



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		BLDEA's J.S.S College of Education,Vijayapur
• Name of the Head of the institution	Dr Bharati Y Khasnis	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	08352223290	
• Mobile No:	9945447614	
• Registered e-mail ID (Principal)	bldeajssbedcb@gmail.com	
• Alternate Email ID	bharatikhasnis@gmail.com	
• Address	BLDEA'S JSS College of Education, SS Campus ram mandir road ,Vijayapur	
• City/Town	Vijayapur	
• State/UT	Karnataka	
• Pin Code	586103	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Urban				
• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Rani Channamma University, Belagavi				
• Name of the IQAC Co-ordinator/Director	Dr M.S.Hiremath				
• Phone No.	9449362595				
• Alternate phone No.(IQAC)	08352223290 9449362595				
• Mobile (IQAC)	9449362595				
• IQAC e-mail address	bldeajssbedcb@gmail.com				
• Alternate e-mail address (IQAC)	maliswamyhiremath1966@gmail.com				
3.Website address	https://bldejss.ac.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://bldejss.ac.in/pdf/AQAR-2022-23.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://bldejss.ac.in/pdf/Calendar-of-Events-2023.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.73	2007	31/03/2007	30/03/2012
Cycle 2	B	2.61	2012	30/03/2012	29/03/2018
6.Date of Establishment of IQAC			02/07/2007		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institution	Unnat Bharat Abhiyan	Central Govt	30/03/2023	50000
8. Whether composition of IQAC as per latest NAAC guidelines			Yes	
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 			View File	
9. No. of IQAC meetings held during the year			12	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 			Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 			View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?			No	
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
1) Yoga Certificate Course 2) Unnat Bharat Abhiyan Project Completed 3) TET Coaching Classes 4) FDP Programme 5) File Maintenance and Documentation Programme for Administrative Staff				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes				
1) Yoga for Holistic Health 2) Unnat Bharat Abhiyan Project Completed 3) Teaching Competencies Coaching Classes 4) FDP Programme 5) Online Admission Programme for Administrative Staff	Students learnt Yoga Exercises, Survey have done under Unnat Bharat Abhiyan, 96 Students got through govt TET exam				
13. Whether the AQAR was placed before statutory body?	No				
<ul style="list-style-type: none"> Name of the statutory body 					
<table> <tr> <th>Name of the statutory body</th><th>Date of meeting(s)</th></tr> <tr> <td>Nil</td><td>Nil</td></tr> </table>		Name of the statutory body	Date of meeting(s)	Nil	Nil
Name of the statutory body	Date of meeting(s)				
Nil	Nil				
14. Whether institutional data submitted to AISHE					
<table> <tr> <th>Year</th><th>Date of Submission</th></tr> <tr> <td>2024</td><td>25/12/2024</td></tr> </table>		Year	Date of Submission	2024	25/12/2024
Year	Date of Submission				
2024	25/12/2024				
15. Multidisciplinary / interdisciplinary					
<p>BLDEA's JSS College of Education, PG Studies in Education and Research Centre, is a multidisciplinary college. It has maintained dual course i.e, B.Ed with 100 intake capacity and M.Ed. with 40 intake capacity and Research Centre. In these two courses it covers multidisciplinary such as pedagogy of Mathematics, Physical Science, Biological Science, History, Geography, Commerce, Kannada, English, Hindi, Sanskrit etc. We are committed to follow the direction of NEP regarding this.</p>					
16. Academic bank of credits (ABC):					
<p>College is providing the facility of academic bank of credit for session 2023-24.</p>					
17. Skill development:					
<p>BLDEA's JSS College of Education, PG Studies in Education and Research Centre, we initiate and promote communication skills, personality development skills and Teaching and learning Skills of each and every learner throughout the year.</p>					

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

Our college has introduced an Indian Knowledge system and implemented Teaching and learning in Indian Language and culture which is guided in curriculum by the Regulatory Authority NCTE. We also promote to learn the regional Language.Classes will be conducted in both the medium of Instructions English and Kannada.

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

BLDEA's JSS College of Education,PG Studies in Education and ResearchCentre is a premier college for Teachers Training Courses. Practical works are specially focused in internship, project work, field work, Citizenship Training camp, outreach activities and Dissertation work for M.Ed. students which helps to maintain their legacy of strong commitment to produce about Skillful teachers at the end of every year

20.Distance education/online education:

BLDEA's JSS College is having Karnataka State Open University BEd course along with our regular BEd and MEd.It is also having Indira Gandhi Open unviwersity Study Centre where students opt so many distance mode courses .Students have completed Self study courses through IGNOU study centre.

Extended Profile**1.Student**

2.1	244
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	140
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	50
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Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	96
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	99
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	244
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	10.46
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	50
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	15
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File
5.2	15
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Curriculum planning</p> <p>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Our instution is affiliated to Rani Channamma University,Belgavi. RCU university prepares its academic calendar, considering the same our institute prepare academic calendar by conducting the separate staff meeting where in the University calendar is discussed . The principal leads the meeting with subject distribution , organized delivery of core courses, specialized courses, practicing for constructive teaching learning and enhancing professional capacities for both B.Ed and M.Ed courses. Pedagogy subjects are split and allotted among staff along with pedagogy subjects, other responsibility like attendance, allotment of micro and macro teaching list preparation, calendar of events preparation, field visit responsibility, cultural event management, etc and many more things are discussed and finally the calendar of event and the time table is prepared according to local context adding cocurricular and extra-curricular activities Before the commencement of teaching learning process the faculty members prepare a course outline and assessment procedure.</p> <p>curriculum Review and Revising</p> <p>Our instution is affiliated to Rani Channamma University,Belgavi. RCU university prepares curriculum. Board of studies members reviews curriculum and revising curriculum is done by Rani Channamma University,Belgavi.</p>	

Adopting curriculum to the local context

Based on the feedback obtained by the students on curriculum we have introduced valueadded courses and Addon courses.

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

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

A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme

A. All of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://bldejss.ac.in/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

4

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

1.2.2 - Number of value-added courses offered during the year**2****1.2.2.1 - Number of value-added courses offered during the year****2**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**98****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****98**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

All of the above

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

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

73

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

73

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

1.3 - Curriculum Enrichment

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

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas, student teachers Demonstrate their knowledge through various curricular and co-curricular activities conducted throughout Year in our institution.

.Skill

Academic programmes like micro teaching, prospective teachers get trained in teaching skills, and seminars are conducted in each subject. Hands on training in the preparation of teaching aids are provided on regular basis to our students practice teaching, block teaching, internship inculcate skill among student teachers, Institution provides communicative classes and action research. Practicum are given in order to develop the investigative mind and research skills of our Students. Micro teaching sessions on various teaching skills development,

Values and attitudes

Our institution follows curriculum prescribed by Rani Channamma University,.Belagavi. Foundation courses strengthen knowledge base of student teachers. Philosophical bases of Education subject inculcate value base among learners. Various optional courses like

value education also supplements value addition and positive attitude among prospective teachers. Our student teachers have ample opportunities to involve in group activities like social surveys, documentations,

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

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

The curriculum covers the theoretical aspects exhaustively. In the second semester, prospective teachers learn contemporary education in India, a subject in which students study comprehensively about various boards of Education. The programme gives a broad perspective of various boards such as, Secondary School Certificate (SSC), Central Board of Secondary Education (CBSE) and ICSE Board. Functioning of Various Boards of School Education The Educational thoughts of both Western and Indian thinkers are incorporated in the syllabus.

familiarizing the students in Epistemological bases of curriculum of the school system. Preparation of lesson plans. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and In-house innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches to promote diversity. State-wise Variations: The student teachers are exposed to different pedagogical practices of boards in schools during the internship.

An International and Comparative Perspective:

Country-wise and State-wise variations are familiarized in the diversities of school system and assessment patterns. Western Vs.

Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations, functions and forms of different boards and functions of international school system with indigenous practices. A cyclic approach is adopted to place student teachers in schools of different boards in different semesters.

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

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

Curriculum of the B.Ed. program provide strong theory background to the prospective teachers. They derive professionally relevant understandings through various activities like, micro teaching, practice teaching, block teaching, and internship in fourth semester. through various co-curricular activities

The institution Enables students to analyze process of human developmental variations, helps in perceiving theories of learning, intelligence and creativity through childhood and adolescence subject. and apply in learning situations. enhance professional capacities in using differential instruction, Individualized Education and critically reviewing issues and policies of Inclusiveness. train students to apply appropriate Technology in the process of Classroom Communication & Interaction like browsing educational websites, opening education resources and ways of integrating ICT into learning process. guide students in writing appropriate learning instructional objectives and learning activities for content, applying appropriate techniques and tools to evaluate students learning and learn basics of educational statistics. provide instructional experiences through Models of Teaching, applying the Teaching Learning Strategies and techniques to plan and execute lessons during Practice in Teaching, practice of Models of teaching in respective subjects and preparation of

teaching learning materials.understanding fundamentals and the nature of Language, social science, science, mathematics and school subjects

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

140

2.1.1.1 - Number of students enrolled during the year

119

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

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

112

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

112

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

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

00

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

00

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

The institution carries out separate assessment to understand the larger spectrum of their learning levels and organise special programmes.

Bridge Course (Content) Test conducted in the beginning based on secondary school content in various pedagogies to identify students' understanding in respective Pedagogies. By knowing the students' performance in the Content Test in different Pedagogies respectively learning enhancement activities like Remedial Activities and Orientation Programmes are offered.

Teaching Aptitude Test is administered to find out the level of readiness towards teaching profession. The Test Question paper constitutes the test items related to basics of Teaching, needs and interests towards Teaching Profession.

Induction Programme for Two days Orientation about History and Milestones of the Institution, Infrastructure, Facilities, and Cells, Physical Activities, Literary Activities, Syllabus Orientation, Visit to Schools, Enacting, and mentoring are the main areas focused upon.

Talent Search Programmes in various fields are organized every year in order to discover the hidden talents and potentialities. Advanced academic support is given to appear for quality competitive

examinations such as TET and CET encouraging students.

During simulated practice of peer teaching, each one teaches others and learns components of teacher behavior through an interactive process. Teacher educators assess their capabilities for competent pedagogical skills and to gain are sent to Practice Teaching Schools.

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

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

All of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in

Four of the above

accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

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

2.2.4 - Student-Mentor ratio for the academic year

1:13

2.2.4.1 - Number of mentors in the Institution

15

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

2.3 - Teaching- Learning Process

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

The institution aims to impart different types of teaching approaches to ensure no student is left behind.

Experiential Learning: Classroom transaction involves discussions, collaborative learning, problem solving, peer assisted learning, assignment, seminar presentation, projects, showcasing reflections

and action research. Participation in various competitions exposes them to the real world and allows them to demonstrate their skills enhancing capacity building.

Field Visits: Theoretical knowledge is internalized through field visits, projects and case studies. Guest Lectures supplement the teaching process and provide experiential learning.

Participative Learning: Drama and Art occupies significant and integral part of the college's teaching and learning process. Other than the course requirements, Kolata, Clay model preparation provides platform for the needed skills. The in-house events like Swachh Bharat Mission and health awareness camps allow students to develop communal spirit, sense of social responsibility and welfare thereby adding to the national wealth.

Problem solving Methodology

Action research demonstrates how a classroom problem could be resolved either individually or collectively within the classroom environment. Academic related Cultural activities and Yoga competitions are used as academic warm-up exercises to ensure assessment for learning instead of assessment of learning.

E-learning mode of teaching using blended and flipped learning approaches is in practice.

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

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

15

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://bldejss.ac.in/login.php
Any other relevant information	No File Uploaded

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

238

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

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

Five/Six of the above

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

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

Teacher educators attempt to the fullest potential for developing professional attributes through following strategies.

Working in Teams:

B.Ed. and M.Ed. students are grouped under supervision of mentors with 11-12 student-teachers to cope with academic and professional growth.

Conduct of Self with Colleagues and Authorities:

Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to qualities within the community other than the profession.

Balancing Home and Work Stress

During the ongoing of the programme, student-teachers attend psycho-spiritual workshops to strengthen their inner self. Any disturbances in families are noted and rectified if possible.

Phases of internship and field projects are stress related, therefore, mentors accompany the student teachers and precautionary measures are oriented towards prevention of stress due to unforeseen and unexpected incidences.

Keeping Themselves Abreast:

Awareness programmes are organized during the formative period of the B.Ed. programme to acquaint them with current updates in the areas of knowledge, technology and evaluation. Every assembly has a session on briefing with emerging issues, news updates and reading, reflection on educational innovations, which would indirectly motivate the student-teachers the quest for search.

Projects:

Continual mentoring is provided by mentors for successful completion of projects, to work in teams according to the interest and develop awareness about social issues.

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

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

Five/Six of the above

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

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

Innovative teaching practice is an important aspect of the teaching programme. Student-teachers practice specially Yoga Exercises and get experience of Teacher Eligibility Test related knowledge by attending TET Workshop and also practice different innovative models and approaches beginning from Semester-I to IV with emphasis on primary and secondary levels of teaching processes. ICT Based lessons, lesson plans based on Constructivism-5 E-Model, Script writing in the form of dialogue for role-play or story on various topics, which nurtures creativity, innovativeness, empathy, life skills, intellectual and thinking skills. These practices lead to promotion of life skills such as reflective thinking, self-awareness and confidence in designing instructional plans.

Impact of teaching during formative period inculcates life skills

and values like lifelong learning, leadership, team work, ethical awareness and reasoning, digital literacy, sense of inquiry with scientific reasoning, empathy by connecting to real life. It engages them in reading and reflecting on texts, role-play, drama and art in education, which enables self-adapting capacity and apply new domains of knowledge to reflect on achieved disposition for holistic development. Empathy is developed through value based lessons focusing on the concept to protect nature, other cultural domain and thereby creative thinking is stirred. Life skills are developed through CTC.

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

2.4 - Competency and Skill Development

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

All of the above

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

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

Ten/All of the above

as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

All of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above										
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Samples prepared by students for each indicated assessment tool</td><td>View File</td></tr> <tr> <td>Documents showing the different activities for evolving indicated assessment tools</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Samples prepared by students for each indicated assessment tool	View File	Documents showing the different activities for evolving indicated assessment tools	No File Uploaded	Any other relevant information	View File	
File Description	Documents										
Data as per Data Template	View File										
Samples prepared by students for each indicated assessment tool	View File										
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded										
Any other relevant information	View File										
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above										
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Documentary evidence in support of each response selected</td><td>View File</td></tr> <tr> <td>Sample evidence showing the tasks carried out for each of the selected response</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of each response selected	View File	Sample evidence showing the tasks carried out for each of the selected response	View File	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data Template	View File										
Documentary evidence in support of each response selected	View File										
Sample evidence showing the tasks carried out for each of the selected response	View File										
Any other relevant information	No File Uploaded										
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning	All of the above										

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

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

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

All of the above

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

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

Institution deputed Student-Teachers to Internship Programme in Three Semesters catering to different levels. Before internship each Student Teacher get Lesson Plans approved by their Pedagogy Faculties and are instructed to submit their lesson/unit plan daily to master teachers for constructive suggestions. Fourth phase

(Semester-4) Internship covers 50 days, where Student Teachers are well prepared to deal with adolescent students other than the teaching skills. They design their own instructional plans with appropriate support materials, strategies, approaches, techniques and models as per level of the school/ students.

They go to special schools and special educators orient about the activities to be taken such as observe their classes, assist them. As a part of their practicum the students are exposed to teaching.

1. Defining Role of Teacher of the Institution: The institution requires the master teachers to guide, supervise their performances, and interact to provide continuous feedback to the M.Ed. students.

2. Streamlining Mode/s of Assessment of Student Performance: Different classroom assessment strategies, tools, designing scholastic achievement test, diagnostic tests are taught at source to be implemented.

3. Exposure to Variety of Schools: Students are deputed to Government, Private, Rural, Urban and Inclusive Schools.

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

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

2.4.9.1 - Number of final year students during the academic year

96

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests

Nine/All of the above

Organizing academic and cultural events
Maintaining documents Administrative
responsibilities- experience/exposure
Preparation of progress reports

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

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

The Institution adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools. The Method masters and the teachers of the practice teaching schools selected for internship play the role of a facilitator. Two lessons per day are delivered during their practice teaching Sessions. Teacher educators (preferably subject experts) from the college are directed to check and approve the lessons plans before the hand. The student-teachers are allowed to deliver the duly approved lesson plans. 60 to 70 per cent of the lessons in schools are observed by the faculty.

Lesson plans and teaching aids are prepared under the guidance of the method masters. During execution the mentors give them feedback to improve their teaching. Peer team rates the components related to teaching and provide constructive feedback and strong points of the lesson. The school mentor teachers are encouraged to give suggestions for improvement. Teachers of concerned schools also observe the lessons.

Teacher educators and school mentor teachers note down remarks on the lesson plan book. Feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;

detailed feedback is also provided in the college collectively on subsequent days. For the partial fulfillment of Internship (Fieldwork and Immersion), the student teachers are conducting Academic, Cultural and Sports Activities along with participation in various activities and are preparing the School Magazine. In this manner, Institution adopts effective monitoring mechanisms during internship programme.

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

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

All of the above

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

15

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

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

8

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

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

15

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

11

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

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

Management deputed faculty to participate in Conference, Seminar, Workshop, and other programs for professional development. Training to the teacher educator in using different techniques and multimedia in teaching learning process is done by sister institutions by organizing on advanced burning issues.

Faculty makes use of internet, surfing and downloading recent information. Institution has organized workshops, orientation programmes and other faculty development programmes and is being initiative for organization. Through exhibitions, newspapers, magazines and other resources for ensuring personal development of the teaching staff of the institution. Teachers are deputed to deliver Guest Lectures at different institutions and for the faculty of our sister institutions. Various online courses are taken up by the faculties for their professional development. Faculties participated in various paper presentations at state and national level on Duty Leave and in Refresher Courses and Orientation Programmes conducted by University Grants Commission -(UGC)- Human Resource Development Council (HRDC). As per the policy and regulations of the Institution, the faculty is deputed for Research Work on special Casual Leave. Faculty is encouraged to publish research articles in reputed UGC CARE and SCOPUS Indexed journals.

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

2.6 - Evaluation Process

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

The institution initiated the continuous internal evaluation system through various techniques. Student-Teachers are continuously evaluated through Observation Techniques and by Formative Assessment in each of the class by Teacher Educators. Teacher-Educators conduct Surprise Test; Three Tier Evaluation System based Tests. Internal Tests are conducted as prescribed in the Curriculum of Rani Channamma University Belagavi periodically Course wise and Semester wise. There are Three Components in the B.Ed. Program namely, Compulsory Course, Pedagogy Course, Enhancing Professional Competency and Engaging with Field. In each Course, the Student-Teacher is assigned with Seminar Topic for presentation and Assignment for which assessment is done.

Daily during the prayer assembly the Teacher Eligibility Test related questions are asked to the Student-Teachers and newspaper reading presentation is done for encouraging the skills like Listening, Speaking, Reading and Writing among the Student-Teachers. Student-Teachers are evaluated through Activities of the Courses like Enhancing Professional Competencies, Microteaching Skills practicing Lessons; Lessons on Integration of Skills, In-House Lessons based on 5E Model and Information and Communication Technology (ICT) Mediated 5E Model Lessons' practice and suggestions for good results are incorporated through Academic Counseling.

Student-Teachers are assessed through Lesson Teaching and Annual Practical Lessons are carried out accordingly RCUB Curriculum,

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

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

Five of the above

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

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

The Principal, Internal Quality Assurance Cell-Coordinator and staff together with Chairman of Internal Test discusses Test dates tentatively. Circulars are distributed by Chairman of Internal Test to obtain Test[1]Question Paper in concerned Course by faculties; after collecting then same is typed and draft is checked by faculties; final-print is given for required number of copies accordingly strength of student-teachers.

Answer scripts are evaluated within stipulated time and are given to student-teachers to know performance and feedback is provided. Assignment and Seminar of Student-Teachers' write-up documents are checked and evaluated. Lesson Teaching-sessions are attended by faculty to observe Student Teachers' Lessons thereby providing feedback evaluation is done and documented. In semester-end, consolidated Internal Marks-Sheet is prepared; before uploading on Unified University College Management System[1]UUCMS, Student-Teacher is allowed to check all Marks scored in all courses and signature for consent of allotted marks is taken. Then Chairman of Internal Test, Principal and Internal Quality Assurance Cell- IQAC Coordinator together verify final marks of Internal Evaluation, and then upload to Unified University College Management System- UUCMS Portal. So many Unified University College Management System-UUCMS examination related grievances are solved by sending mail to Unified University College Management System-UUCMS Rani Channamma University Belagavi Examination Section, like showing Access Fees, Subjects not visible in Hall Tickets, Marks not visible in Student portal. Thus College Internal Evaluation is done in a transparent way and is operationally effective.

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

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

Calendar of Events as per the regulations of the RCU Belagavi-RCUB is maintained throughout the every Academic Year for the opening of classes semester wise and closure of classes along with University Theory Examination. The Academic Year Calendar is designed by the Academic Monitoring Committee Coordinator by discussing with the Principal, Internal Quality Assurance Cell (IQAC) Coordinator and Faculties of the Institution. Within the stipulated time of Two semesters in an Academic Year 200 Days of , each semester 100 days Institutional Academic Calendar is prepared in the form of Year Plan (Plan of Action) which constitutes Saraswati Pooja, Introductory Session of Faculty and Student-Teachers, then Orientation of B.Ed. Programme, Induction Programme, Various Celebration Days of State, National and International level Importance and the Days of contributors towards the welfare of Institution , Microteaching Workshop, Student-Union Formation, Internal Test Time Table, Various Field Assignments-Tasks, Before submitting the list of Continuous Assessment Marks of all student-teachers of the Programme to the Committee the Principal and Internal Quality Assurance Cell (IQAC) along with faculty conduct interview for the Student-Teachers in respect of their internal assessed marks for the maintenance of Transparency, then Principal of the college shall submit the consolidated list of Continuous Assessment Marks of all student-teachers of the Programme to the Committee as per the Calendar of Events for the Academic Semester. Theory Examination is conducted in the Transparency manner, by allotting the room invigilator to each block on lottery system.

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

2.7 - Student Performance and Learning Outcomes

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

Curriculum of Teacher Education of our institution was drafted by the RCU-Belagavi based on the Programme Educational Objectives, Programme Learning Outcomes, Programme Specific/ Outcomes and Course Learning Outcomes in line with the Vision and Mission of the Institution.

The Course Outcomes are justified through teaching learning process. The Teaching Learning Mechanism of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process. The variations in the pedagogies include customizing to the diverse needs of the learner. The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system. Expected behavioral changes defined in the Course

Outcomes are mapped to Programme Outcomes to identify the differential improvement and final attainments that are sustainable.

The Fieldwork/Practical activities in alignment with PLO include Assignment, Seminar-Topic presentation, Observations, Experiments in the Course of Enhancing Professional Competency namely Psychosocial Tools and Techniques, Lesson Teaching etc. which facilitates critical, reflective thinking and communication.

Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain Course Outcome through planning, communicating and presenting at primary and secondary level of teaching.

Graphical presentation report on Student Satisfaction Survey (SSS) on overall institutional performance, examination, results is done and uploaded.

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

2.7.2 - Pass percentage of Students during the year

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

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

Course Outcome (CO) is in alignment with Programme Learning Outcomes and Programme Specific Outcomes by matching the taxonomy levels. In each semester according to internal evaluation mechanism, student-teachers are assessed in each Course by their performance in Internal Tests twice, Seminar presentation in ICT Mediated form, gathering data, compilation, organisation, presentation of ideas, writing skills through Assignment task, continuous evaluation by asking oral questions during lecture, incorporating various teaching Methodologies and by taking written surprise tests. Proper feedback is provided orally as well as in written form to the performed task in respective Courses and simultaneously remedial teaching and mentoring is carried out. Previous year Question -Papers are solved by student-teachers for Drill and Review work. To enhance academic caliber of student[1]teachers, Guest Lectures are organised and to give more potential to their Affective and Psychomotor abilities, various academic and co-curricular activities are organised. Before practicing Lesson teaching sessions, suitable guidance is provided for systematic teaching lesson plan preparation and execution. Orientation Programmes and Workshops are conducted according to Action Plan of the Institution. To enhance community oriented skills, Extension activities are conducted, to say a few, citizenship training camp, N.S.S. Camps. At the end of each semester, Internal Marks of all Courses and consolidated Marks is shown to all student-teachers to maintain transparency in the Evaluation process and student-teachers' signatures are taken before uploading in the Unified University College Management System Portal of the University.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

90

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

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

I. Initial: There is a deliberate effort to identify a list of skills that the enrolled students have achieved to the teaching professional level. Their talents are assessed and motivated to lead peers and others towards a joyful blended learning.

II During: Literature on Teacher education has multitudinous theories regarding the developmental stages of pre-service teachers. From academics to practical, specific assessment strategies are applied through the continuous internals project based learning. They are not only deconstructed and reconstructed, but the in-service teachers are placed as observers to understand core practices, imitators, practitioners, before they articulate and absorb the styles of teaching.

III. Post: Student-teachers complete task oriented activities. After

the internal assessment and semester end achievements, they reach a stage to prove their worthiness through preparing instructional design, demonstration of knowledge beyond current trends in pedagogical practices, exhibition of cultural competence, complexities of teaching to stakeholders and suggest policy revision and show a genuine accountability towards self, society and nation by the end of the B.Ed./M.Ed. Programme. The student[1]teachers finally translate the skills into actual Practice Teaching School/Class and this is ensured by the assessment tasks provided and these tasks make them confident and well-equipped to gather and analyse assessment data in their future and make trustworthy decisions leading to support the future generations.

The objective of this assessment task is to improve self-efficacy and a positive attitude towards sustainable development as an edupreneurs as well as responsible Student-Teachers.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://forms.gle/xAKrpe6DSaNroys49>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

00

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

All of the above

try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year****04**

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year**03**

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

3.3 - Outreach Activities

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

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

10

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

10

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

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

1843

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

1843

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

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

This report highlights key activities in the areas of blood donation, health awareness, and environmental awareness.

1. Blood Donation Camps

Activities:

Blood Donation Drives: Regular blood donation camps are organized in collaboration with B.L.D.E.A's Shri B. M. Patil Medical College and Hospital blood Centre and local blood banks and hospitals.

Awareness Campaigns: Workshops and seminars to educate student teachers on the importance of blood donation.

Recognition: Donors are acknowledged with certificates and appreciation letters to encourage continuous participation.

2. Health Awareness Programs

Activities:

Health Camps: College is conducting Free medical check-ups, including dental, eye, and general health camps, conducted by professional medical practitioners.

Workshops and Seminars: Sessions on topics like nutrition, mental health, substance abuse prevention, and first aid.

Health Walks and "Vrukshothan marathon" 'Run for Tree': Organizing marathons and health walks to promote physical fitness among students and community members.

3. Environmental Awareness Initiatives

Activities:

Tree Plantation Drives: Our B.L.D.E. Association take initiation to plant Regular tree planting events in the name of "Koti Vruksha Abhiyana" at Karada Doddi. to increase green cover and combat climate change.

Cleanliness Drives: Community clean-up programs to promote the importance of a clean environment.

Recycling Campaigns: Workshops on waste segregation, recycling, and sustainable living practices.

Energy Conservation: Initiatives to reduce energy consumption on campus, such as the installation of solar panels and promoting the use of energy-efficient appliances.

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

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

04

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

122

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

122

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

7

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

All of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The physical facilities of the classrooms have been designed to ensure comfort, effective learning, engagement and are according to NCTE Norms.

Classroom Infrastructure

Institution has a total of 10 spacious classrooms. Each classroom is equipped with adequate ventilation to ensure a comfortable learning

atmosphere. Proper lighting is installed to facilitate clear visibility for students and teachers. Classrooms are equipped with ICT facilities, Digital Screens, OHP, Slide Projectors and other technological devices. This technology aids in interactive learning and allows teachers to incorporate multimedia presentations into their lectures, making lessons more engaging and informative. Traditional blackboards are present in each classroom, providing a reliable and essential tool for teaching and note-taking. A public address system is available in every classroom to ensure that the teacher's voice is heard clearly by all students. Wi-Fi is accessible in all classrooms, allowing students and teachers to access online resources and enhance the learning experience through digital means. Each classroom is equipped with podiums, which are essential for teachers to conduct their lectures comfortably. CCTV Surveillance is installed to all classes rooms and other important locationsof college

Computer Lab

Language Lab

Educational Technology Lab

Science Lab

Curriculum Lab:

College is having Curriculum Lab which exhibits Science and Social Science learning Materials and Teaching aids.

Psychology Lab

Restrooms

The college provides separate restrooms for ladies and gents. These restrooms are well-maintained and ensure hygiene.

Library

Sports Facilities

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

10

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://bldejss.ac.in/#
Any other relevant information	View File

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

2.93

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

4.2 - Library as a Learning Resource

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

The N-List (National Library and Information Services Infrastructure for Scholarly Content) program facilitates remote access to a vast

repository of scholarly content, allowing students and staff to access references even when they are in remote areas. This access is critical for maintaining continuity in research, learning, and academic activities regardless of physical location.

N-List significantly enhances the ability to access a diverse range of references from various publications online. This resource ensures that users can tap into the latest research, articles, and e-books across numerous fields of study, supporting both academic and personal growth. To utilize the N-List resources, the necessary information and access links are provided by the institution. Users are guided on how to navigate the platform and make the most of the available resources. These links are typically disseminated through the library's online portal or via direct communication to ensure all users have easy access. Access to the N-List platform is secured through the use of institutional email IDs and passwords. This ensures that only authorized members of BLDEA's JSS College of Education can access the resources, maintaining the integrity and security of the academic content.

The N-List program enables users to efficiently obtain e-lists and catalogues, providing a streamlined way to search for and organize needed references. This feature is particularly useful for extensive research projects, helping users quickly locate specific journals, articles, and e-books. N-List boasts an impressive collection of resources, offering access to over 6,000 e-journals and 195,000 e-books.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	View File

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

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File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

All of the above

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

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

0.18096

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

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

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

11

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

CT facilities including Wi-Fi at Institution

Annual Legal Formatting of Computer Lab Computers

Each year, all computers in the computer lab undergo a legal formatting process to ensure optimal performance, data security, and compliance with licensing agreements. This includes reinstallation

of operating systems and necessary software. This practice helps in maintaining system integrity, reducing the risk of malware, and ensuring that all software used is up to date and legally licensed.

Updating Quick Heal Antivirus Software

Quick Heal antivirus software is updated regularly on all systems to protect against the latest security threats, including viruses. Regular updates provide enhanced security features, ensuring that all systems thereby safeguarding institutional data and personal information.

Renewal of Wi-Fi Facilities with Super Sonic Internet Services

The institution renews its Wi-Fi facilities annually, ensuring high-speed internet access through Super Sonic internet services. Reliable and fast internet connectivity enhances the learning experience for students and staff, supporting various academic activities, online resources, and digital learning platforms.

Enhancement of Computer RAM

The RAM of computers is regularly upgraded to meet the increasing demands of modern software applications and multitasking requirements.

Enhanced RAM improves system performance, enabling smoother and faster execution of tasks, which is crucial for both academic and administrative functions.

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

4.3.2 - Student – Computer ratio during the academic year

7:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

C. 250 MBPS - 500MBPS

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

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

Three of the above

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

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support

facilities during the year (INR in Lakhs)**754597.07**

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

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

Report on the system and procedures for maintaining and utilizing physical, academic, and support facilities

1. Classrooms

Each classroom is equipped with LCD facilities and two with smartboards, projectors, and internet access to integrate technology into teaching. All classrooms are well-ventilated with large windows and fans to ensure a comfortable learning environment. Ergonomically designed seating arrangements to accommodate all students comfortably and facilitate interactive learning.

2. Laboratories

Psychology Lab

Equipped with various psychological instruments and tools such as aptitude tests, personality inventories, and other assessment tools.

Regular maintenance and calibration of instruments to ensure accurate results.

Science Lab

Contains experiments and demonstration tools for 8th and 9th standard science topics. Regular updates and checks of equipment to ensure safety and functionality.

Language Lab

Equipped with PCs, headphones, and language learning software to enhance language acquisition skills.Regular updates of software and maintenance of equipment.

Computer Lab

Contains 30 PCs with updated software and internet access.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support**

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

All of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of	

student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
96	96

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

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

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

96

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

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

Nil

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

BLDEA`s J.S.S. College of Education have very active students council. The Student Council is formed at the beginning of the academic year. Class Committee Meetings are held regularly, at least twice in each semester. At its core, a student council embodies the principles of democracy and civic engagement. Through elections/rank, students have the opportunity to choose their representatives, who then work on behalf of the student body to address various issues and promote positive change within the institution. The council has specified posts, which may be modified with unanimity. During the current academic year there are 09 posts each semester (18 council member), Namely College student Union (GS), Cultural Activities, Library, Extension Activities, Community Servities (CTC), College Miscellany(magazine), Ladies Representative, Sports Activities, Press and Publicity. A student council is a representative body composed of students, typically

elected by their peers.

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

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

32

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

5.4 - Alumni Engagement

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

An organization's Alumni are the reflection of its past, representation of its present and a link to its future. The Alumni Association contributes significantly to the development of the institution. The college has established functional Alumni in the year 2005. It is registered in the year 2011. Registered on 26.12.2012 with Reg.No.74/2011-12 & fix deposit of Rs. 2,12,201/- & Alumni has contributed (FD of 25000/-) prize to poor students. The Institute has an Alumni Association for building strong bond between alumni and students. The alumni provide support to the students through interaction, financial funding, guidance and placement.

Objectives of the Alumni Association:

- To encourage and promote good relations between the Institute and its alumni.
- To promote and encourage friendly bonding between all members of the alumni body in well-being of the Institution.
- To provide and disseminate information regarding institute's graduates, Faculties and students, to the alumni.
- To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.
- To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits.

Activities and Contributions: Alumni have donated funds to assist the Poor and Merit students of the Institution. They are invited for meetings at the college and they interact with teachers and express their suggestions. Few Alumni acts as Guest lecturers to the existing students on career development.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

02

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Alumni association of our college is established in the year 26-12-2012, R.No 74. An alumni association serves as the vital link between a university oreducational institution and its former students, fostering a sense of communityand lifelong connection. With a mission that extends beyond graduation, these associations play a crucial role in maintaining relationships, offering support, and enhancing the overall educational experience. First and foremost, an alumni association serves as a bridge between past and present students, creating a network that transcends time and geographic boundaries. By providing a platform for graduates to stay connected, share experiences, and collaborate on various endeavors, these associations cultivate a strong sense of belonging and pride. This network proves invaluable in professional spheres, facilitating career development through mentorship programs, job placements, and

networking events. Moreover, alumni associations contribute significantly to the development and growth of educational institutions. The accomplishments of former students serve as a testament to the institutions success, and these achievements often attract prospective students, donors, and collaborators. Alumni who have excelled in their fields become ambassadors, showcasing the institutions impact on individuals and society at large. The student council actively organizes diverse activities to enhance campus life.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION: BUILDING Competent, Creative & Committed NATION BUILDERS for the future

MISSION: To be an Institution of Excellence for Building the Society through Enlightenment and Empowerment of Teachers who are Cognitively enriched, Affectively balanced, Spiritually inspired, Socioculturally Committed and Research minded professionals VALUES Empowering student teachers for nation building. Inculcating the spirit of "Learning to know", "Learning to do", "Learning to live together" and "learning to be"Equipping the student teachers to face the new challenges in the global context. Fostering inquiry tendency and scientific temper. Promoting Indian wisdom among student teachers.

OBJECTIVES :

To form academically excellent, cognitively enriched professionals.

To empower studentteachers with pedagogic principles for implementing them in schools.

To enthuse teacher educators to become role models.

To promote the student-teacher's potentialities with a view to realize moral and socio-cultural values of the society.

To inculcate modern and scientific attitudes and outlook to meet the challenges of 21st century.

To redefine the role of teachers in the context of the Spirit of living together.

To train the new generation teachers to preserve the Spiritual values of Indian society.

To collaborate with Government and Non-government organizations in community welfare activities.

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

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

Decentralised and participative management exists in the institution from policy making bodies. The Institution follows the Professional Management approach in managing all the activities. Practice of Decentralisation is reflected in decision making, planning and administration, and office management. The management of the Institution promotes a culture of decentralization and endeavours best substantial independence to the Institutions in all areas of decision making process. Administration is the backbone of the Institution. Institution firmly believes to provide quality education to the society.

The Institution administration plays an integral role in leading, supporting the development and implementation of vision and mission

of the Institution. The administration ensures the smooth functioning in the all areas like Admissions, Account and Finance, Record Keeping, Evaluation and Supervision and Maintenance. The Institution Campus has an Administrator who looks after the activities of Institution,takes feedback ,takes action to solve greviances.The Institution enhances the quality at various levels. All the stakeholders are working together for efficient functioning of the Institution However, as far as execution of the various functions in the academic environment of the college are concerned, the Principal and the faculties have a great responsibility. The Principal constitutes different committees among the faculty members and other employees of the college.

These committees are entrusted with their responsibilities in the execution of the action plans in the college, The Institution has various committees for the execution of different responsibilities

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

The institution maintains complete transparency in its financial, academic, and administrative functions. To ensure good governance, transparency, and accountability, the vision, mission, and goals are clearly defined at all levels.

Financial Transparency: The Institutional mechanism for monitoring the effective and efficient use of financial resources is by the Finance Committee/Administrative staff. All expenditure proposals are budgeted by the Finance Committee and approved by the Governing Council, Principal, and finally by the management. Regular internal and external auditing is a practice of this college. The accounts of the Institution are audited by the auditor appointed by the management .

Academic Transparency: With regard to academic matters, All the guidelines given by BLDEAssociation,Rani Channamma University, NCTE,

and UGC are followed. The Management, IQAC, and Principal is the highest decision-making authority. It decides matters such as the functioning of the institute's academic programs.

Regular Faculty Meetings, Institutional IQAC, Student union Meetings, Governing council meetings, and Curriculum planning meetings are conducted. SOP from the management will scrutinize the quality check yearly. To Maintain Transparency Social Medias are used to Share and Communicate information related to academics.

Administrative Transparency: The institution maintains transparency in its administrative aspects. Service Rules Book is available to provide information on Service rules, code of conduct, and benefits available to the staff.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

The perspective and strategic plan is developed by the Internal Quality Assurance Committee. The Institution works to accomplish the perspective plan. To accomplish the desired goal of institutions the management of the Institution, Internal Quality Assurance Cell, College Development Committee, Purchasing Committee and various committees works in accordance with the perspective plan. To accomplish the strategic and perspective plan the institution conducts meeting of the concern committees and perspective plan is put on the floor for the open discussion. After the discussion and feedback from various stakeholders the perspective plan is approved by the Management . The college assigns responsibilities to various committees for the smooth and effective functioning in the area of academics and administration. The faculty members counsel the students while admitting in the institutions. Examination committee conducts the examination and evaluation process of the stakeholders.

The IQAC is significant administrative body in the college. It

contributes to maintaining the quality standards in teaching, learning and evaluation and other concerned activities in the college. Library Committee has been constituted for the purpose of smooth functioning of the library. The Student Welfare Department provides the various welfare schemes to students.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://bldejss.ac.in/pdf/strategic_plan.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, with the hands-on experience of the management, the Institutional Management is designed in a scientific way with transparency to get the optimum results.. A hierarchical set up is established from top management to down the level clearly demarking the Duties, Responsibilities, Accountability and Authorities at every stage. It has a Governing body to monitor the Vision and Mission of the institution.

It has an effective organizational structure which monitors and improves the institution. Keeping in view all the stakeholders more on students an effective administrative system is structured.

The teaching and non-teaching faculties have the benefits of

- PF
- ESI
- Casual Leave,
- Earned Leave, Medical Leave as per KCSR (Karnataka Civil Service Rule) and Maternity Leave etc.
- Recruitment is undertaken by a body comprising of CAO, CFO, Principal, and Subject experts by following the University norms and BLDE Association's 'Policy Manual Human Resource'.

File Description	Documents
Link to organogram on the institutional website	https://bldejss.ac.in/organograms.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

BLDEA'a JSS College of Education has a structure that embodies various committees, bodies, and cells. These well-defined committees are responsible to discuss, deciding plans of action, and implementing them.

The institution conducts its day-to-day working through these committees

- Cultural Committee,
- IQAC Committee,
- Anti Ragging Committee,
- Admission Committee
- ,CTC Committee,
- Ladies Cell,

- Red Cross Unit,
- NSS Unit,
- Library Committee,
- Examination Committee,

These committees work effectively for the development of the institution. This is evident through the minutes of the meetings of these committees. College has Subject Clubs in which subject related activities are conducted.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

The Welfare measures for teaching and non- teaching staff include:

- Provident fund as per government norms
- Financial support to faculty for attending conferences/ seminars/ workshops.
- All the activities are financially supported to conduct National seminars and Workshop.
- Maternity leave facility for the women employees as per government norms
- The management sponsors a program every year to mark the team-spirit of the college involving all the staff such as Foundation Day, Vrukshothan
- Festival bonus for non-teaching staff.
- Separate staff rooms for all faculties.
- Incentives for publications in national and international journals Annual faculty development programs are conducted to enhance knowledge and skill sets.
- Orientation programs/ Skill development programs for non-teaching staff,
- Restroom and Ramp facilities are available for specially challenged students and faculty.
- For teaching staff, 15 CL and 10 EL and for non-teaching

staff, 15 CL and 30 EL facilities is extended apart from regular holidays.

- Basic protective measure against COVID-19.
- Health Checkup for staff and Students every year and special health camps in CTC Programme . Providing Internet and parking facility.
- Support and assistance is provided to staff intending to pursue higher studies.
- Sports facilities for Students
- Hostel facility for girls. First-Aid facility.
- Pure drinking R.O water.
- CCTV installed in various nooks and corners of the campus to ensure facilities of security and safety.
- For Non Teaching Staff Gratuity facilities
- Health Insurance for Staff
- Group Insurances for Staff.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

7

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

04

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

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

The College has an effective Self-Appraisal System for teaching and non- teaching staff. Faculty members fill up appraisal forms and provide supporting documents for the details . Performance Appraisal Forms includes:

1. Personal Details

2. Academic Progress Faculty Development Programs attended

- The pedagogy used in the classroom.
- Feedback by Student and Peers based on Teaching, Learning & Evaluation.
- Result Analysis of the classes conducted by the teachers

1. Research and Publications

- Number of Research Publications
- Doctoral activity & Papers presented

2. Extension Activity:

- Details of Extension Activity, if any
- Details of Outreach programs organized or actively participated.

3. Student Support Activities:

- Extra-Curricular activities organized
- Co-Curricular activities conducted

4. Leadership abilities:

- Any programs initiated by the teacher
- Activities organized

5. Contribution to the Institution:

- Points allotted based on the contribution to the Institutional growth.

Promotions & other benefits are decided based on their performance appraisal.

6. Non-Teaching Staff:

The Performance Appraisal Report of Non-teaching staff is taken on an annual basis using a structured questionnaire. The duly-filled Self-Appraisal Forms are submitted to Principal, who in turn provides suggestions and recommendations.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

Internal and external financial audits periodically. Transparency is strictly maintained in both internal and external audit of the college.

Internal Audit:

The audit includes the following:

1. Checks for compliance with policies, laws, and regulations
2. Comparing previous financial statements to the present ones
3. Reviewing reliability and integrity of financial and operating information and the means used to identify measure, classify, and report such information.

Noting of provisions applicable Evaluation of Internal control system Verifications of student's fee

registers

Authorization of fees concessions, controls, policies To verify the Aided staff Salary.

4. Review the means of safeguarding assets and, as appropriate, verifying the existence of such assets.

Verification of cash book

Verification of total amount granted for various departments and various committees and its utilization Admission record verification

Checking of acknowledgment letters if any with regards to scholarship

5. Reviewing and appraising the economy and efficiency with which resources are employed.

- • Examining the payments for maintenance and any other miscellaneous expenses Certify the audit report
- • Filing the Income Tax returns regularly
- • Filing the P-Tax returns.
- • Filing the PF of employees and employers through the Management.

External Audit

Criteria for settlement of objections of External Audit:

- • Examining the procedures and policies and regulations Vouching
- • Verify the salary payment, TDS, Income Tax, EPF, Professional Tax, Gratuity, etc.
- • Examining the property titles, approvals, fee payments to

regulatory bodies Evaluating fee receipts .Certify the audit report Filing the Income Tax returns regularly

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0.3206

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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

Institute maintains and follows a well-planned process for the mobilization of funds and resources. The process involves various committees of the institute. Institute has designed some specific rules for the fund usage and resource utilization.

- Student Tuition fee is the major source of income for the institute.**
- The management provides need-based financial support.**
- Utilization of Funds:**
- A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and non recurring expenses.**

- The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc
- The quotations are scrutinized by the Finance and Purchase committee before a final decision is made based on pricing, quality, terms of service, etc.
- The accounts department ensure that the expenditure lies within the allotted budget.
- Optimum utilization of funds is ensured through Utilization Certificate issued by the Chartered Accountant
- Adequate funds are allocated for effective teaching-learning practices like Conference, Workshops, Interdisciplinary activities, training programmes that ensure quality education.
- Adequate funds are utilized for development and maintenance of the institution. Main motto of resource mobilization and optimal utilization of resources is to put institution on bench mark in tune with quality teaching and unique growth of students.
- 12. Institution has Indira Gandhi Open University Study Centre ,which Utilizes the resources for counselling Classes and Term End Examination.
- 13. Institution runs Karnataka State Open University Contact Classes

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

The Academic Monitoring Committee of the institute focuses on academic development. The primary aim of the IQAC is to develop a system for conscious and consistent, action to improve the academic and administrative performance of the institution. The Institute has developed several quality assurance mechanisms under Academic Monitoring Committee as under:

i. Feedback analysis received from Students.

ii. Coordinates with all stakeholders for their opinions and advises

for quality improvement.

iii. Getting updated on latest information on various quality parameters of higher education through various articles and field visits.

iv. Analysis about the feedback received from all stakeholders and informs the concerned about its outcome for correction.

v. Institute appreciates, encourages and provides support for quality improvement in teaching, research and administration.

vi. Documentation of the various programs /activities leading to quality improvement.

vii. Collection, maintenance and analyzed documents are prepared and maintained.

viii. Planning and Support effective implementation for Total Quality management, Curricula development, Teaching-Learning and evaluation, Research, Consultancy and Extension activities for all stakeholders. Preparation of Academic Audit as per the guidelines.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

The major initiatives taken over the last 3 years include the following:

a. Introduction of Daily Home Assignments

b. Curriculum Development Workshops in many subjects'

c. Career and Guidance programmes

1.The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching-learning process, structures, and

methodologies of operations in the institution and strived hard for its reforms.

2. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library, and ICT facilities in classrooms, labs, and the library are ensured before the commencement of every academic year.

3. A good number of faculty participation in syllabus revision workshops enhances the preparedness for effective teaching and learning in the classrooms.

4. Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses compulsory/elective/add-on/remedial etc. on one hand and schedules of co-curricular and extracurricular activities on the other.

5. As a quality measure, an academic audit is also conducted by the college, and reports are sent to College GC and management. IQAC takes reviews the activities carried out by different committees periodically and suggests changes if any so that the effectiveness of the teaching- learning process shall enhance.

6. The success of this effort is seen in form of the number of students getting good performance, and other research competitions, getting success in TET and CTET, placement in organizations, and a high rate of progression along with a higher percentage of results.

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

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

45

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://bldejss.ac.in/pdf/igac_meeting.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://bldejss.ac.in/pdf/AQAR-2022-23.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

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

Description of quality enhancement initiatives in the academic and administrative domains successfully. In institutionalizing quality assurance strategies and processes of the college Title Continuous Quality Improvement (CQI) audit plays a major role.

Some of the important contributions of CQI are:

1. . Ensuring the institution quality by following the quality manual, Periodic revision of formats and procedures, meeting out the requirement of quality parameters of the institution, periodic academic audits, coordinating review meetings headed by the Principal conducting annual management review meeting, preparing perspective plan / strategic plan for the college, guiding departments in getting feedback response from students, parents and employers, conducting workshops on improving examinations systems.
2. Meetings are conducted regularly by every department to review the academic, administrative, research and consultancy activities.
3. At department level, class committee meetings are conducted twice in a semester to review the status of course completion and receive the feedbacks from student's representatives.
4. Principal conducts meeting every week to review the performance and progress, activities, placements, etc. of the college.
5. All faculty meetings are conducted by the Principal periodically to receive the suggestions for improvement of the college, to review and redesign the curriculum and syllabi, as per the requirement of the society.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of

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

62.5/50 KV Generator as an Alternative Source

The Institution currently uses a 62.5/50 KV generator as an alternative source to meet its power

requirements. In the future, the Institution for alternative sources is poised to formulate a

systematic policy of energy conservation methods and has considered to work seriously on it.

Solar Panels on Rooftops to Generate Electricity

Institution has installed solar panels on rooftops to generate electricity.

Tree Plantation

- On International Environment day we plant tree in college campus.
- On birthdays of students they bring saplings for plantation.
- On National Festivals occasion we plant trees in college campus.

Using LED Bulbs

All the tube lights in the college are Replaced by LED bulbs.

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

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

The institute's waste management practices are divided into three parts Solid Waste Management

The waste generated in the campus includes wrappers, glass, metals, paper, plastics, etc. Waste papers

and other scrap and all solid waste materials are given for recycling to external agencies.

Liquid Waste Management

Waste water is used for watering the gardens and lawns maintained in the campus

E-Waste Management

The repairs of electronic goods are handled by the Technical Assistant and are reused. UPS batteries are

recharged/repaired/exchanged by the suppliers. And e-waste are transferred to technical department of

our society.

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

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3.

Three of the above

Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

BLDEA's JSS College of Education ,Vijayapur is always committed to maintain a clean college environment sets a good example to students teachers and other staffs. 1.Cleanliness in College :

- Provide hygiene classrooms
- Keep trash bins in each corner
- Encourage students and teachers to keep things away immediately after use
- Organize cleaning day events like SwachBharat.
- Clean the campus facilities frequently.

2.Sanitation :

- Personal hygiene
- Safe drinking water
- Toilet/human excreta disposal
- Disposal of waste water
- Solid waste management
- Self service for cleanliness

3.Environmental sanitation Pollution Free Healthy Environment :

- Use Reusable Water Bottles
- e-waste management
- Use of LED bulbs in college
- Dustbins on the Premises
- Waste control in entire campus

- No use of plastic in campus
- Use of dust proof chalks in classrooms
- Minimum use of Photo copy/Printing

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

05

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

Introduction BLDEA's S.J.S.S. College of Education, P.G. Studies in Education and Research Centre, Vijayapur, is an esteemed institution committed to advancing education through the effective use of local resources, community practices, and environmental knowledge. This report outlines the institution's efforts to leverage these elements to enhance its educational programs and address community challenges. **Institutional Overview** Name: BLDEA's S.J.S.S. College of Education, P.G. Studies in Education and Research Centre Location: Vijayapur, Karnataka, India **Leveraging Local Environment** 1. Curriculum Development: 2. Infrastructure and Facilities: Utilizing Locational Knowledge 1. Local Expertise: 2. Research and Community Projects: Engaging with Community Practices 1. Community-Based Learning: 2. Cultural Integration: Addressing Community Challenges 1. Educational Outreach: 2. Social Responsibility: **Conclusion** BLDEA's J.S.S. College of Education, P.G. Studies in Education and Research Centre, Vijayapur, exemplifies a strong commitment to leveraging local environment, locational knowledge, and community practices. By integrating these elements into its educational framework.

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

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

A. All of the above

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

7.2 - Best Practices

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

Title of the Best practice-1 : Yoga for Holistic Health Objectives :
1.To emphasizes the connection between mind , Soul and body, promoting overall harmony. 2.To encourage balanced approach to life and promoting positive outlook . The context: Student teachers have the sole responsibility of preparing citizens of future great India. As "a sound mind resides in a sound body", yoga complements this. The practice: Student Teachers are divided into houses and every-year student teachers are given yoga training in the morning 6.00 to7.30am as per the syllabus prescribed.

Title of the practice: "FCS(Fostering Competitive Spirit)-An Interactive Q&A Session"

Objectives :

1.To Promote Healthy competition and develop critical thinking among Student teachers.

2.To Boost up the confidence and prepare the student teachers for TET and CET examination.

The context :

As the Institution has to prepare Student teachers for Government placement and to contribute to Society, As said in Institution's Vision and Mission, Student teachers are given a platform after the morning assembly to have discussion on Question and Answers related to GK, Psychology, Languages, Science and Social Science,

The practice :

As per the Registration No of Student teacher, Every student will prepare 20 Question and Answers daily, after the morning assembly, Students will go on discussing the Question and Answers. The students will keep the record of it and will be displayed on Notice Board.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Development of Research and Cultural Activities

B.Ed Student teachers' Action Research Projects

1. Equip the Student teachers with practical research skills. Before internships, B.Ed Student teachers are assigned action research projects.
2. These projects addresses real-life problems encountered in schools. Students identify specific issues faced in their respective schools.
3. They conduct action research, which includes data collection, analysis, and identifying the root causes of the issues.
4. Findings are compiled into a comprehensive report, offering solutions and recommendations.

M.Ed Students' Dissertations

1. Develops advanced research competencies among M.Ed students.

2. Students choose research problems based on their areas of interest.
3. Conduct extensive reviews of existing literature related to their topics.
4. Gather and analyze the data using appropriate research methodologies.
5. Compile their findings into a well-structured dissertation.
6. Students are encouraged to publish their research papers in academic journals.

Research Scholars' Workshops

1. Enhance the research skills of scholars and educators.
2. Regular workshops are organized on various research domains.
3. Guidance on writing effective research proposals.

Faculty Members' Research Activities

1. Promote a culture of research and academic excellence among faculty members.
2. Faculties are encouraged to take up research projects, often with funding from various agencies.
3. Writing and publishing research articles in indexed and CARE-listed journals.

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