluation

option on paying prescribed fees. The students are also made known that if they doubt their marks, they can apply for the photocopy of the answer script. If the student has some grievances on evaluation, he/she can bring it to the notice of the Principal and on studying the facts, the Principal forwards it to the concerned authority to get it clarified. In this way the college tries to resolve the grievances of students pertaining to evaluation.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6.4

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

Response:

2.6.4 The institution adheres to Academic calendar for the conduct of Internal Evaluation

Response:

We prepare academic calendar adhering to the rules and regulations of the affiliating university. It is done well in advance before the commencement of the semester for the smooth run of the college events. The entire team of staff along with the Principal have a meeting to discuss on the prescribed subjects and syllabus. Flexibility is given to the staff to choose the subjects of their expertise and interest. The Principal finalises the distribution of the subjects and then allocates the different portfolios like Student Union in charge, MAAC in charge, College magazine in charge, Community living camp in charge and Co-ordinators of different cells and clubs as directed by the University.

A well balanced time table is prepared by the MAAC In -charges for that academic year. IQAC of the college prepares calendar of events giving equal importance to curricular as well as co-curricular activities. The college calendar showcases all the activities of the college including the submission of the records and practicum sessions.

Teachers are instructed to maintain a work diary which showcases their functioning in the college.

Lesson plans are prepared regularly and every week end signature of the Principal is taken.

Performance of the students is checked continuously through classroom interactions, group discussions, C1&C2 tests, assignments and presentations. Ample opportunities to students to organise the events like National festivals and days of significance in the college. Students are encouraged to take an active part in the intra college sports and co-curricular events. Students are taken on field visits and made to submit report on the same.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

2.7.1 The teaching learning process of the institution are aligned with the CLO's and PLO'S.

Response:

The role of Teacher Education Colleges is of immense importance in present day education system, as they are instrumental in preparing secondary school teachers who can inspire hope, ignite the imagination, and instil a love for learning in students. In this regard the teaching learning process must be predetermined with specific learning outcomes. It is not enough if the student teachers possess only the teaching skills, along with this there is need for developing administrative skills, decision making, problem solving, understanding the learners, excellent communication skills to help them thrive in the profession.

As the course outcomes are specific and measurable statements that define knowledge, skills and attitudes that student teaches have to demonstrate by the completion of the course, they must be formulated well to attain within a given frame.

Course Learning objectives (CLO'S) are attained through following activities:

- Communication skill practice sessions
- Micro teaching
- Simulated teaching
- Tutorial presentations
- Workshops and seminars (Art and drama in Education, Mental Ability, Competitive Examinations, Constitutional provisions on Girl child education, POCSO Act,)
- Organising events like Mathematics day, International English day, Kuvempu Jayanthi, International Science day and National festivals.
- Field visits (Government Elementary and High schools, Residential schools, Special schools, Education offices like BEO, DIET).Students are made to submit the detailed reports on these visits.
- Continuous evaluation is carried out through Component 1 and Component 2.Component 1 comprised of one test and one assignment for which five marks are accorded and Component 2 comprised of one test and one tutorial for which five marks are accorded. It is mandatory for all the students of 1st and the 2nd year to present a paper on incorporating technology on the topic assigned pertaining to the course outcome of the respective subject.

Programme Learning outcomes (PLO's):

The B.Ed. programme has clear programme expectations and these expectations are evaluated through

- The performance of students in semester end examination provides the direct measure of attainment of Programme learning outcomes.
- The placement cell invites the reputed secondary schools for the campus selection. Thus the placement of students in reputed institutions is an index of programme learning outcome.
- The Institution organises special coaching in association with 'Mandya Krushik sarvodaya Trust' a charitable trust which provides training for competitive exams like TET, KAS, KES, IAS,IPS along with personality development programmes. These programmes are providing better employment prospects to our trainees.
- The programme learning outcomes are also measured in terms of student participation and success in Inter and Intra college events like debate, Drama and other cultural programmes.
- The feedback collected from the students on the entire teaching learning process helps the institution in gauging the attainment of CLO's and PLO's to the satisfaction level and also helps in identifying the gaps in attainment of CLO's and PLO's and take necessary action to bridge the gaps.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	44	37	45	43

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Link for additional information	[View Document](#)

2.7.3

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

Response:

2.7.3 The progressive performance of students and attainment of professional and personal attributes in the line with the PLO's and CLO's is monitored and used for further improvements.

Response:

There is a robust system of monitoring the progressive performance of students and attainment of professional and personal attributes in the institution. The students' performance is gauged by

- Continuous and comprehensive assessment: Prospective teachers' in-depth content knowledge and the ability of perceiving, learning and application of teaching skills in the classroom are assessed. The utmost care is also taken in the institution on using innovative methods and techniques in teaching. Student teachers are taught to use ICT to make their classes very effective. The theoretical knowledge on principles of teaching, modern trends in teaching learning are also made known to the student teachers and their application in the classroom are assessed during presentations, Internship and immersion programmes.
- Observation: The quality and quantity of participation of student teachers in curriculum related activities are observed and graded. Constructive feedback is provided to help them to improve

upon. This helps students become more engaged in the learning.

- Determining student teachers current skill levels: Teachers must possess an array of skills and potentialities to thrive in the profession, thus it is imperative to develop the required teaching skills in students. The student teachers must be made to reflect on their own teaching skills like mastery over the subject, content delivery, engaging and managing the class, preparing lesson plans and teaching learning materials and their effective use. Giving interesting assignments.

- Thorough monitoring is done on the innovative methods and techniques used by the student teachers in delivering the content in the classrooms, the supervisors inspect whether they use adequate teaching learning materials, use ICT during their tutorial, Microteaching skill practice, simulated lessons, creating Google forms to conduct online quizzes and tests.

- There is not only scope for monitoring the curricular aspects but the personal attributes of the student teachers as well. The core values possessed by the students such as punctuality, discipline, sincerity, patience, co-operation, honesty, integrity, impartiality, fairness in evaluation are also monitored and inculcated. Various club activities and co-curricular activities enhances the professional and personal attributes in student teachers.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 44

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

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

Response:

All round development of the prospective teachers is the prime objective of our institution. The institution continuously strives to cater to the needs of the student teachers not only in the academic area but develops the professional competencies such as improving Communication skills by conducting communication skill practice, presentations, providing hands-on experience by organising communication workshops to provide exposure to students on importance of effective communication in the classroom.

Activities pertaining to EPC courses such as ICT-Basic, Language Across curriculum, Personality and Yoga, Psycho-social tools and techniques. Understanding Art and drama in education, Research project, Reflective reading writing and Teacher placement and CET enables the student teachers to be equipped with personal competencies that are very much required to do various activities expected of a teacher.

To accelerate the performance of the prospective teachers, constructivist feedback is provided immediately on completion of the activities such as tests, presentations, cultural performances, classroom activities such as content delivery, managing the class, techniques and methods used, preparation of teaching and learning materials and their effective use in the class. This will help the students to improve the future performances.

Ample opportunities are provided to the students to organise the events like science day, Language day, Mathematics day, and all National festivals so that they learn to plan, co-ordinate, and execute the plan well. This will enable them to develop confidence, shoulder responsibilities, co-operate and work with others in a team spirit. After the completion of any task in the college, students are asked to submit the report of the event to develop in them reflective practices and self-evaluation. In this way the

institution tries to cater to the varied needs of student teachers.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.94

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

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

Response: 0

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

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

File Description	Document
Link for additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 2.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	8	8	2	6

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 1.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	3	1	1	3

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	44	37	45	43

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs

awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	44	37	45	43

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.4

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

Response:

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

Response:

We, staff and students at ShankaraGowda College of Education undertake community oriented activities every year to provide our students an exposure to mingle with community, understand the problems of people in the community and to be sensitive to the needs of the society. These activities not only build relationship with one another but also boost their critical thinking skills. Students learn how to work in teams and understand their responsibilities towards community as teachers.

On account of International day of violence against women, the staff and students undertook an awareness rally with placards pertaining to gender equality, need of Girl child's education, stopping domestic violence of hapless women. The students shouted slogans in order to create awareness on the above mentioned issues, a small street play was enacted in a slum dwelling in Mandya district as more illiterate people live there.

During Covid-19 in our Country, The Management P.E.T Trust Mandya, and the employees of all the

institutions of PET(R) have contributed towards the noble cause and donated Multipara meter ICU Monitors to MIMS (Mandya Institute of Medical Science), Mandya worth of 10.80 lakhs. The Management and staff deemed it as their moral responsibility to extend help to the society.

To realise the objectives of Swachh Bharath mission, Students are encouraged to take initiatives of cleaning the college campus and the vicinity on the regular basis under the supervision of the teachers.

Women's day is celebrated with much fervour every year in the college. Women achievers are invited to the college to motivate all students in general and female students in particular. Student's present programmes based on the themes Female foeticide, Girl child education, child marriage. This will help the prospective teachers to know their responsibilities towards society beyond teaching.

The language club had organised essay competition to the school students on protection of trees on account of '**Vanamahotsava**' on 6th of July 2023. Ten secondary schools of Mandya district were chosen and Prospective teachers created awareness on taking care of the environment and planting trees. Saplings were planted in all the 10 schools.

Student teachers of II and IV Semester undertook an awareness programme on effects of population explosion and organised an Essay writing competition in ten secondary schools of Mandya District on account of World population day. Prospective teachers also spoke on the issues related to population explosion and how to combat it.

High school students from neighbouring schools were oriented on importance of water conservation and the method of Rain water harvesting by inviting them to the college campus and illustrating them the rain water harvesting system, filtering mechanism which is installed in the college.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 3.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	1	6	6

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
Data as per Data Template	[View Document](#)

3.4.2

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

Response: 4

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

Response: 4

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

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

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

Response:

The college caters to the needs of the teacher trainees as the infrastructure of the college adheres to the NCTE guidelines.

The main building accommodates the following:

Sl.No	Facility	Number	Area	Description
1	Total Classrooms	7	Total built up area of all the classrooms is -3781.54 sq ft	The classrooms are spacious and can accommodate 50 students.
2	Classrooms with ICT facility	1	Average area of each classroom is -714 sq ft	These classrooms are used for general lecture and pedagogy course classes. Teachers use them to make their teaching very effective. Students can also use the projectors during tutorials and simulated teaching sessions.
3.	Seminar halls with ICT facilities	01	Average area of seminar hall is 1482 sq ft	These two halls are used for general lecture classes and organising workshops and

				seminars and other co-curricular functions of the college. Both the halls are ICT enabled with high speed internet connection.
4	Science/Mathematics Laboratories and pedagogy classrooms	04	Average area of each laboratory is 3424.54 sq ft	There is 1 physics lab, 1 Chemistry lab 1 Biology lab and 1 Mathematics lab with adequate equipment.
5	Language Lab with ICT facility	01	Average area of laboratory is 451.56 sq ft	Language lab has ---------- computers with internet and headphone facilities which enables the pupil teachers to develop language skills.
6	Psychology lab	01	Average area of laboratory is 357 sq ft	Psychology lab has adequate number of psychological apparatus which provides practical knowledge of conducting experiments and tests to pupil teachers.
7	Computer Lab with ICT facility	01	Average area of laboratory is 502.68 sq ft	There are ----------well maintained systems with internet facility
8	Sports room	01	Average area of sports room is 729 sq ft	Sports room has adequate sports equipment to enable student teachers to take an active part in sports.
9	Administrative office	01	Average area of Administrative office is ---------------	The administrative office has three computers with high speed internet facility to cater to the smooth working

				of the administrative work.
10	Library	01	Average area of Library is 1482 sq ft	There is a well-equipped digital library with -----------books related to pedagogy, perspective subjects along with journals, magazines and periodicals and Kannada and English daily newspapers.
11	Art and craft Room	01	Average area of Library is 169.6 sq ft	
12	Play Ground	01	Average area of play ground is 27,609 sq ft	There is a spacious play ground in the campus catering to the physical fitness of the students.

The college has installed water purifier to provide clean and hygienic drinking water facility to staff and students. Clean, tidy and separate washrooms facilities are provided to male and female trainees with adequate water supply. The campus has adequate number of CCTV cameras and monitoring system.

Rain water harvesting equipment is installed to conserve water. There is a well-equipped fire extinguisher to avoid fire accidents and to conserve electricity, solar lighting system is installed thus minimising the electricity consumption.

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

4.1.2

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

Response: 40

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

Response: 4

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

Response: 10

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

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

Response: 11.94

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0.99	2.05	0.70	0.32

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

Library is a heart of any Educational institution, as it collects, organises and disseminates information and caters to the academic needs of students and the faculty. We have a spacious and well organised Library comprising of 1482 sq ft with 13960 books pertaining to all perspective and Pedagogy subjects, general knowledge, Research publications, Magazines, periodicals, English and Kannada Local and National Newspapers, Novels of eminent English and Kannada writers, Previous years' question papers, Dictionaries, Encyclopaedias , CAS records of Faculty. NCTE, UGC and NAAC regulations copy.

Our Library is fully automated with **Easy Lib** -Library Management system following 6.4.7 version. There are 4 computers with high speed internet facility to provide the students and staff an access to e-resources. Seating arrangement is very conducive for reference. The library personnel notifies the new addition of books to the trainees and faculty. There is CCTV installed to monitor the working of the Library and to safeguard the resources.

4.2.1 Institution has adopted automation of the library using Integrated Library Management system(ILMS) or any other software

Response:

Library is a heart of any Educational institution, as it collects, organises and disseminates information and caters to the academic needs of students and the faculty. We have a spacious and well organised Library comprising of 1482 sq ft with 13960 books pertaining to all perspective and Pedagogy subjects, general knowledge, Research publications, Magazines, periodicals, English and Kannada Local and National Newspapers, Novels of eminent English and Kannada writers, Previous years' question papers, Dictionaries, Encyclopaedias , CAS records of Faculty. NCTE, UGC and NAAC regulations copy.

Our Library is fully automated with **Easy Lib** -Library Management system following 6.4.2 version. There are 4 computers with high speed internet facility to provide the students and staff an access to e-resources. Seating arrangement is very conducive for reference. The library personnel notifies the new addition of books to the trainees and faculty. There is CCTV installed to monitor the working of the Library and to safeguard the resources.

Details of the Automation system:

Name of the ILMS Software	**Easy Lib**
Nature of Automation	**Complete**
Version	**6.4.2**
Year of Automation	**2017**

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

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

Response:

We have a well equipped library which is accessible from 9 A.M TO 5.30 P.M. There is a well-trained Librarian and a support staff to manage the Library. Students can avail 3 books at a time and staff can avail 4 books at a time. All the books are barcoded and once a year the staff undertake the Library stock verification work to check the resources and facilitate its effective functioning.

There is an access to Reference books which enables the students in taking competitive exams and eligibility examinations (TET, NET, and SLET).

Computers with internet connectivity enables the students and staff for general browsing of information pertaining to curriculum, vocabulary enrichment and availing videos on syllabus.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: E. None of the above

File Description	Document
Data as per Data template	[View Document](#)

4.2.4

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

Response: 0.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0.04	0	0.21	0.05

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

4.2.5

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

Response: 17.4

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

Response: 125

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

Response: 228

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days)**

during the last completed academic year

Response: 207

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

Response: 266

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

Response: 96

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The main objective of education is to satisfy the needs of ever changing society. Today we are living in the highly sophisticated technological world in which the contribution of teachers in helping students to adapt themselves to the changes in the society are remarkable. The technology has occupied a centre stage in education system thus it is inevitable for all the teacher trainees to acquaint themselves with various technological tools to be used in their teaching to make it very effective and also the address the different learning styles of students. The computer lab in the college caters to all these needs.

There is a well-furnished and equipped computer lab consisting of 50 computers with internet facility. Here pupil teachers get hands on experience in using technology. The theory on ICT usage is accompanied with practical knowledge in the computer lab enhances their computational skills. For the effective use of technology, Wi-Fi facility is provided to the staff with a bandwidth of 500 Mbps speed which helps them to browse the web to meet academic purposes like preparing Power point presentations, making notes, preparing teaching learning materials to be used in ICT simulation lesson demonstration classes. To prevent malware from causing damage to the devises Kaspersky Antivirus program is used.

During Covid-19 the classes were switched over to online mode as per the guidelines of the affiliating University. There was a great need to equip the computer lab for the teachers to take classes online using Google meet and Zoom platforms. The necessary arrangement was made by the college in providing the speakers and the cameras to the computers for the smooth conduct of the academic programme. Online webinars, quizzes and tests were also conducted very efficiently. 6 rooms have been provided with LCD Projectors and all the classrooms have white boards. This facility enables the teachers and pupil teachers to blend technology in teaching learning. Xerox machines and printers in the office and library provides timely support.

The computers are interconnected with LAN. The Internal quality Assurance Cell of the college maintains the website of the college. Maintenance and up gradation of all devices is done regularly.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Link for additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 0.94

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 500

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 500

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

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

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: E. None of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 55.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
7.6	6.7	2.21	1.65	0.56

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

The college adheres to the NCTE norms in providing the essential infrastructure to the students. There are various committees comprised of Principal, staff and student representatives to look into the matters of infrastructure maintenance and its proper utilisation.

The following committees have been constituted

1. Infrastructure maintenance committee
2. Library committee
3. Sports committee
4. Technology Committee
5. Greenery maintenance committee

In our institution, the Management of the college shoulders the entire responsibility of up- grading and maintenance of the infrastructure. The infrastructure and maintenance committee identifies the need of any repair or installation or replacement of equipment's and brings that to the notice of the Management, P.E.T® and appeals to look into the matter.

The Management immediately takes action and get the things done. The classrooms are kept tidy by the attenders of the college.

The laboratory is taken care by the respective Methodology faculty. In case of new requirements, the concerned staff gives requisition to the Principal along with the budget then the proposal would be forwarded to the Management of the institution for the further approval. If the budget is above 30 thousand tender is invited after the Management's approval then the purchase order is placed and the items are procured and entries in stock registers are made. At the end of every Academic year stock verification is carried out by the staff.

The requirements of Library are taken care by the Library committee comprised of the Librarian, staff and student representatives. In case of requirement for the new books, the committee sends requisition to the Principal along with the budget then the proposal would be forwarded to the Management of the institution for the further approval. Each student can borrow 2 books at a time. The entries of borrowing and returning the books are made meticulously by the Librarian. The new arrivals of books are made known to the staff and the students by the committee. At the end of every Academic year stock verification is carried out by the staff.

Sports committee is comprised of the Physical Education Director, staff and student representatives. All the sports equipment's are monitored and maintained by the committee. In case of requirement for new sports equipment's, the committee gives requisition to the Principal along with budget then it will be taken to the notice of the Management for the approval.

The maintenance, requirement of ICT apparatus are monitored by the Technology committee which is comprised of ICT in charge, staff and the student representatives. The requirements of computes, LCD projectors, cameras for personal computers, speakers, internet connectivity, installation of Anti-virus and website maintenance is done by the committee.

There is a green campus initiative in the institution, the garden is maintained well by the resident gardeners of the P.E.T®. Planting saplings, watering the plants, pruning is done by the gardeners and monitored by the greenery maintenance committee.

File Description	Document
Link for additional inflrmation	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

    9. Canteen
    10. Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Report of the Placement Cell	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 14.81

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
0	26	2	1	3

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 55.32

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 26

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

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

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.3

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

Response: 9.72

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	8	5	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

Response: One of the aims of our Institution is to promote a positive learning environment and general welfare of all prospective teachers by involving active participation of prospective teachers in college related activities. The objectives of constituting   student council is to provide students an opportunity to develop leadership qualities such as planning, organising, decision making, overseeing the club and cell activities and also to voice out their concerns.

Our institution has a strong student council comprised of student elected representatives. Principal is the President of the council; A staff member is the coordinator. The Secretary, Joint secretary, treasurer and class representatives are elected by the students. As per University regulations, there are various Cells and committees in the college such as;

- Women Anti Sexual Harassment Cell
- Anti-Ragging Cell
- Placement Cell
- Guidance and Counselling Cell

Clubs and Committees:

- Language club
- Mathematics club
- Science club
- Social science club
- Discipline committee
- Library committee
- Magazine committee
- Cultural committee
- Sports committee

The student Council being one of the administrative organs of the College takes initiative in managing the effective and efficient functioning of all the above mentioned cells, clubs and committee activities.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

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

Response: 5.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	11	6	8	1

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Response:

Shankargowda College of Education has a registered Alumni Association. It conducts meetings regularly and organizes various programmes in our college. Every year treasurer and secretary are invited to welcome the fresh batch of students. On that day they share their experiences and give motivational speech.

We are proud to acknowledge that some of our Alumni are serving in different capacities in Government and Private sectors. Many are appointed as Headmasters and teachers in Government schools who help us during practice teaching sessions.

Alumni are also invited to give demonstration classes and T.E.T coaching classes to our students and provide necessary placement advice. They also participate actively in workshops as Resource persons and all the activities of the College. There is an in house curriculum committee in the institution in which there is an Alumni representation.

Every year Alumni association organizes State Level Folk singing competition, Talent's day, Honoring meritorious students in association with IQAC of the College.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   **Financial contribution**

7.   **Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any additional link	[View Document](#)

5.4.3

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

Response: 6

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

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

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Response:

Alumni Association is an integral part of our institution. Being the stakeholder, the association helps the institution in 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 and

Placement advice and support. Alumni are also invited to give demonstration classes and T.E.T coaching classes to our students and provide necessary placement advice. They also participate actively in workshops as Resource persons and all the activities of the College. There is an in house curriculum committee in the institution in which there is an Alumni representation.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

Response:

MOTTO:

'Value the values of society and service.'

VISION:

'To emerge as a top one teacher education college in the society and impart quality teacher training. To address the educational needs of the rural teacher aspirants by focusing attention on the development of their personal potentialities and creative abilities. To inculcate professional skills and democratic values in prospective secondary school teachers which are very much essential to cope with the challenges of 21st century constructivist class rooms and contribute optimally to social welfare and development.

MISSION:

To provide required facilities and resources to student teachers for realizing the vision of institution with deep insight into the personal as well as societal upliftment. To expose teacher trainees to developmental activities of local and national level to equip with required skills and values.

The institution has derived following objectives by considering its vision and mission.

1. To develop required professional skills.

2. To develop democratic values.

3. To provide required resources and facilities.

4. To develop focussed mind set.

6. To meet the demands of constructivist classrooms

7. To enhance the personal potentials and creative abilities

8. To address the educational needs of rural student teachers

9. To impart quality training

10. To engage in developmental activities

11. To develop positive attitude

12. To provide placement service

13. To develop the ability to transact content effectively

14. To develop effective leadership qualities

15. To refine communication skills.

The people's education trust (Reg.) is extending its hands to serve the rural society in specific since its inception. It has brought about remarkable transformation in enhancing the status of education of the district in specific and nation in general. Since 1974 it is striving sincerely to serve its society. It has got the culture of involving all its trustees, members as well as employees in bringing required changes in the society through its participatory approach.

To realize the vision and mission of the institution, planning is done at the beginning of every year. The year plan is prepared for first and third semesters and second and fourth semesters soon after the examination. Every semester starts with orientation programme. Staff meetings are held regularly for the smooth running of the activities of the college. Staff members contribute their valuable suggestions regarding academic as well as administrative activities. Students union organises functions which are related to significant days of national, state and local level. The committees, clubs and cell of the college take initiative in completing the tasks systematically. They organise workshops such as micro-teaching, simulation-lesson, communication and yoga activity. In order to ensure the systematic functioning of the institution, meetings are held regularly by in house Governing council, Staff and IQAC. The president, secretary and teaching faculty of the institution participate actively in ensuring the systematic functioning of it. Every three months once trust meeting is held and obtain report regarding the tasks and educational activities completed by the institute. Thus, its administrative and academic

activities are planned and executed at various levels

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

6.1.2

Institution practices decentralization and participative management

Response:

Response:

Success of any institution depends upon the coordination. Contribution of everyone is equally significant in attaining the vision of the institution. The executive bodies such as trust, teaching faculty and non-teaching staff of the institution work commitment for the realisation of its objectives. All the clubs, committees and cells conducts meaningful activities to fulfil the educational needs of the students. Thus the responsibilities and work are decentralised in order to enhance the active participation and quality aspects. Therefore, the educational activities of the institution are monitored in a hierarchical manner. It is explained as follows:

- **Trust level**:   The institution has its own executive trust. The executive trust of the institute has nine trustees, one director, one university nominee, principal and senior teaching faculty as its members. It is headed by the president and assisted by the secretary. Governing council meeting is held to discuss about the academic and administrative activities of the institution once in three months.

- **Principal level**: The principal being a member secretary of the executive trust and chairperson of IQAC committee plans and executes the educational activities in coordination with staff. Governing Council and IQAC committees play a major role in the formation of rules and regulations and taking important decision. As the head of the institution, principal formulates Committees, clubs and cells conduct activities of the college smoothly.

- **Teaching faculty level:** Teaching Faculty play a significant role in academic area. Being heads of different committees, cells and clubs discharge their duties accurately. It eases not only the administration but also provides the opportunities to excel well academically and professionally.

- **Non-teaching staff level:** It extends the support and co-operation. The Superintendent being head of the non-teaching staff and IQAC member plays a major role in decision making and maintaining documents. Non-teaching staff involve themselves actively in administrative activities.

- **Student Union Council level:** Student union council works in co-ordination with various cells, committees and clubs. It decentralizes responsibilities and roles. It provides platform for all the student teachers to sharpen their personality traits.

- **MAAC In charge level:** Every year MAAC in charges of I and III semesters and II and IV semesters are nominated by the principal on rotation basis. The respective in-charge takes active initiative in completing academic activities and prepares report at the end of each semester.

- **IQAC Coordinator:** IQAC coordinator is prime responsible in planning and coordinating with all the activities of the institution and plays a very important role in mobilizing resources too.

- **Alumni Association:** Institution possesses very active and registered alumni association (1975). Since, its inception it has been organizing meaningful activities such as state level debate or folk song competitions and conducts welcome function to fresher's and talents day for final year students every year. One of the senior students of alumni association participates actively in IQAC committee as member.

    Institution always encourages all its members to participate actively to enhance the qualitative aspects of academic and administrative dimensions.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

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

Response:

Transparency is maintained by the institution in all its activities. Principal prepares budget of the year by considering suggestions of teaching as well as non-teaching staff. After preparing the budget, principal submits it for approval by the Governing Council. Soon after obtaining consent of the Governing Council, principal distributes the financial resource to concerned heads of the committees/clubs/Cells for smooth management of financial activities of the institution. Respective heads and non-teaching staff verify the report, receipts and preserve it for auditing and future reference.

Principal conducts internal auditing every month. The day book and cash books are verified after the completion of every transaction. The required documents are verified at the end of the day. Once again documents related to financial transactions are verified by the auditor appointed by the management once in three months. After auditor's verification it is approved by the general body of PET (Reg.). The institution calls quotation for the financial transaction which is above Rs10, 000.

Academic Transparency:

Institution maintains academic transparency. Information regarding commencement of classes and organizing academic activities are circulated through memo. Academic activities are planned according to year plan. Soon after the completion of particular activity, concerned staff in-charge prepares report and maintains the record.

Time table regarding tutorial classes, general classes & tests is prepared well in advance. It is displayed on the notice board and posted to WhatsApp group. Assignments of students are evaluated objectively & their acceptance is obtained. They are allowed to verify their answer script after valuation. Rules and regulations, syllabus, time tables are made available to students through prospectus. IQAC plays a significant role in monitoring academic activities. The institution organizes campus interview, science exhibition, and quiz competitions. The Mentorship helps students to develop required competencies.

Administrative Transparency:

Rules and regulations prescribed in the KCSR are followed to maintain administrative transparency. Students are made aware of rules and regulations of the institution through induction programme. Fee's structure and selection of pedagogies are discussed openly. Scholarship amount transferred to student's account directly. Transportation facility and hostel facility is provided by the management.

Admission is done on merit basis. Government allots 75% of seats out of 50 in-take. Management seats are filled on merit as well as socio-economic conditions of the students. Along with these first come first served also followed by the management. Through interactions with students and parents, the institution ensures administrative transparency.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Response:

Institution always focuses its attention to achieve its vision and mission. So it organizes healthy discussion in Governing Council meeting, staff meeting and students' council meeting. Then it shares ideas and identifies its needs. Accordingly, it utilizes its financial and human resources.

Annual plan is prepared before the commencement of the academic year on the basis of calendar of events provided by the University of Mysuru. This is effectively done by the IQAC of the institution by considering suggestions given by its members.

The 'Practice teaching' is another significant educational event of the institution. It is conducted in a spread over sessions throughout the B.Ed. course. In the 1Ind semester, students are sent for school visit for one or two days. It gives little bit exposure on administrative aspects of the secondary school education system. In 2nd and 4th semesters student teachers gain practical experience of teaching and administration. In 2nd semester 5 secondary schools and 5 middle schools are selected in order to fulfil the objectives of the course. According to the regulations of UOM, students are deputed to selected schools for 17 days. In 4th semester students are sent to selected 7 schools for practice teaching for 56 days which includes practical examination.

The institution's strategic plan is effectively deployed in a stepwise manner. The following steps are followed to ensure to enhance its quality of performance.

1. Obtaining approval of the president of PET (Reg) for implementing year plan and calendar of events.
2. Obtaining permission from the department of education to organize visit to Residential school, special schools, BEO office, DIET for completing the educational activities of 1st & 2nd semesters.
3. Obtaining permission from department of secondary school education regarding selection of schools for practice teaching.
4. Allotting students to selected schools.
5. Providing information to respective schools regarding allotment of students, number of lessons

and types of activities to be completed by the students during their stay in the secondary school.

6. Providing instructions regarding how to maintain detailed report about daily activities of student teachers and records to be maintained by the leader and deputy leaders of the respective schools.

7. Students are called back to institution for correction of lesson plan, unit plan, unit test and providing required guidance on every Saturday.

8. In-charge of practice teaching monitors each and every aspects and activities of practice teaching.

9. Last 10 days of practice teaching is used for practical examination. Separate and reshuffled list of students is prepared in order to ensure the objectivity.

10. The external examiners approved by the University of Mysore and the internal examiners (Faculty of the college) evaluate the performance of student teachers. Once it is done, consolidated marks list of the practical examination is sent to the University of Mysore, Mysore.

Institution starts its regular curricular activities with morning assembly in the multipurpose hall. Students receive wide range of experience through the activities launched by the various clubs and committees of the institution.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)
Link for additional information	[View Document](#)

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

-

Shankaragowda College of education is established and managed by the People's Education Trust (Reg). Activities of the college is monitored and supported by the Governing Council which is headed by the president of people's education trust (Reg). Once in every four months Governing Council meeting is conducted for finalizing important issues related to college. Principal presents a report regarding activities of the college and receives suggestions of the members, secretary and president. Later implements their suggestions.

The college has the practice of conducting internal auditing by the auditor of the management and external auditing by the auditor appointed by department of collegiate education, Mysore.

The college is following rules and regulations of Govt of Karnataka regarding administration, recruitment as well as policies and norms of NCTE. As it is affiliated to university of Mysore, it follows rules and regulations of UOM. Management first obtains sanctioning of posts by the Govt of Karnataka. Then, it starts recruitment process with advertisement in national, state and local newspapers. Soon after receiving applications, it forms selection committee in accordance with the norms of NCTE, Govt of Karnataka and University of Mysore. The committee will follow the selection procedure while selecting the faculty. Once the selection process is done, the candidates list is sent to respective department for approval. Shankaragowda College of education has aided staff as well as management staff. Management staff is appointed by the president and the secretary on the basis of PET (Reg) regulations. Appointments made by the president and secretary will be kept for approval by the Governing Council of Shankaragowda College of Education.

The cells and clubs of the institution play a major role in organizing academic activities of the college. Activities are listed in annual plan are implemented according to their schedule. It is monitored by the IQAC of the college.

Faculty members are encouraged to engage themselves in research related activities. Their academic progress is supported by OOD facility as per the norms of department of collegiate education and financial support by the management.

Evaluation procedure is transparent. Test papers are scrutinized by the faculty members. After evaluation, answer scripts are verified by the students and they are informed to sign on their booklets, if they don't have any grievances. If they express their grievances, the concerned teacher educator provides clarification and rectifies the issues with justification.

MAAC in-charges prepare annual plan and time table for tutorial classes, micro teaching classes, demonstration classes, C-1 and C-2 tests. The deputy chief of examination of the college monitors activities of semester end examinations systematically. Like this, college tries to achieve its vision and mission.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

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

Response:

-

IQAC monitors all the activities of the college. It organizes meaningful functions to expose students to vide range of experiences. It conducts meeting and invites suggestions from the staff members for smooth running of academic as well as administrative aspects of the college. Like this, it plays a prime role in decision making.

IQAC provides guidance to MAAC coordinators to organize academic activities of the each semester systematically. According to the scheduled plan it prepares academic calendar and timetable for conducting academic activities. It collects and maintains all the records and uploads internal marks of students in university portal via online mode, etc.

Institution organises meaningful and required activities to realise its objectives. So it has decentralised power delegation as well as responsibilities among its employees through the club's/ cell's /committee's activities.The clubs such as Science club, History club, Mathematics club, Sports club and Language clubs are established in the college. It has formed Environmental cell to take care of cleanliness and organise awareness programme related to issues of environment. Minority committee, OBC committee, Committee for SC and ST collect information regarding number of SC and ST, OBC and Minority

students admitted to institution. They also organise meaningful programmes and orient students about provisions available to them.

Magazine committee provides wonderful opportunity for student teachers to refine their expression ability. Parent teacher committee attempts to develop good relationship between them and provides information to the parents about their son's or daughter's performance. Technical committee focus its attention on identifying and resolving technical problems. Camp committee organises community living camp for 2 to 3 days out of the campus to develop social values such cooperation, ability to organise programmes successfully etc. Discipline committee works with commitment to maintain discipline in the campus. Internal complaint committee focus its attention on resolving problems raised by the students or staff of the institution.

Institution has established good number of cells to conduct meaningful activities. The activities organised by the cells help institution to achieve its objectives successfully. Women's anti sexual harassment cell invites resource persons of high calibre to deliver scholarly lecture to student teachers. It organises awareness programme and competitions related to gender sensitisation. Grievance redressal cell addresses the grievances of the student teachers after discussing the issues with them and staff and settle them smoothly. Electoral literacy cell conducts awareness programme, mock election, oath taking programme and rally. Guidance counselling cell organises personality development programme and lecture on stress management. Anti-ragging cell organises programme on rules and regulations to be followed in the campus and general behaviours of the students. Placement cell plays a vital role in enhancing students' general knowledge by organising workshop on the way of preparing for competitive examinations. It also organises campus interview programme. It invites nearly eight to ten schools to institution to serve the purpose.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

Our management is very supportive in encouraging its staff members to update and enrich their knowledge. It has launched welfare schemes such as encouraging faculty to attend educational programmes in order to emulate their educational behaviours, organises relevant training program to strengthen them intellectually and provides financial assistance to organise meaningful activities in the college. Institution sanctions 4 OOD per semester to its faculty to attend conferences, seminars and workshops. It gives no objection certificate to do Ph D. It also encourages them to participate as resource person. At the institution level it organises workshops and seminars on thirst area. Management always maintains transparency. Salary of management faculty is credited to their account through online mode. It also provides provident fund to them and annual fund fixed by the executive committee of Shankaragowda College.

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

6.3.2

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

Response: 13.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	3	1	0

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

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

Response: 4

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and

any other similar programmes

Response: 60

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2	7	2	12	4

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

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

Response:

Response:-

To enhance and ensure the quality of performance of the Teaching and Non-Teaching staff, principal supervises their activities.Principal regularly observes work done statements of staff members. Later, submits reports about the activities of the college in the Governing Council meeting.

Teaching and non-teaching staff is allotted duties according to time table. The principal enquires about the completion of the work after the stipulated duration of time and verify the quality of performance. In addition to this IQAC plays a very significant role in checking the performance of the staff

Once in a year Principal collects information about the performance of the institution and of the staff through feedback from the students. It also collects information from practice teaching schools regarding its approach and functioning. All the staff members submit their annual performance report to IQAC. After scrutinising, it submits self-appraisal reports of staff to principal at the time of sanction of increment. Then, the Principal verifies the self-appraisal reports and marks observations. Once the Principal discusses the observations with the management, obtains permission for sanctioning increment. Management encourages teaching staff to progress well academically.Non-Teaching staff also encouraged to update their knowledge and skills. Non-teaching staff also submits performance appraisal report to principal well in advance. Principal verifies it and places the recommendation for sanctioning of the increment or promotion.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Response:-

Institution has the practice of conducting both internal and external auditing.Internal auditing is done by the charted accountant appointed by the management.Once in 04 months the audit report is submitted to Governing council members for approval in Governing Council meeting.External audit is done by the auditor appointed by the Department of collegiate education, Mysore.

The records such as receipts, vouchers, HRMS statements, service registers and income tax details are maintained as per the rules and regulations of the department. Auditors verify all the vouchers and bills thoroughly to maintain transparency.

The Employees appointed by the management are provided with provident Fund as per the rules and regulations of state Government. Both internal and external auditors check the vouchers, receipts and economic transactions of the institution. Thus the, institution maintains transparency in its financial transactions.If the transaction exceeds 10,000 then the institution calls for quotation.Management finalizes the transaction after verifying the comparative statement. After obtaining permission from the management institution proceed forward to call the vender to supply required materials. It maintains to register and from register. It helps institution to track the transaction easily. This system of maintaining records helps it to conduct the administrative activities of the institution systematically.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.4.2

Funds / Donations received from non-government bodies, individuals, philanthropists averaged

over the last five years (not covered in Criterion III)(INR in Lakhs)

Response: 0

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

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

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.4.3

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

Response:

Response:

Institution prepares annual budget plan well in advance.It is approved by the Governing Council.Once the budget plan is approved by the Governing Council, principal and staff allocate funds according to the demands of the various committees or clubs or cells to organize meaningful as well as required activities of academic importance according to the academic year plan.

Institution always aims at equipping class rooms with technological tools and equipment.After receiving requisition regarding the requirements, principal places the proposal before the president through secretary for obtaining permission. Once the permission is obtained principal calls for quotations from different firms for purchasing items if the amount exceeds 10,000rs. After receiving quotations institution prepares comparative statement. Then least quoted vender is called to supply needed materials.

Basically, students' fee is the major financial source.Along with this, Alumni Association of the college supports financially. It supports institution in organizing state level Janapada competition (Folk song competition), Prathibha shresta awards to final year students and cultural competitions.Even it supports college for organizing guest lectures too. Management sanctions required amount every year to support academic as well as development aspects of the institution.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

Response:

The institution has established its IQAC 0n 01st January 2014.Since its inception it is playing a very pivotal role in organizing good number of academic activities.It takes initiatives in conducting activities of the college systematically.It always stands for quality and encourages staff members as well as learners to participate actively in academic as well as in administrative aspects.The coordinators of various cells, committees and clubs prepare plan and budget for organizing activities in coordination with coordinators of IQAC.Then it is approved by the principal.Later, concerned coordinator implements approved plan in the stipulated schedule.

The programme involving high investment is verified and approved by the management.Then principal assigns it to one of the teaching faculty on rotation basis. Soon after the completion of the program IQAC receives report and verify the same to ensure the quality.

Head of the institution collects feedback form from students and stakeholders either through offline mode or on online mode for further improvements. It helps to motivate the students to come up with novel ideas to bring improvements in academic as well as administrative aspects.

Every year faculty members submit their self-appraisal report to IQAC well in advance.Coordinator of IQAC verifies the self-appraisal reports of the faculty members and prepares report on the basis of observations. Later, submits it to the principal for finalising the report. After receiving the report principal verifies it again before submitting it to the management.

IQAC verifies API scores claimed by the Assistant professors while preparing report for their promotion from lower AGP level to higher AGP level and submits the verified report to the principal to complete the further procedure. It stands for quality and provides valuable suggestions to principal and staff members to enhance quality of performance in all respects. Thus it takes quality initiatives to conduct good and required programmes in the institution.

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

6.5.2

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

Response:

Response:

IQAC of the institution periodically conducts meeting to ensure the progress of the institution as well as quality aspects of the institution. Thus it attempts to find out actual requirements and thirst areas which need to be addressed. Accordingly it plans itself to support institution in general and staff members in specific. Teaching faculty is allowed to improve their academic performance by attending required refresher course, MOOC course, orientation course and seminars. IQAC verifies documents produced by the faculty members.

Principal provides a platform for discussion and sharing information in the staff or IQAC meeting.Decision regarding organizing field visits, seminar classes and workshop on micro-teaching and micro-teaching classes to be practiced and observed by the faculty are taken during staff meetings.

Feedback provided by the students helps principal to take appropriate measures to enhance the quality of performance of faculty members.The Questionnaire includes various aspects such as the coverage of syllabus, content mastery of teaching faculty etc., On the basis of the feedback, principal and management suggests faculty members to improve their behaviours or the area to be considered for refining abilities in order to provide quality service to the institution. Students' performance is recognized by analysing their performance in tests, Seminars, assignments and projects. All these activities are monitored by IQAC through respective coordinators.

Knowledge sharing is a one of the unique features IQAC. It collects information regarding recent developments in education system and shares the same in its meeting.

Members of Governing council play a major role in supporting quality initiatives taken by the IQAC. Thus it plays a vital role in fulfilling demands of the Institution.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.3

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

Response: 15

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

2023-24	2022-23	2021-22	2020-21	2019-20
22	18	12	11	12

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

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

6.5.5

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

Response:

-

After the second cycle of NAAC, Shankaragowda College of Education has introduced required changes to achieve its vision and Mission.To realize its objectives it has introduced relevant changes.It is pooling all available resources to bring in qualitative improvements to reach its stakeholders successfully.In a stepwise manner it is achieving improvements and bringing transformation in its endeavours.

The institution has introduced one value added course on English Grammar course through offline mode. The main aim of launching this course is to help rural students of the institution.

It has succeeded in bringing transformation in its classroom transactions. It has introduced changes in its traditional classrooms. Most of the classrooms have transformed into ICT enabled classrooms.Now it has well equipped language lab with 20 computers and computer lab with 20 computers. Totally two classrooms are ICT enabled with projector and smart board. All the class rooms are provided with white board. Two Seminar halls are also equipped with smart board, white board and projector. So, totally four rooms are ICT enabled with projector and smart board facility.

All the department cum classrooms are provided with a desktop and a white board.All the pedagogy rooms, office and library are provided with internet connection and computer lab, Language lab and seminar halls are ICT enabled.

Psychology lab is updated with relevant and required psychological equipments, lab manuals and questionnaires. Management has invested one lakh rupees towards it after second cycle.

Library automation is another mile stone.It has introduced Easy lib-APP-6.42 software. So it is completely automated.It is upgraded with 07 desktops with internet connection to help students to do internet surfing. Institution is adding good number of books to its library. It has subscribed two journals to help student teachers and faculty members to revamp themselves to resent knowledge and changes that are taking place in education system.

Institution has successfully managed COVID-19 situation by using online platform to reach its students effectively. It has successfully organised webinars, online classes, Quiz competitions, Tests and Seminar for students and by the students through online mode.It is proving itself that it is fit to manage itself in forth coming days.Not only this, but also preparing itself to launch blended mode of transaction and implement digital platform for Teaching and Learning Process.

Establishing its own You-tube channel is another achievement of the institution. The institution uploads its activities and micro teaching classes and simulation classes recorded by the faculty.

Mile stones of the institution after second cycle are as follows:

1. Transformation of traditional classroom into ICT based classrooms.

2. Increased number of Projectors.

3 Increased numbers of computers.

4 Extended internet connections to all the classrooms.

5. Established You-Tube channel.

6. Organised webinars and classes on online mode.

7. Established solar Energy panels.

8. Established fire safety measure to whole building.

9. Constructed Bio-pit and installed Rainwater ground recharge system.

10. Green Auditing is done regularly since two years.

11. Organises campus interview since two years.

12. Extended its linkages with Ajeem Premji Foundation and good number of institutions to achieve its objectives meaningfully.

13. The students are provided LIC policy by the management since two years.

14. Management is extending financial help to Faculty for motivating them to participate in educational

programmes to update their knowledge.

Now the institution is strengthening its various areas to meet the demands of modern society. It can conduct classes and other required activities on online platform also. It can conduct activities of all sorts effectively via online as well as offline mode. It is providing required training to its student teachers to face competitive examinations successfully. Campus interview is organised every year by the institution. It is helping the student teachers to acquire required skills to discharge their duties in forth coming days effectively and face interviews with confidence.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

Response:

Shankaragowda college has the best system of energy management .It is practicing best ways of energy conservation. It has alternative sources of energy to meet the power requirement. In spite of alternative sources institution it is using LCD bulbs and always educate its stakeholders to save energy and avoid unnecessary use of electricity. All the rooms are properly constructed with very good ventilation and lighting. This obviously reduces power consumption.

Institution has formed an Energy conservation committee for managing the issues and challenges related to energy consumption and conservation.

Energy Consumption Policy:

Institution has formed its own energy consumption policy to manage the issues and challenges related to energy consumption and conservation.

 They are as follows:

1. To Use natural day light and air as much as possible by turning off lights and fans.
2. To check all the switches and connections before leaving the room to avoid unnecessary wastage.
3. To maintain cleanliness in and around the campus.
4. To avoid use of Incandescent bulbs and Tube lights.
5. To ensure Plastic free campus.
6. To organize awareness programmes.
7. To engage Students in campus cleaning activities.
8. To check Connections and wiring.

Energy consumption of the institution

Shankaragowda College uses energy for pumping water, computer lab, language lab, biometric system and in all rooms for lighting electric lamps and running fans if solar energy is not sufficient.

 Institution has a wonderful arrangement for energy consumption. Its staff members and students are well informed about energy consumption and they are positive towards the use of natural light energy and always keep the windows and the doors open to ensure proper aeration. Institution's management supports efforts of the principal by replacing incandescent bulbs gradually to save energy.

Source of Energy at the institution

Shankaragowda College of Education has very effective energy management system. Its energy requirement is fulfilled by CHESCOM and has one generator of capacity 40 KV as a standby to supply energy intermittently. All the computers are provided with power back up through UPS.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

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

Response:

Response:

Institution has very well established rules and regulations to manage the waste generated in and around the campus. The institution has formed waste management committee to implement its policies and procedures.

Waste management committee:

        The committee takes care of issues and challenges related to waste management. It actually implements institution's rules and regulations formed for managing waste generated in and around the institution. It is headed by the principal and coordinated by one of the staff members..

Policy of waste management

Institution executed its waste management policy through its committee.

Following principles are followed by the institution to manage Waste effectively.

1 To develop awareness regarding waste management.

2. To move towards paperless system gradually.

3. To encourage students and staff to enhance online platform for interaction and guidance.

4. To classify the waste into electronic waste, biodegradable and non-biodegradable waste.

5. To encourage students and staff to reduce generation of waste and use & reuse principle.

6. To dump dried leaves and papers in bio pit.

File description

Sl no	File description	Documents
1	Documentary evidence in support of the claim	Photos & videos, policy statement
2	Any additional information(Link for additional information)	Committee and its minutes of the meeting

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Link for additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

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

7.1.5

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

Response:

Response:

Management of Shankargowda College of education has appointed a scavenger to clean the corridor and washrooms twice a day. All the rooms are cleaned daily by one attender and Peon. Students are well informed about cleanliness and also they would be engaged in cleaning the campus twice in a month. City municipality collects Waste generated in the college daily. Also dry waste is dumped into bio pit regularly. Campus is Plastic free. Regarding this students are strictly instructed not to use plastic. It is smoking free campus. Whole campus is decorated with lawn, flowering plants and good number of trees. Lawns and campus are maintained by the Gardeners appointed by the management.

Unique facilities provided by the college:

It has provided unique facilities to its students and staff. They are;

1. It is surrounded by beautiful Lawns.
2. Campus is decorated with flowering plants, show plants and good number of trees and plants.

3. The rooms are very well illuminated with the sunshine and aerated adequately with the large windows and ventilators.

4. Members of the union are strictly informed to maintain cleanliness.

5. All the rooms are supplied with two dustbins for collecting dry waste & wet waste separately.

6. Good quality Water filters are provided to take care of the health of the staff and students.

7. Organizes health checkup program and awareness program regularly.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: C. Any 3 of the above

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

7.1.7

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

Response: 1.79

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0.22	0.26	0	0.13

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

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

Response:

Response:

The institution keeps in touch with the community through good number of activities.

Practice teaching:

Teaching practice is one of the important activities of the B Ed programme It throws light on the curricular activities, administrative set-up, organogram of the education system, parent teacher relationship, expectations of the parents in specific and society in general. It actually orients student teachers to educational activities. It is conducted for 56 days. During this student teachers are expected to the rules and regulations of the institutions as well as practice teaching schools too. Student teachers conduct awareness programmes in the practice teaching schools. As a result of it they get exposure to understand mentality of children and parents. This helps them to grasp problems and challenges of managing the students. Thus it expose the student teachers to the local environment and locational knowledge.

Community Living Camp:

Community living camp is another striking feature of B Ed programme. It gives wide range of experiences to the student teachers. Shankaragowda College of Education conducts community Living Camp once in two years. So that, every batch will get opportunity get unique experience related to rural community and will be able to develop social values. Student teachers learn to respect human values. This activity provides ample opportunity to student teachers for improving their interpersonal relationships. As the institution organizes camp in residential school which is near to village, they will be able to understand cultural practices and natural processes.

Special Programmes:

The special programme organized by the institution also throws light on the different dimensions of day today activities. The institution organizes good number of guest lectures on stress management, personality development, cleaning the campus and observes all national days in a planned way. According to the significance of the day, institution organises curricular and co-curricular activities.

Field Visits:

Institution organizes field visit activities during second semester as prescribed by the University of Mysore. The student teachers visit special school, Residential school in different schedule. These visits enlighten the student teachers about the working nature of these schools and differentiate them from normal schools. Visit to different wings of Department of Public Instruction is also organised by the institution to update their knowledge. They are sent to collect information regarding BRC, BOE and DIET. Thus the visits update their knowledge about both academic as well as administrative activities.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

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

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

Response: B. Any 3 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Response:

1. **Add on course and Art & Drama**

From last two years institution is conducting Add on course on communication skills-English Language. Most of the student teachers are educated in rural colleges. So they are very poor in communicating in English Language. Therefore they suffer from inferiority complex. So the institution is helping its student teachers to refine their knowledge and practice communication skills. As a result they are able to involve themselves effectively. They can speak and interact with their classmates, teachers and students confidently.

Art &Drama is another significant activity in B Ed programme. It helps to refine and restructure their expression ability. It has an appropriate outlet for self-expressions. It is also a way of learning too. Drama is an effective learning tool. It involves the student teachers intellectually, physically, emotionally and socially. The activities related oral expressions, pantomime, scene enactment serve the purpose of enhancing the creative ability of the student teachers and develop critical thinking. Student teachers successfully develop ability to write script and enact the same effectively.

1. **Honouring Meritorious students and involving skilled student teachers in significant educational activities:**

Shankaragowda College of Education is recognizing its meritorious student teachers since its inception. It honours its meritorious student teachers in order to recognize their academic achievements. It not only motivates Rank or high achievers but also motivates fresh student teachers too. So that institution succeeds in emulating the competencies in them. Thus institution elevates its standard in the society and

earns a good name.

It honours its skilled students by engaging them in workshop related to preparation of teaching aids and craft work. Student teachers are given chance to come forward to participate as resource person in the workshops organized by the institution. They will be given time to refine the skills if needed. Then they are allowed to train their classmates. It gives recognition and satisfies their passion for learning. Thus institution succeeds in achieving its objectives systematically.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Response:

Institution celebrates Sri K V Shankaragowda's birthday anniversary regularly. He is the founder of the PES group of institutions. This activity gives them detailed information regarding his achievements and efforts made by him to elevate the standard of education in the district. In those days itself he has succeeded in pooling financial resources and convinced people to donate their lands to trust. He is responsible for introducing check system of crediting salary to teachers account. It helped teachers working in private sector a lot. He is a wonderful orator, artist and a great visionary. So to realize his vision and objectives institute is striving sincerely. As a token of gratitude, institution celebrates founder's day to help student teachers to understand the efforts and struggle of such a great personality.

Institution celebrates all National significant days systematically. Celebrating national festivals are of supreme importance to the students. The celebrating these functions help the future generation to understand importance of the day. Through these types of functions institution tries to develop patriotism and reminds them of the significance of freedom, democracy peace, and division of labour, equality, and equity concepts thoroughly.

Institution transacts curriculum mainly through regional language Kannada. Most of the students have rural background. Obviously they are very poor in their expressions. That is why institution gives more importance to teaching courses in regional language. Teaching content in mother tongue helps student teachers to understand concepts easily and confidently participate actively in any functions or social

gathering. This effort of the institutions lays strong foundation for academic success and cognitive skills are strengthened. The communication skills and social skills are emulated successfully. Learning in regional language helps student teachers to perceive concepts properly. Thus institution is focusing its attention rural as well as urban student teachers by transacting curriculum in bilingual medium.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

The institution has a state of the art infrastructure with all required ameneties to impart quality training to the student teachers.The institution is making all efforts to impart training on lines with modern day constructivist approaches of education.Recently the institution has installed Rain water harvesting, solar panel, keeping in mind the environmental issues.All round development of the prospective teachers is the main concern of the institution.

Concluding Remarks :

The Institution has a rich legacy of offering qualitative teacher training to the thousands of rural aspirants since 50 glorious years. It has a broad mission and vision to serve the society by imparting quality training to the student teachers who enroll in the institution in future too.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**At the institution level, the curriculum planning and adoption are a collaborative effort;** **Indicate the persons involved in the curriculum planning process during the last completed academic year** **1. Faculty of the institution** **2. Head/Principal of the institution** **3. Schools including Practice teaching schools** **4. Employers** **5. Experts** **6. Students** **7. Alumni** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above Remark : DVV has made the changes as per shared reports.
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared reports.
1.2.4	**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through** 1. **Provision in the Time Table** 2. **Facilities in the Library**

3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Answer before DVV Verification : C. Any 2 of the above
Answer After DVV Verification: D. Any 1 of the above
Remark : DVV has made the changes as per shared reports.

1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has made the changes as per shared reports.
2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through** 1. **Mentoring / Academic Counselling** 2. **Peer Feedback / Tutoring** 3. **Remedial Learning Engagement** 4. **Learning Enhancement / Enrichment inputs** 5. **Collaborative tasks** 6. **Assistive Devices and Adaptive Structures (for the differently abled)** 7. **Multilingual interactions and inputs** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared reports.
2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

2.3.6	**Institution provides exposure to students about recent developments in the field of education through**
	1. Special lectures by experts
	2. 'Book reading' & discussion on it
	3. Discussion on recent policies & regulations
	4. Teacher presented seminars for benefit of teachers & students
	5. Use of media for various aspects of education
	6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global
	Answer before DVV Verification : B. Any 4 of the above
	Answer After DVV Verification: C. Any 3 of the above
	Remark : DVV has made the changes as per shared reports.
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**
	1. **Organizing Learning (lesson plan)**
	2. **Developing Teaching Competencies**
	3. **Assessment of Learning**
	4. **Technology Use and Integration**
	5. **Organizing Field Visits**
	6. **Conducting Outreach/ Out of Classroom Activities**
	7. **Community Engagement**
	8. **Facilitating Inclusive Education**
	9. **Preparing Individualized Educational Plan(IEP)**
	Answer before DVV Verification : B. Any 6 or 7 of the above
	Answer After DVV Verification: C. Any 4 or 5 of the above
	Remark : DVV has made the changes as per shared reports.
2.4.3	**Competency of effective communication is developed in students through several activities such as**
	1. **Workshop sessions for effective communication**
	2. **Simulated sessions for practicing communication in different situations**

3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: D. Any 1 of the above
Remark : DVV has made the changes as per shared reports.

2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school** 2. **Planning and execution of community related events** 3. **Building teams and helping them to participate** 4. **Involvement in preparatory arrangements** 5. **Executing/conducting the event** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared reports.
2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made the changes as per shared reports.
2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as** 1. **Self** 2. **Peers (fellow interns)** 3. **Teachers / School* Teachers** 4. **Principal / School* Principal** 5. **B.Ed Students / School* Students** **(* 'Schools' to be read as "TEIs" for PG programmes)**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

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

2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared reports.
3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	11	11	4	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	8	8	2	6

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

3.4.3	**Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes** 1. **Local community base activities** 2. **Practice teaching /internship in schools** 3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education** 4. **Discern ways to strengthen school based practice through joint discussions and planning** 5. **Join hands with schools in identifying areas for innovative practice** 6. **Rehabilitation Clinics** 7. **Linkages with general colleges** Answer before DVV Verification : C. Any 3 or 4 of the above

	Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has made the changes as per shared reports.
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 7 of the above Remark : DVV has made the changes as per shared reports.
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : B. Any 5 of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : DVV has made the changes as per shared reports.
5.1.4	**Institution provides additional support to needy students in several ways such as:** **1. Monetary help from external sources such as banks** **2. Outside accommodation on reasonable rent on shared or individual basis** **3. Dean student welfare is appointed and takes care of student welfare** **4. Placement Officer is appointed and takes care of the Placement Cell** **5. Concession in tuition fees/hostel fees**

	6. Group insurance (Health/Accident) Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared reports.
5.2.3	**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)** 5.2.3.1. **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years** Answer before DVV Verification:
	5.3.2.1. Number of sports and cultural events organized at the institution during the last five years

5.2.3.1 Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	6	10	9	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	8	5	1

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

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

5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**
Answer before DVV Verification: |

2023-24	2022-23	2021-22	2020-21	2019-20
4	17	7	10	15

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	11	6	8	1

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

| 5.4.2 | **Alumni has an active role in the regular institutional functioning such as**

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities |

	4. Support to curriculum delivery
	5. Student mentoring
	6. Financial contribution
	7. Placement advice and support
	Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: B. Any 4 or 5 of the above Remark : DVV has made the changes as per shared reports.
6.4.2	**Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)** 6.4.2.1. **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>0.10</td><td>0.13</td><td>0.11</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : DVV has made the changes as per shared reports.
6.5.3	**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.** 6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>39</td><td>29</td><td>26</td><td>13</td><td>35</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>22</td><td>18</td><td>12</td><td>11</td><td>12</td></tr></table> Remark : DVV has made the changes as per shared reports.
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared reports.
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared reports.
7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways** 1. **Code of Conduct is displayed on the institution's website** 2. **Students and teachers are oriented about the Code of Conduct** 3. **There is a committee to monitor adherence to the Code of Conduct** 4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared reports.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
762405	804008	782621	286346	821456

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
7.2	8.0	7.8	2.8	8.2

04-12-2024 12:40:35