SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

B. L. D. E. A'S J. S. S. COLLEGE OF EDUCATION

BLDEAS JSS COLLEGE OF EDUCATION,PG STUDIES IN EDUCATION AND RESEARCH CENTER,SS PU CAMPUS ,RAM MANDIR ROAD ,VIJAYAPUR 586101
wwwbldejss.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The B.L.D.E. Association is one of the leading educational institutions in the northern part of Karnataka State. Vachan Pitamaha Dr. P. G Halakatti, was the Pioneer for spreading the light of education in the socioeconomically backward district of Vijayapur and established Bijapur Liberal Educational Association(BLDEA) in 1910 with the support and encouragement of stalwarts like Sri. A. A Sirdesai, Sri. Mallappa Desai, Sri. S.A Deshmukh. Sri. Babasaheb Sirdesai and Advocate Sri. A. C. Angadi. Then His Holiness Sri. Banthanala Sangana Basava Swamiji blessed and graced it for steering forth. Further, the association achieved the multifaceted developments in all the spheres by the ever vigilant and dedicated services of Late. Sri. B. M. Patil, the Former Minister, the Architect and General Secretary of our Association and Late Sri. B.D. Jatti, the Ex Vice President of India. By the devotion, dedication and dynamic Leadership of Sri. M.B. Patil Minister for Medium, the President and Chairman of B.L.D.E. Association and Shri G. K. Patil, the General Secretary and Treasurer Of B.L.D.E. Association and other eminent personalities, the Association incorporated various disciplines such as Medical, Engineering, Law, Management courses, P.G, courses, Nursing Ayurveda etc. Thus the Association has witnessed a spectacular growth in all its spheres of academic pursuits by providing quality education for rural and urban students within a span of glorious hundred years.

BLDEA's JSS College of Education,PG Studies in Education and Research Centre, Vijayapur Karnataka State was established in the year 1980. It is managed by Bijapur Lingyat District Association, with the prime objective of preparing efficient and committed teachers for our country with special emphasis on their moral growth and development along with teaching skills. The students are expected to become the lights of the society to illumine the world. The quest for excellence is highlighted in the vision and mission of the institution.

BLDEA's JSS College of Education, is affilated to Rani Channamma University,Belagavi .College established in 1980 with BE.d course ,the Post Graduate Programme was initiated in the the year 2001 as a golden Landmark.The research centre, established in 2010, has been instrumental in fostering a robust research environment. With 18 scholars successfully obtaining their doctoral degrees, the centre with 3 recognized Research Guides continues to support and guide research activities, contributing significantly to the field of education.The college offers a B.Ed program in collaboration with Karnataka State Open University, Mysore. This program caters to the needs of students who prefer distance learning or cannot attend regular classes due to various reasons.The college hosts an IGNOU study centre offering a variety of courses. This centre provides an opportunity for students to pursue higher education and professional development through distance learning.

BLDEA's JSS College of Education, with its rich history and comprehensive academic programs, stands as a beacon of educational excellence. The institution's commitment to providing quality education through its various programs and research initiatives reflects its dedication to fostering academic growth and professional development among its students.

Vision

 VISION

Building Competent, Creative & Committed nation builders for the future

Mission

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, Socio-culturally Committed and Research minded professionals

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength:

- Well equipped Physical and Academic Infrastructure, enabling a conducive atmosphere for teaching-learning.
- Inclusive Library for physically challenged students.
- Sports facilities with a playground 400M, 200M track.
- ICT facilities with Wi-Fi & a total of 65 computers are available for students and staff.

- Mentoring, counseling, and remedial teaching are provided to students based on their needs.
- The institution caters to many students in categories like SC, ST, OBC, and differently-abled.
- Opportunities are provided for the overall development of the students with emphasis on academic and non-academic activities such as clubs, field visits, and cultural activities.
- Providing training for competitive exams and communication skills.
- Institution has introduced Add-Courses.

- A team of humane, righteous, and enthusiastic teaching faculty with an absolute commitment to their profession.
- Teachings faculty are motivated to participate in FDPs and Swayam courses.
- Intensive practice of Micro Teaching, Internship Programme.
- In-house workshops & seminars are organized for academic development.
- Organizing professional development programs regularly for staff.
- Organizing personality development programs regularly for students.
- Morning assembly with reflective thought, Newspaper reading and Question and Answer Session for competitive examination.
- Organizing extension activities and community-based projects.
- The Institution Campus is located in the heart of the city and has five Practice Teaching Schools with a

locational advantage.

- The library has 19307 books, 6017 reference Books,11 journals and Daily Newspapers, 4 Computer with an internet facility of 100 Mbps speed, an N-List facility with 6944 e-resources, and e-library facilities made available to staff, students, alum campus staff and students.
- Associated with KSOU Study Centre offering BE.d program.
- Associated with IGNOU study centre offering a variety of courses.
- MoUs with KSAW University, Chanakya Academy, FPAI, Agasta Foundation, Environmental Awareness Forum, and KSOU Mysore.
- Highly participative alumni association.

- The outgoing students are assured of higher education coupled with placements.

Institutional Weakness

Weakness:

- To build linkages and collaboration with international agencies.
- Additional infrastructural expansion as per the NEP 2020, for Integrated Teacher Education Programme (ITEP).
- Inadequate support for Diverse Learners.

Institutional Opportunity

Opportunities:

- Incorporating Interdisciplinary approach & Project based learning.
- Opportunity for global collaboration with professional bodies.
- To extend collaboration with first-grade colleges, professional colleges and teacher training institutions to strengthen student exchange programs.
- Facilitating networking opportunities with educational professionals and organizations.
- Worthy management support.
- Promoting Indian culture through EPC programs, as it enriches our academic and professional environment.
- Executing Capacity-building programs for students, teachers and alumni.
- Developing online courses to be included in the SWAYAM portal.
- Offering certificate programs along with ongoing education.

Institutional Challenge

Challenges:

- Setting up a new Infrastructure for a multi-disciplinary/4-year ITEP with a strategic action plan.
- Difficulty in hiring eminent resource persons for FDP / PDP / CDP.
- Research on multi-disciplinarily in ITEP through different levels, interdisciplinary in the context of teacher education with respect to disciplinary knowledge and pedagogical dimension.
- Need to increase the number of publications by teaching faculty in SCOPUS and Indexed Journals.
- Collaborating with Ed Tech private companies to develop online courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects:

In the Indian Education system, NCTE is the Apex Body in the Teacher Education program and frames the Curriculum. Rani Channamma University Belagavi will frame the syllabus, and our institution will implement it. Accordingly, our Institution follows the Choice Based Credit System for BE.d and ME.d Programmes. The following is the summary of the components of curricular aspects.

I. Curriculum Planning:

- Rani Channama University revised the curriculum in 2017-18.
- In-house curriculum planning teaching faculty, Employers, and Alumni are actively involved.
- After the curriculum planning, orientation & induction programmes are conducted.

II. Academic Flexibility:

- The institution provides academic flexibility by offering all the optionals and pedagogy.
- Valued added courses are introduced and executed for the welfare of students.
- Students are motivated maximum for Self-Study courses through Swayam, MOOCs and IGNOU.

III. Curriculum Enrichment:

- The regular conduct of curricular and co-curricular activities, enriches and provides various learning experiences as per the curriculum of the Institution
- Through foundation courses, diversities in the Indian school system are taught from a comparative perspective.
- Students are groomed professionally through various learning engagements viz, Practice Teaching, Block Teaching and Internship.

IV. Feedback on Curriculum:

- For the smooth execution & proper implementation of the Curriculum, Feedback from various Stakeholders on the Curriculum is collected and analyzed, and a report is prepared. The same report is submitted to the University authorities.
- The same report will be discussed in the BOS meetings.

Teaching-learning and Evaluation

Teaching-Learning and Evaluation:

The effectiveness of teacher education programs plays a pivotal role in shaping the future of teaching and learning. The essential components of teaching, learning, and evaluation within teacher education programs, highlighting their significance in preparing competent and reflective educators at our institution

The institution's teaching, learning, and evaluation procedure is in accordance with NCTE norms and RCUB curriculum.

I.Student Enrolment and Profile

- Average Enrolment Percentage of Students: -82.14
- Percentage of seats filled against reserved categories: 148.64

II. Honoring Student Diversity

- Entry level by Content Test.
- Teaching Aptitude Test.
- Mentoring.
- Remedial Learning Engagement.
- Student-mentor ratio for last completed academic year: 18:1

III.Teaching-Learning Process

- Experiential and participative learning.
- Percentage of teachers integrating ICT - 93.48
- Student Diversity: Balancing Home and Work Stress
- Book reading & discussion
- The teaching-learning process nurtures creativity and innovative approaches.
- through ICT-based lessons, lesson plans & 5E-Model

IV.Competency and Skill Development

- Developing competencies and skills through activities and assignments
- Students go through preparatory activities for school-based practice teaching to meet the diversities in the classroom.
- Competency in effective communication is demonstrated.
- Various assessment tools for learning engagement
- Organized academic, cultural, sports, and community-related events
- The internship program is systematically planned and prepared by orientation.
- Average number of students attached to each school-13
- The nature of intern engagement consisted of mentoring and timetable preparation.

V.Teacher Profile and Quality

- Full Time Teachers with Ph.D. degree-6 & teaching experience of full-time teachers: 150
- Teachers put-forth efforts to update -In house discussions on current developments.

VI.Evaluation Process

- Evaluation through semester wise through tests

- Mechanism of internal evaluation - transparent, robust and time bound, Institutional Annual internal evaluation Action plan
- Mechanism for grievance redressal -UUCMS related issues resolved.
- Institution adheres to academic calendar for conduct of Internal Evaluation .

VII.Student Performance and Learning Outcomes

- Teaching Learning Process is in alignment - PLOs and CLOs
- Pass percentage of students -98.36
- Progressive performance of students and attainment of professional and personal attributes in line with PLOs and CLOs.
- Students in internal assessment (>70% UG , >80% PG)
- Performance of students on various assessment tasks reflects through improved attributes.

Infrastructure and Learning Resources

Infrastructure and Learning Resources:

In the pursuit of cultivating highly skilled and effective educators, the role of infrastructure and learning resources in teacher education programs cannot be overstated. Our institution aims to explore the integral aspects of infrastructure and learning resources that underpin the quality and efficacy of teacher preparation.

- The institution has preceded infrastructure augmentations as per the requirement.
- The institution has spacious buildings. This provides adequate facilities for class rooms, laboratories, a library, a ladies hostel, and a well-equipped computer lab, language lab, and play ground.
- All the classrooms have ICT facilities. Such as a smart board, LCD, slide projector, internet connection, and sound systems.
- The college library has rich learning resources. It has more than 19,000 books, e-Books, references, journals, and national documents. It has e-resources membership to NEW GEN LIB Software.
- Usages of the library by teachers and students are remarkable .

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- The Institution ensures its infrastructures and well equipped ICT Facilities with high speed internet and Wi-Fi enabled facilities.
- The service and maintaining of the hardware and software provide by BLDE Association IT Head and technicians.
- All staffs members are developed E- Content and use Lecture capturing system.
- For maintenance and utilizing   physical, academic support facilities IT department of BLDE Association is done.
- Ensure the protection for the students and staff CCTV surveillance cameras have been installed.
- For all round development our Institution promotes the sports and games activities with all sports amenities.

Student Support and Progression

Student Support and Progression

Our institution explores the crucial aspects of student support and progression, emphasising their role in ensuring that future educators not only complete their training but do so with the confidence, competence, and commitment required to excel in their professional roles

I.A range of capability-building and skill enhancement initiatives are undertaken by the institution viz

- Skill enhancement organizational aspects.
- **Mentoring**
- Braille, Sign language, and speech training.
- Develop a seminar paper and a research paper.
- E-content development.
- Online assessment of learning.

II. Available student support facilities in the 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

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

- Institution has guidelines regarding redressal mechanism approved by
- Details of members of grievance redressal committees are available on the institutional website.
- Awareness programs are conducted.
- Provision for students to submit grievances online or offline
- Students' grievances are addressed within 7 days of receiving the complaint.

IV.Institutions provide additional support to needy students in several ways

- A placement officer is appointed and takes care of the placement cell.
- Concession in tuition fees/hostel fees

V.Student council is active and plays

- **37Average number of sports and cultural events organized at the institution during the last five years**

VII. Alumni Association functional & registered

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

- Motivating , Involvement in the in-house curriculum development
- Organization activities
- Support to curriculum delivery
- Mentoring
- Financial contribution
- Placement advice and support

Governance, Leadership and Management

Governance,Leadership And Management

Effective governance and leadership are crucial to the success and integrity of teacher education institutions. Our institution reflects on the governance framework and leadership practices that align with the institution's vision and mission, emphasizing a value-based education system, leading-edge training, and a congenial environment.

I.Vision and Mission Alignment

- The institution's governance structure is strategically designed to reflect and achieve its vision and mission.
- The commitment to value-based education, academically challenging training, and a supportive learning environment is at the core of our leadership approach.

II. Leadership and Governance Framework

- **Participatory Management and Decentralization:**

The institution practices decentralization and participative management, fostering a collaborative environment where various committees oversee different responsibilities.

III. Institutional Administration

- Administration plays a pivotal role in the implementation of the institution's vision and mission.
- Internal and external audits are conducted regularly, ensuring compliance with financial and operational standards.

IV. Staff Welfare and Benefits

HR Policies and Welfare Measures: The institution prioritizes staff welfare with comprehensive benefits and HR policies. These include:

- **Leave Entitlements:** 15 Casual Leave (CL) and 10 Earned Leave (EL) for teaching staff; 15 CL and 30 EL for non-teaching staff, along with medical and maternity leave.
- **Financial Benefits:** Festival bonuses for non-teaching staff and financial support for professional development.
- **Insurance and Health:** Health insurance, group insurance, and CCTV installations to ensure safety and security.

V. Professional Development

The performance appraisal system, including PBAS and CAS, is employed to evaluate and enhance staff performance.

VI. E-Governance and Resource Management

Implementation of E-Governance

The institution has effectively integrated e-governance tools to streamline administrative processes. This includes:

- **Cloud-Based Systems:** Utilization of platforms like GreytHR, Tally, OSASIS, and UUCMS for efficient management.
- **Biometric Attendance:** Ensures accurate tracking of staff attendance.
- **Resource Mobilization:** Student tuition fees remain the primary source of funding. Additional resources are mobilized through IGNOU Study Centre and KSOU Contact Classes.

VII. Quality Assurance and Academic Monitoring

Quality Initiatives

The institution engages in various quality assurance practices, including:

- Academic Monitoring Committee
- Feedback Mechanisms
- IQAC Initiatives
- Compliance and Continuous Improvement

Institutional Values and Best Practices

Institutional Values And Best Practices

Institutional values and best practices play a crucial role in shaping the environmental and operational ethos of an educational establishment.

I. Institutional Values

- **Commitment to Environmental Sustainability:** The institution is dedicated to adopting and promoting practices that support environmental sustainability. **Excellence in Education:** The institution upholds high standards in education through innovative curricula, rigorous academic programs, and a commitment to holistic development.
- **Integrity and Responsibility:** The institution maintains integrity and responsibility in its environmental practices, ensuring transparency and accountability in all related operations.

II. Energy Conservation and Alternate Sources:

- **Solar Panels:** The institution has invested in solar panels to harness renewable energy.
- **LED Lighting:** The transition to LED lighting fixtures has proven beneficial in conserving energy and reducing operational costs while minimizing environmental impact.
- **Generator Use:** A 62.5/50 KV generator serves as an alternative power source, ensuring energy availability during outages while maintaining efficient energy use.

III.Waste Management:

- **Policy and Procedures:** The institution has a stated policy and procedure for waste management, reflecting its commitment to reducing environmental impact and promoting recycling.
- **Solid Waste Management:** Waste segregation is implemented to facilitate effective recycling and disposal.
- **Liquid Waste Management:** The institution manages liquid waste through proper treatment processes.
- **E-Waste Management:** E-waste is handled according to established procedures to prevent environmental contamination.
- **Sewage Treatment Plant:** A dedicated plant treats sewage, contributing to environmental sustainability and public health.

IV. Water Management and Conservation:

- **Rainwater Harvesting**
- **Wastewater Recycling**

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- **Reservoirs and Bore Wells**

V. Cleanliness and Sanitation:

- Maintaining Cleanliness
- Encouraging Proper Practices

VI.Green Initiatives:

- NSS Activities -
- Health and Hygiene Programs
- Plastic-Free Campus

VII. Financial Management for Green Initiatives:

- **Income and Expenditure:** The institution maintains a detailed income-expenditure statement related to green initiatives and waste management.

Leveraging Local Resources and Community Practices

1. Curriculum Development

2. Infrastructure and Facilities

3. Engaging with Community Practices

4. Addressing Community Challenges

VIII. Code of Conduct

Monitoring and Enforcement: A dedicated committee monitors adherence to the Code of Conduct, ensuring compliance and addressing any violations

Research and Outreach Activities

Research And Outreach Activities

Research and outreach programmes are integral to the advancement of academic excellence and community engagement.

Research Projects and Funding

I. Government and Non-Government Funded Projects:

- This financial support underscores the institution's capability to conduct high-impact research and

contribute to the academic community.

II. In-House Support: The BLDE Association provides substantial in-house support to facilitate research activities, which includes:

- **Seed Money:** Financial assistance to initiate research projects.
- **Study Leave:** Provision of study leave to faculty members for conducting research.
- **Organized Research Circle:** A platform for researchers to collaborate, share ideas, and advance their projects.
- **Ecosystem for Innovations:** Support for fostering innovations and other research-related initiatives.

III. Encouragement of Innovation: The institution actively encourages and supports innovative ideas through:

- **Participative Efforts:** Brainstorming sessions to identify and address research needs.
- **Novel Ideas:** Support for novel research proposals and innovative approaches.
- **Approval and Support:** Official backing for experimental research and new methodologies.
- **Material and Procedural Support:** Provision of necessary resources and procedural assistance.

IV. Research Publications

- **Research Articles:** Over the past five years, the institution has published 54 research articles in UGC Care-listed journals.
- **Books and Book Chapters:** The institution has edited 30 books and book chapters, all with ISBNs from reputed publishers.

V. Outreach Activities

- **Organised Outreach Activities:** The institution has organized a total of 40 outreach activities over the past five years. These activities are designed to engage with the community and address various societal needs.
- **Student Participation:** An impressive 83.07% of students have participated in these outreach activities, indicating strong student involvement and engagement with community service.
- **Awards and Honours:** The institution has received 11 awards and appreciations for its outreach activities, acknowledging its impactful contributions to the community and its successful engagement strategies.

VI. Faculty and Student Exchange

- **Exchange Programmes:** The institution has achieved remarkable success in faculty and student exchange programmes.

VII. Functional Memorandums of Understanding (MoUs)

- **National and International Collaborations:** The institution maintains functional MoUs with seven University & organizations.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	B. L. D. E. A'S J. S. S. COLLEGE OF EDUCATION
Address	BLDEAs JSS College of Education,PG Studies in Education and Research Center,SS PU Campus ,Ram Mandir Road ,Vijayapur
City	Vijayapur
State	Karnataka
Pin	586101
Website	wwwbldejss.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Dr Bharati Y Khasnis	08352-223290	9945447614	08352-223324	bldeajssbedcb@gmail.com
IQAC / CIQA coordinator	M S Hiremath	08352-9449362595	9449362595	08352-223324	maliswamyhiremath1966@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Karnataka	Rani Channamma University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-06-1989	[View Document](#)
12B of UGC	27-07-1994	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	01-02-2022	84	NCTE approval will not have fixed years

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BLDEAs JSS College of Education,PG Studies in Education and Research Center,SS PU Campus ,Ram Mandir Road ,Vijayapur	Urban	6	2942

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	16	BSc BA Bcom	English,Kannada	100	100
PG	MEd,Education,Education	16	B.Ed	English,Kannada	40	33
Doctoral (Ph.D)	PhD or DPhil,Education,Education	48	M.Ed	English,Kannada	12	12

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				14			
Recruited	0	0	0	0	2	0	0	2	13	0	0	13
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				12
Recruited	11	1	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	7	4	0	11
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	2	0	2
Ph.D.	0	0	0	2	0	0	4	4	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	46	0	0	0	46
	Female	150	0	0	0	150
	Others	0	0	0	0	0
PG	Male	22	1	0	0	23
	Female	21	0	0	0	21
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	9	0	0	0	9
	Female	3	0	0	0	3
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	7	7	9	9
	Female	14	24	13	12
	Others	0	0	0	0
ST	Male	0	1	5	6
	Female	1	2	1	1
	Others	0	0	0	0
OBC	Male	18	25	10	24
	Female	50	52	66	60
	Others	0	0	0	0
General	Male	1	2	0	0
	Female	6	7	3	2
	Others	0	0	3	5
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		97	120	110	119

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	BLDEA's JSS College of Education is a multidisciplinary college. It has maintained dual course i.e, B.Ed with 100 intake capacity and M.Ed. with 40 intake capacity. In these two courses it covers multidisciplinary such as pedagogy of Mathematics, Physical Science, Biological Science, History, Geography, Commerce, Kannada, English, Hindi, etc.
2. Academic bank of credits (ABC):	College is providing the facility of academic bank of credit for session 2021-22.
3. Skill development:	BLDEA's JSS College of Education we initiate and promote communication skills, personality

	development skills and Teaching and learning Skills of each and every learner throughout the year. Promote communication skills, personality development skills and Teaching and learning Skills of each and every learner throughout the year.
4. 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 (Kannada) which are included in STET & CTET Syllabus, no any online course has been introduced regarding this option.
5. Focus on Outcome based education (OBE):	BLDEA's JSS College of Education 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 100 Skillful teachers at the end of every year.
6. Distance education/online education:	College is having two distance education/online Programme run by the college though. Indira Gandhi National Open University in which many course are conducted through distance mode. Courses like CIG,PGDHE,MIG, MA in English, MA Sociology, and so many. So many Counselling Classes are conducted by the faculty members. Karnataka State Open University Study center classes are conducted for BE.d course for Inservice Teachers we have initiated online classes during pandemic . Our college has organized webinars on various disciplines successfully during corona pandemic.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our institution established an Electoral Literary Club on 2016, with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give experience-based learning of the democratic setup. We also conduct debates, mock parliaments, elocution, essay

	writing, and other programs which create awareness regarding electoral procedures.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	To follow the ELC initiatives and activities we have created an ELC unit following teacher educators and student representatives. President: Dr. B.Y.Khasnis ,Principal, BLDEA's JSS College of Education, Vijayapur Nodal Officer: Dr. M.S.Hiremath., Associate Professor, Programme Officer: Dr. M.B.Kori., Associate Professor, Sri. A.S Masali, Physical Education Director, and five Student Teachers as members
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	• Our students participate in Voter Awareness Campaigns aimed at educating the public in the nearby villages. • To create awareness and interest among faculties and students through workshops. • To educate the targeted populations about voter of registration, the electoral process, and related matters through hands-on experience • 10-04-2021 Electoral Literacy Club • 14-04-2023 Birth Anniversary of Dr. BR Ambedkar • Inclusion and Modification of our student teachers names in the voter list • Oath-taking Ceremony on Voters Day • Essay Competition • Linking Aadhar to voter Id program • Dr M.B.Kori ,Associate Professor worked as resource person on 06-06-2024 in Karnataka State Akkamahadevi University ,Vijayapur, for Special Lecture on "Election and Youth" • Environment and Law-Guest Lecture- 26.12.2020 • Voting Awareness Street Play NSS Camp-17/03/2024 • Voting Awareness procession-19-03-2024 • National Voters' Day Celebration-25th January 2024
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC takes initiatives that are socially relevant to electoral-related issues especially awareness drives, creating content, and articles writing their contribution to advancing democratic values, and participation in electoral processes. a) To help the target audience understand the value of their vote ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner b) To develop a culture of electoral participation and maximise informed and ethical voting and follow the principle "Every vote counts and 'No Voter to be Left Behind c) Each Student-teacher has followed a policy of creating awareness for about 5 persons with respect to Voting Value and Ethical Voting.

| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Institution has initiated for making Students to enroll in the electoral roll and participate in Election Process for help of Conduct of Election like Services towards providing water facilities to election teams in different Booths. |

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
238	234	216	205	200

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

Other Upload Files	
1	[View Document](#)

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
150	150	150	150	150

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

1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
79	70	70	70	70

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

1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
107	102	93	92	93

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

1.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
106	102	89	89	93

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

1.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
119	126	113	109	108

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

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
09	09	09	09	10

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

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

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

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
10.46	10.07	9.15	6.30	15.38

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

3.2

Number of Computers in the institution for academic purposes..

Response: 50

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Curriculum planning

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 co-curricular and extra-curricular activities Before the commencement of teaching learning process the faculty members prepare a course outline and assessment procedure The academic year begin with Saraswathi pooja. Students' Induction Programme is the beginning, first day the students are given general instruction and an entry behavioral test is conducted to understand their basic knowledge of school subjects Separate Orientation and Induction Programmes are organized for B.Ed and M.Ed courses.

Before the theory classes we conduct Talent showcase Programme to tap the hidden talents of our students. In this regard along with the prescribed subjects, we also care about other activities like sports, cultural activities, practical field experiences and library hours etc. For this we have provided different types of programmes, skill based programmes and community oriented programmes in our calendar of events.. Practice teaching is an important part in the training. Before the practice teaching, students will observe the demo lessons given by alumni and staff, of micro and macro lessons and then in simulated peer group of micro lessons will be arranged in the planned way.

student Teachers acquire micro and macro teaching skills and communication skill in a natural setting based on their pedagogy students will demonstrate specific concept by using different skills. Staff Uses innovative method of teaching in the class room to make classroom transaction clear and effective.Staff members upload the detail of the class room concepts in the institution Blogs for clarification of classroom transaction.

curriculum Review and Revising

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.

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

1.1.2

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

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

1. **Faculty of the institution**

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

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: B. Any 4 of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

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

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

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

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

1.2.2

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

Response: 0.2

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

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

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

1.2.3

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

Response: 8.05

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

2023-24	2022-23	2021-22	2020-21	2019-20
88	0	0	0	0

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

1.2.4

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

through

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

Response: A. All of the above

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

1.2.5

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

Response: 8.23

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

2023-24	2022-23	2021-22	2020-21	2019-20
80	03	01	03	03

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

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.

1.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, Demonstration classes by the faculty and alumni,workshop on 5E model lesson by experts, interactive sessions and criticism classes. The practice teaching programmes provide varied teaching learning experience through Block teaching, technology based lessons, Value education / Environmental education lessons, conduct of unit tests,observation of lessons of peers and school teachers, course related practical's that are conducted in collaborating schools.In addition to these, co- curricular activities, health awareness program social service and working with community are the opportunities for the stakeholders of our college.

The paper on Microteaching and Integration equips students with knowledge of integrating teaching skills and simulation of lessons to improve their abilities, skills and expertise.School Lessons and Reflective Diary focus on training students in critically analyzing peer lessons, record the observations ,provide appropriate suggestion for improvement and maintain reflective journal.The paper on Research Project helps students to undertake action research projects in anyone of the areas related to school education.

2. 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 suppliments value addition and positive attitude among prospective teachers

Our Student teachers have ample opportunities to involve in group activities like social surveys,documentations, field study and citizenship Training camp, value based guest lectures,inculcate value base Philosophical bases of Education subject inculcate value base among learners. Various optional courses like value education also suppliments value addition and positive attitude among prospective teachers.

students and staff achievements.Academic achievers list is published in our college bulletin every year and we do this in an effort to advance the preparation of empowered and resilient educators who are responsive to the contexts in which they teach.

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

1.3.2

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

Response:

The curriculum cover the theoretical aspects exhaustively. in second semester prospective teachers learn contemporary education in india subject in which students study comprahencively about various boards of Education.The programme's 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, trained to formulate subject specific academic standards and learning outcomes. Proficient in adopting the revised Blooms taxonomy and familiar with learning indicators as given by NCERT/ SCERT in designing classroom assessment techniques and international perspective such as National Science Standards and UNESCO Science Education "Current Challenges in Basic Science Education" are also considered.

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. Provision for in-house transaction of curriculum deliberately permeates to the local background realities to study type of schools, learning styles, and the diversified requirements of the State. Some of the issues emerged from case studies and action research are familarised with students

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

1.3.3

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

Response:

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

like,talent showcase,fine arts and drama,citizenship training camp,open day program,youth festival,they derive professionally relevant understandings.

Tthe 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 fo rcontent, applying appropriate techniques and tools to evaluate students learning and learn basics ofeducational 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.

To learn respective areas of pedagogy Kannada, English, Physics, Social Science,Mathematics, Biology and Commerce. Training to design unit plans and lesson plans, familiarizing with resources to teach the particular subject, acquisition of teaching skills through various activities, structured guided library work, training in expository writing, content enrichment workshops, remedial instruction etc is provided.internship activities train students in deriving professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme.

To help students execute tasks related to innovative practices in teaching with assignments related to designing modules for facilitating learning in their respective pedagogy. train students to develop ability to use language for academic communication. Students are trained in the administration of psychological tests and conduct a case study in the subject childhood and adolescence, use in their field study.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 76.67

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

2.1.2

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

Response: 88.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
70	70	63	58	55

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

2.1.3

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	0	00	00	00

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Assessment of the learning levels of admitted students is an integral part of the post-admission process. Although admissions are on merit, the institution carries out separate assessment to understand the larger spectrum of their learning levels and organise special programmes for advanced learners and slow learners.

The development of course content that is both realistic and practical, and the fostering of initiative and responsibility among preservice teachers in their growth as lifelong learners.Therefore there is a dire need to know the content knowledge among the students. This also helps with connecting new learning with background knowledge that students may already have.

- **Bridge Course (Content) Test** conducted in the beginning by preparing the Question paper with Objective type test items based on secondary school content in various pedagogies to identify students' understanding level of basic knowledge 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 for slow learners and suitable strategies in teaching are incorporated for the Advanced learners.
- **Teaching Aptitude Test** is administered to find out the level of readiness towards teaching profession among the students. The Test Question paper constitutes the test items related to basics of Teaching, needs and interests towards Teaching Profession.

The institution has made the following provisions

Face to face interview with the Principal, Parent Teacher Association (PTA) Meetings, Interaction with Parents, Questionnaire administered towards to know their necessities in Course completion.

Induction Programme for Two days begins with assembly where in the Interaction of Principal and faculty with students, Self-introduction, Orientation about History and Milestones of of the Institution, Infrastructure,Facilities,and Cells,Physical Activities, Literary Activities, Syllabus Orientation, Visit to Schools, Enacting, and Talks by professionals which includes Alumni on various themes, mentoring are the main areas focused upon.

Provision of Selection of the Optional Subjects in accordance to students' abilities, interests and hobbies are also oriented to.

A series of Talent Search Programmes in various fields,that is,. sports, dramatics, literary and art are organized every year in order to discover the hidden talents and potentialities of the students. Assessment techniques are used to identify the special abilities, personal goals, achievements, strengths and drawbacks, etc. The skills of the students are credited and Strength, Weakness, Opportunity, Threat (SWOT) analysis is done at individual level too.

Observation skills are strengthened through observation technique. Collaborative and Cooperative Learning is encouraged by Peer Learning Groups, both for Advanced Learners and Slow Learners for mutual benefits of assessing their skills through team work.

Advanced academic support is given to appear for quality competitive examinations such as TET, CET,KSET and NET encouraging students.

To enhance language competency, Language proficiency sessions for different levels of students are

offered through the language laboratory sessions.

During simulated practice of peer teaching, each one teaches others and learns the components of teacher behavior through an interactive process. Teacher educators assess their capabilities for competent pedagogical skills. Students are sent to various Practice Teaching Schools. There are usually 100 working days per semester. Semester end examinations are conducted on alternate days for better performance.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 18.31

2.2.4.1 **Number of mentors in the Institution**

Response: 13

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution aims to prepare the professional,who is competent, creative and committed nation builder.Teacher Educator should have the knowledge in applying capabilities and expertise in designing student- centric, need-based curriculum paving the way for effective classroom transactions, implementing concepts for electives and specialized courses, imparting different types of teaching approaches to ensure no student is left behind.

In the words of **Mahatma Gandhiji,** *Education needs to focus on all-round development and it is best obtained through experience*. So education is effective when it is transacted through work and craft and not only through books and abstraction.

Experiential Learning:

When concepts both theory and practical are introduced in class, students are required, to construct meaningful learning.

Classroom transaction involves discussions, collaborative learning, problem solving, peer assisted learning, concept mapping, theme based activities, assignment, seminar presentation, projects, showcasing reflections, action research etc. Assessment is based on submitted work for holistic learning wherein assessment is through competitions, external and internal educational based participation, field work, designing awareness campaigns, to name a few which develops the skills for creating and evolving knowledge. Participation in various competitions exposes them to the real world and allows them to demonstrate their skills enhancing capacity building.

Field Visits: The theoretical knowledge is consolidated and internalized through field visits, projects, case studies to perceive contextualize using simulation, and develop farsightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects. Further, school visits, internships,allow students to understand how to develop education processes for classroom transaction.Students are provided with on-the-job training through different boards specific to internships at various levels. By the time they graduate they have undergone 50 days of teaching experience. 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 college's in-house events like the Swachh Bharat Mission and health awareness camps allow students to develop communal spirit, patriotic fervor, an aesthetic sense of social responsibility and welfare thereby adding to the national wealth.

Problem solving Methodology

Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment to create remediation. Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities. Students are involved in designing contemporary assessments through theoretical and practical instructions. Academic related Cultural activities and Yoga competitions are used as academic warm-up exercises to ensure assessment for learning instead of assessment of learning.

In addition to above areas there are specific activities transacted using experiential and participatory learning.

As the education system demands inclusive environments, the programme ensures that students are not only exposed but can create individualized learning experiences for learners with special needs through internships in special schools. Elective courses covering both generic open and discipline centric are provided to enhance students' knowledge, competencies and research skills.

The experiential learning approach facilitates skills as it is the foundation for teacher education. E-learning mode of teaching using blended and flipped learning approaches is in practice.

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

2.3.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.3

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

Response: 100

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

Response: 238

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

As per mission of our institution,the teacher educators attempt to the fullest potential for developing professional attributes among student-teachers through the following strategies.

Working in Teams:

In our institution B.Ed. and M.Ed. students are grouped under the supervision of mentors with 11-12 student-teachers to cope with academic and professional growth. They are encouraged and guided to participate in scholastic and co- scholastic events.

Dealing with Student Diversity:

Equity and equality are the core values with special attention to student-teachers from below socio-economic strata in developing their capacity towards life skills, providing financial help, psycho-emotional support and techno support to complete the programme successfully.

Conduct of Self with Colleagues and Authorities:

Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit, co-habitation, co-operative management skills, self-conducting habits with stakeholders, within the community other than the profession.

Balancing Home and Work Stress:

During Parent Teacher Association meeting, parents/ spouse of student-teachers admitted are oriented about the institution's supportive role towards the intensity of the programmes with a questionnaire circulated to inform them about the stress involved and few modalities to tackle them amicably. Later, 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.Face to face personalized interactions every semester by the principal for academic and personal wellbeing are conducted with confidentiality.

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.Projects are assessed as per the rubrics during showcasing session and encouraged to reflect on learning experiences gained.The professional attributes developed are team spirit, precising, communicating, decision making, and showcasing skills while accepting constructive suggestions and feedback to nurture professionalism.

Activities:

Four semesters' activities are monitored by the concerned mentors and staff in-charge with learning experience, expressed in their portfolio project for professional growth.

Mentors identify students' strengths and weaknesses by interacting regularly, which helps mentors to motivate and encourage mentees to opt for Yoga and other Certificate Courses in order to groom them professionally.

Methodology:

All methodology faculties continuously monitor the progress of student-teachers based on their abilities and skills, help them in matters related to teaching, presenting seminars and writing assignments.

Research:

All the M.Ed. students are alloted guides to pursue their dissertation/research work. With continuous guidance by guides, students who collaborate for the finalization of other related aspects of research proposal and give feedback for the finalization of all topics selected by the M.Ed. students.

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

2.3.6

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

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Innovative teaching practice is an important aspect of the teaching programme. Student teachers 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, and skill oriented lesson on drawing, 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. During teaching, students are encouraged to work in teams, which enable them to work with cooperation and coordination. Simulated demonstration sessions of the faculty permeates the foundation for the organisation of the teaching learning process, inculcating values, in building the developmental phase into specific domains such as classroom management, self-adapting capacity to changing scenario culminating to reflection and disposition of the teacher behaviour component. The concerned Pedagogy faculty demonstrate each skill. They select topics for different lessons and form groups in writing and performing or practicing the same which enhances decision making and confidence among the students who are also encouraged to reflect on their performance and learning. It is done prior in institution level under simulation sessions which are implemented during internship. Impact of teaching during formative period inculcates life skills and values such as 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, critical understanding of ICT, 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. While transacting the lesson, students are trained to in communication skills required to articulate thoughts and ideas effectively, to present information and explanation in a well-structured and logical manner.

Language Across Curriculum (LAC): Implementing a blend of flipped learning, blended learning and experiential learning, students are taught to develop pictorial understanding of concepts. Students are sensitized to the language skills and required to complete a project demonstrating (like Narration,Recitation,Article Reading and Analysis) their understanding of the LAC approach. Student-teachers are continuously mentored to use translation applications to bridge the linguistic gap and take advantage of the certificate course Soft skills offered by the institution.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: B. Any 6 or 7 of the above

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

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: B. Any 3 of the above

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

2.4.4

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**

3.Performance tests
4.Oral assessment
5.Rating Scales

Response: A. All of the above

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

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

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

4. **Identifying and selecting/ developing online learning resources**

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

Response: C. Any 3 of the above

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

2.4.6

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

events through

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Institution deputes Student-Teachers to Internship Programme in Three Semesters catering to different levels.

1.Selection/Identification of Schools for Internship:

Selection/ identification of schools for internship is done keeping in mind the proximity, ideology, the Abilities of the Students, Standard of the School, Medium of Instruction, Distance from Homes to School, Pedagogy requirements of the Schools etc. The prior permission is taken by the Block Education Officer (BEO) and School Authorities.

2.Orientation to School Principal/Teachers:

Communication is shared regarding Dates, Classes and the Ratio of Student- Teachers, Rubrics, Criteria for Evaluation/Observation for Three Semesters for a period of 2 weeks, 3 Weeks and 8 Weeks respectively from Primary to Secondary Schools. Head Masters/Principals of the Schools are requested to make provisions for Student Teachers to observe Master Teachers' Lessons to learn different techniques, strategies and approaches and also to identify and observe their best practices.

3. Orientation to Students going for Internship:

Student Teachers are oriented and demonstrated to use different Strategies of Teaching, design Instructional Teaching, Activities, Preparation of Teaching Learning Materials, Evaluation Tools etc. Practicing different Innovative Models, Strategies and Approaches under Simulation Sessions are implemented during internship, 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.

Before Internship, orientation is provided regarding conducting Sports Events, Cultural Events and Quiz, Mock Parliment, Maintaining and Observing School Records, School Time Table, Checking school Students' Academic Performance through Home Work Checking, conducting Tests, Mentoring students, and participating in Activities alloted by School Mentors, Celebrating Days of State/National Importance, Preparing School Students' Manuscript. Before the Student-Teachers leave for internship, they are oriented and strictly instructed regarding code of conduct.

Prior to M.Ed. Internship, orientation is given for Phase 1 in Second Semester and Phase II in Third Semester.

The Phase 1- Internship Programme has Two aspects that are kept in mind: Observation of Peer Teaching Sessions and Internship at B.Ed.College.

Internship at B.Ed. College: Students are taught Instructional Designs and to maintain reflective record.

M.Ed. students observe the innovative lessons of B.Ed. students in Phase 2.

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

2.4.9

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

Response: 11.89

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

Response: 9

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

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 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.The same will be executed in the classes alloted to them. During execution the mentor teachers give them feedback to improve their teaching.The 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. Thus, on the spot feedback are provided to the student-teachers.

More 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.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous. For the partial fulfilment of Internship (Fieldwork and Immersion), the student teachers are conducting the Academic Activities, Cultural Activities and Sports Activities along with participation in various activities as per the academic calender of School and they are preparing the School Magazine which is known as Manuscript is showing the hidden talents of the secondary students containing write up of school students' articles and poems in Kannada, English and Hindi language. Apart from these, creative skills like drawings, paintings and other tasks related to psychomotor abilities. The student teachers release the school manuscript usually on the valedictory function of the Internship. The student teachers take responsibilities of all kinds pertaining to school campus like the role of class teacher, take attendance of class for regularity and discipline, monitor school students during prayer assembly, guide the students for doing Hoe Assignment, counsel the students for iproving their behaviour, participate in Parent Teacher Association Meeting of that school, keen observer towards the functiong of the school with discipline.

The student teachers are informed to conduct case study and to identify the drop out students of the school, thereby seeking reasons and remedies for the issue and counsel the parents.

In the meanwhile, mentor /(*school) teacher conduct meeting fortnightly, to observe and check the performance progress of internees and provide constructive feedback for further improvements.

In this manner,Institution adopts effective monitoring mechanisms during internship programme.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 57.5

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.5.2

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

Response: 65.22

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

Response: 06

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

2.5.3

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

Response: 16.67

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

Response: 150

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Management deputes 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.

During the Covid-19 pandemic time our institution has conducted state, level webinars, workshops and quizzes in online mode. Teachers have upgraded themselves with hands on usage of Information and Communication Technology-ICT tools for online education. 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 are 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	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

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. The Surprise Test is carried out in particular class period, all of sudden without prior intimation to the student teachers. Question paper is framed on the spot by Teacher Educator related to his/her subject of teaching. Internal Tests are conducted as prescribed in the Curriculum of Rani Channamma University Belagavi periodically Coursewise and Semesterwise. There are Three Components in the Bachelor of Education Program namely, Compulsory Course, Pedagogy Course and Enhancing Professional Competency and Engaging with Field. In each Course, the Stucent-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. Apart from this Student-Teachers are encouraged to take active participation in the College, University, Zonal and State level competitions for subject enhancement and to upgrade communication and interpersonal skills.

Faculty employ Modern Teaching Techniques and Approaches for a better Learning opportunity like Twinning Approach, Brain Storming, ICT Mediated, Collaborative Approach, Multimedia Approach, Team Teaching, Supervised Study, Peer Tutorial Sessions, Think-Pair-Share Strategy, Formative Evaluation in regular classes etc.

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.

In Practice Teaching schools, Student-Teachers are assessed through Lesson Teaching and Annual Practical Lessons, in accordance with Syallabus as prescribed by Rani Channamma University Belagavi.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

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-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. In each semester, both Internal Tests are conducted in prescribed duration smoothly. Later final Marks-list is prepared and top scorers are encouraged, as to motivate others for good performance. 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-UUCMS, Student-Teacher is allowed to check all Marks scored in all courses and signature for consent of alloted 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 greviances 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	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.6.4

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

Response:

Calendar of Events as per the regulations of the Rani Channamma University Belagavi is maintained throughout the every Academic Year for the opening of classes semesterwise 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, Guest Lecture Programmes up to the Annual Social Gathering and Deepadan Samarambha. Rani Channamma University Belagavi has Teacher Education Regulatory Monitoring Cell (TERM). As per the procedure based on the facts, the Committee can visit the institution to verify the Academic records Test Papers,

Assignment/Seminar/Fieldwork/ Reports of EPC/Practical Records/Attendance Records and can test, if the case exists, for the Internal Continuous Assessment Marks. This needs to be decided by the TERM Cell well in advance and be circulated to the college. 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 of each Semester of B.Ed. Programme is conducted as per the Guidelines and Time Table received by the Rani Channamma University Belagavi for the duration of 3 Hours for each course. Theory Examination is conducted in the Transparency manner, by alloting the room invigilator to each block on lottery system. From 2019, the Theory Examination of B.Ed is conducted by Rani Channamma University Belagavi in the Cluster form consisting of 3 other different colleges in our institution as Cluster Centre of Rani Channamma University Belagavi as per the Guidelines received by Board of Examination and Registrar Evaluation of Rani Channamma University Belagavi.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Curriculum of Teacher Education of our institution was drafted by the Rani Channamma University 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. To attain the Mission of the Institution, the Programme Specific Outcomes should be in line with the Course Outcomes fulfilling the Programme Learning Outcomes, thereby confirming the judgement towards Vision and Programme Educational Objectives 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. Conceptions and perceptions about students' learning form the basis of transforming teaching to innovative learning through varied strategies. The pedagogies are aligned to the Course Outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to Programme Outcome. Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative and other approaches supported with ICT, strengthening the attainment in disciplinary knowledge.

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. The project based learning enables interaction with real-world experiences enhances Problem solving Skills, Sense of Inquiry, Team work, Ethical Awareness and Reasoning to strengthen Pedagogical components.

Students take up Field work acyivities in Pedagogical subjects and conclude with probable solutions in local context. Research work focuses global standard, development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation and defending it.

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.

 Guest lectures expand the scope of disciplinary knowledge and understand their applications, to create a bridge between special schools and others, developing a sense of equity and inclusivity to nurture teachers ethically committed towards human values with a sense of respect for diversity.

 National, State, In-house seminars, workshops, webinars are organized/ attended in areas such as NEP 2020, Assessment etc. are organized/ attended by faculty and students. Focus is on digital literacy that enables critical understanding of ICT, competency in integrating technological innovation into instructional design; flipped learning, designing online courses and developing portfolio. Enhancing Professional Competency Course -ICT enhances skills in applications of different Google apps and other applications for effective online teaching.

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

2.7.2

Average pass percentage of students during the last five years

Response: 98.36

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

2023-24	2022-23	2021-22	2020-21	2019-20
106	102	89	89	93

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

2.7.3

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

Response:

The Choice Based Credit-System is a universal assessment system which was implemented in 2018, makes our student teachers to attain the idea of assigning credits and transfers hours into merit card.The project included in each of the semester is a rich source of learning beyond textbooks which is meticulously planned. The peer teaching sessions are in concurrence with Programe Learning Outcomes which are monitored through understanding the self, reflective journal and enhancing professional competencies. The professional capacity building through the paper -Understanding the Self has made student-teachers attain social sensitivity, emotional intelligence, self-assessment.

The activities under co-scholastic domain and certificate courses are graded in the add-on certificate, which reflects student-teachers' professional choice like start up schools and administrators. A formative assessment is given to substantiate personality traits, academic participation to enhance pedagogical competencies and professional responsibilities.

Course Outcome (CO) is in alignment with Programe 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, such as, Inductive Method, Deductive Method,Discussion Method, Collaborative Approach, Multimedia Approach, Think-Share-Pair, Peer

Tutorials by Student-Teachers,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 are carried out. The Test result sheet containing Consolidated obtained Marks of all courses is displayed on Notice Board for knowing the strengths and weaknesses of student-teachers. Previous year Question -Papers are solved by student-teachers for Drill and Review work. In ICT Laboratory, refer the additional resources for enhancing their knowledge horizon.To enhance academic caliber of student-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. As the Programme is related to Teacher Education, to enhance professional competencies, Seven Days Teacher Eligibility Test Workshop is conducted periodically and Mock Test is conducted in the closure of workshop and Microteaching Skills practice, Simulated Practicing Lessons, School Practicing Lessons, Block Practicing Lessons, Fieldwork and Immersion and Annual Practical Lessons are the components to uplift the Teaching Profession caliber.

It is found that proficiency in articulating thoughts and ideas have been communicated in a well-structured and logical manner better from actual development to potential level. In this way, PLOs and CLOs are monitored.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 107

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

2.7.5

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

Response:

I. Initial: An initial effort is taken to assess the developmental stages of pre-service teachers and judiciously plan the sessions that are tailor made for the specific needs of the batch enrolled.

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.

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. Their pre-suppositions and dispositions about the methods and techniques to be adapted at schools are demonstrated, making them as assessors, so that they reflect on their own growth from the initial stage of apprehensions to a balanced approach towards encountering instructional strategies in physical classrooms and understand hardship of class management. This stage is not a stand-alone stage but they are assessed as to how they learn new techniques, culturally sensitive practices, individualised learning techniques compiled with hands-on-experiences.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
01	00	00	00	00

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

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

Response: 0.18

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	0.46	00	00	00

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Copyrights or patents filed	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0

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

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

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

Response: 1.74

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	5	0	0	8

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 6

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	03	02	05

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

3.3.2

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

Response: 67.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
190	182	169	90	102

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

3.3.3

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

Response: 56.08

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

2023-24	2022-23	2021-22	2020-21	2019-20
180	82	169	00	182

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

3.3.4

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

Response:

Outreach Activities Report:

B.L.D.E.A's J.S.S. College of Education, VIJAYAPUR

B.L.D.E.A's J.S.S. College of Education has a strong commitment to community development and social responsibility. The college undertakes more than 40 outreach activities aimed at influencing and sensitizing student teachers to social issues while contributing to the overall well-being of the community. This report highlights key activities in the areas of blood donation, health awareness, and environmental awareness.

1. Blood Donation Camps

Objective: To encourage student teachers and staff to donate blood and help save lives.

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

Objective :To promote healthy living and raise awareness about common health issues.

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

Objective: To foster a sense of responsibility towards the environment among student teachers and the community.

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.

Impact and Outcomes

Community Engagement: Increased participation of student teachers in social service activities, fostering a sense of community and responsibility.

Health Improvement: Enhanced awareness of health issues leading to better health practices among students and community members.

Environmental Benefits: Positive environmental impact through tree plantations, clean-up drives, and recycling programs, contributing to a greener and cleaner community.

Conclusion-

B.L.D.E.A's J.S.S. College of Education remains dedicated to its mission of community development and social responsibility. Through its diverse outreach activities, the college not only sensitizes student teachers to pressing social issues but also actively contributes to the betterment of the community. Continued efforts in these areas will further strengthen the bond between the college and the community, fostering a collaborative approach to addressing social challenges.

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

3.3.5

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

Response: 11

3.3.4.1 **Total number of awards and honours received for outreach activities from government/**

recognized agency during the last five years.

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

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 91.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
90	94	87	91	95

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2

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

Response: 7

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

Response: 7

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

3.4.3

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

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

Response: A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

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 Survelliance is installed to all classes rooms and other important locations of college

Computer Lab

The computer lab is equipped with high-performance desktop computers, each with the latest processors. High-speed internet connectivity with 100mbps is provided and LAN facilities. The lab is utilized for ICT Practical classes, Students Prepare their presentations, Use for analysis of Data.

Language Lab

The language lab is equipped with 10 individual PC's, each featuring a computer with learning software, headsets with microphones, and helps for language proficiency programs and communication skills.

Educational Technology Lab

The educational technology lab is fully equipped with modern tools and technologies to support innovative teaching and learning methods. This includes interactive whiteboards, digital cameras, educational software, and other multimedia tools.

Science Lab

The science lab is designed to conduct experiments and practical sessions related to Higher Primary, Secondary and Senior Secondary syllabi. The lab is well-stocked with all necessary apparatus and materials required for conducting experiments

Curriculum Lab:

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

Psychology Lab

The psychology lab is dedicated to conducting psychological experiments and assessments. It is equipped with various tools and materials required for psychological testing, including standardized tests, assessment scales, and other psychological instruments.

Restrooms

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

Library

The library boasts a collection of reference books, covering a wide range of subjects and disciplines. The library offers open access to its resources, allowing students and faculty to freely browse and borrow books. Comfortable reading areas are provided to facilitate focused study. In addition to physical books, the library also provides access to various digital resources, including online journals. The library staff is available to assist with finding resources, ensuring that users can make the most of the available materials.

Sports Facilities

A large, multi-purpose playground suitable for various sports activities .Volley Ball Court ,Basket Ball court ,Indoor ,Out door facilities and gym facilities.

.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 100

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

Response: 10

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

Response: 10

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

4.1.3

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

Response: 0.92

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.00	0.00	0.03	0.20	0.24

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Our Institution library is an excellent learning resource and was established in 1980 since that library has made a consistent program of collection of books, periodicals, e-resources, and other services. The College library is enriched in terms of the availability of textual resources , reference books, e-books, national policies/Documents, journals, e-Journals, abstracts, magazines, encyclopaedias, dictionaries, dissertations, theses, and newspapers.

Library Area and Capacity

The library spans an area of 259.63 square meters.

Accommodates up to 100 users at a time, providing a comfortable and spacious environment for study and research. Librarian is qualified with Library assistant for User friendly services

Collection and Resources

Total References-The library houses a comprehensive collection of over 19,000 reference materials, including books, journals, and other academic resources.

Subscription Sources

The library subscribes to references from reputed publishers, ensuring access to high-quality and up-to-date information.

N-List Journals

The library provides access to N-List(INFLIBNET) journals, broadening the range of academic and research materials available to users.

Library Management and Software

Library Software-Equipped with New Zenlib software with 3.3 version, the library ensures efficient management of its resources and services.

OPAC Facilities

An Online Public Access Catalog (OPAC) system is available, allowing users to search and locate books and other materials easily.

Access and User Services

User Access-Both staff and students have access to the library's vast collection of references and books.

Photocopy Services

The library offers photocopying facilities to support users in their research and academic work.

Reference Services

Dedicated reference services are provided to assist users in finding and utilizing the library's resources effectively.

Additional Services and Features

New Books Display

Newly acquired books are displayed prominently to inform users of the latest additions to the library's collection.

Library Committee Meetings

Regular meetings of the library committee are conducted to discuss and improve library services and operations.

Borrowing and Circulation

Students-Eligible to borrow 3 books for a period of 15 days.

Faculty-Eligible to borrow 3 books for a period of 15 days.

Book Bank Facilities-Special borrowing privileges are available to students to support their   academic needs.SC/ST Students get Book Bank facilities specially.

Stock Verification-Annual stock verification is performed using barcode technology to ensure the accuracy and integrity of the library's inventory.

Policies and Regulations

Library Manual and Service Rules-The institution has established a comprehensive library manual and service rules to guide the operation and use of the library.

Events and Celebrations

Library Day Celebration-An annual event where the library celebrates its services and achievements. Prizes are awarded to students and staff who frequently visit and utilize the library. Library Orientation is given in the Induction Programme regarding library facilities for fresher's.

MEd and PhD Dissertations-The library displays MEd and PhD dissertations, providing valuable research materials for current students and researchers.

The library at BLDEA'S JSS College of Education is a well-equipped and resourceful facility that plays a crucial role in supporting the academic and research needs of its users. The library stands as a vital component of the institution's educational infrastructure.

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

4.2.2

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

Response:

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. This extensive collection covers a wide array of subjects and disciplines, ensuring that users have comprehensive access to scholarly materials necessary for their academic endeavors.The N-List program is an initiative by the INFLIBNET Centre to provide colleges and their users with access to e-resources. It is a part of the e-ShodhSindhu Consortium of INFLIBNET and is aimed at enhancing learning, teaching, and research activities.

The extensive collection of e-journals and e-books ensures that users have access to a wealth of knowledge across disciplines.The availability of N-List has led to a significant increase in the utilization of library resources by students and staff.Access to up-to-date references and scholarly materials has improved the quality of research outputs.Especially during times when physical access to the library is restricted, N-List has proven invaluable in supporting remote learning and research.The N-List program is a vital resource for BLDEA's JSS College of Education, providing extensive and reliable access to scholarly content. It supports the institution's academic mission by ensuring that students and staff have the necessary tools to excel in their studies and research, regardless of their location.

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

4.2.3

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

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

Response: A. Any 4 or more of the above

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

4.2.4

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

Response: 0.32

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.18	0.36	0.85	0.18	0.02

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

4.2.5

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

Response: 25.63

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

Response: 1443

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

Response: 1293

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

Response: 1105

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

Response: 1248

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

Response: 1242

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

4.2.6

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**

3.Documents are obtained as and when teachers recommend

4.Documents are obtained as gifts to College

Response: A. All of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities inculding 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.

CCTV Surveillance Cameras for Safety and Security

The institution is equipped with 24 CCTV cameras, strategically placed to cover the entire campus for comprehensive surveillance.Continuous monitoring ensures the safety and security of students, staff, and institutional property. It also helps in maintaining discipline and monitoring any suspicious activities.

Local Area Network (LAN)

The institution has established a robust Local Area Network (LAN) connecting all computers and devices within the campus.LAN facilitates efficient communication, resource sharing, and centralized management of data. It supports collaborative learning and administrative processes.

Wi-Fi Facilities and Other Technological Devices in All Classrooms

All classrooms are equipped with Wi-Fi facilities and other technological devices, such as projectors, smart boards, and audio systems.This integration of technology enhances teaching and learning experiences by enabling interactive and multimedia-based instruction, providing access to a vast array of online educational resources.

Separate Internet-Connected PCs for All Faculty Members in Their Cubicles

Each faculty member is provided with an individual PC connected to the internet in their cubicle.This provision supports faculty in their academic responsibilities, including research, preparing teaching materials, and communicating with students and colleagues. It also facilitates the use of online academic tools and resources.

The updated ICT facilities at BLDEA'S JSS College of Education demonstrate the institution's commitment to leveraging technology to enhance the educational environment. These improvements ensure that both students and faculty have access to the latest technological resources, thereby supporting academic excellence and operational efficiency.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 4.76

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

4.3.3

Internet bandwidth available in the institution

Response: 250

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

Response: 250

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

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 6.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	1.07	0.55	1.46	0.27

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

4.4.2

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

Response:

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 smart boards, 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.

Regular annual legal formatting and antivirus updates (Quick Heal).

 Enhancement of computer RAM for better performance.

Educational Technology Lab

 Equipped with various educational technology devices such as overhead projectors, smart boards, and multimedia kits.Regular updates and maintenance of technology to ensure efficient utilization.

Curriculum Lab

 Focuses on social science and science pedagogy.

Equipped with teaching aids and resources to support curriculum development and implementation.

3. Library

More than 19,000 references including books, journals, and digital resources.

Open access to all students and staff with an online catalog for easy reference.

A spacious reading room providing a conducive environment for study and research.

4. Sports Facilities

Facilities for indoor games such as table tennis, chess, and carrom.

A playground equipped for track events and outdoor games such as cricket, football, and volleyball.

Well-equipped fitness center to promote physical fitness among students and staff.

Maintenance and Utilization Procedures

Scheduled inspections and maintenance of all facilities to ensure safety and functionality.

Clear policies for the use of facilities, ensuring that they are utilized effectively and responsibly.

Regular feedback from students and staff to identify areas for improvement and ensure facilities meet their needs.

Regular training for staff and students on the proper use and maintenance of equipment and facilities.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

    9. **Canteen**
    10. **Toilets for girls**

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: D. Any 2 of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 16.28

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	18	18	15	10

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

5.2.2

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

Response: 16.98

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

Response: 17

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

Response: 00

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

Response: 01

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

5.2.3

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

Response: 4.8

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response:

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, Students have active representation on academic and administrative bodies and committees of the Institute.. This Committee provides feedback on all aspects of the programme and respective course. Cultural and Sports Committee have strong representations in all cultural and sports and games which help in organization and management of events in the college. One of the primary functions of a student council is to advocate for the needs and interests of students on academic committees. These committees may cover a range of topics, including curriculum development, academic policies, student services, and faculty-student relations. Students effectively manage the entire functioning and organizing co-curricular, extracurricular events and competitions throughout the year. Students' council organises National Teachers Day, various cultural programmes at district, state cultural competitions, Founder's Day celebrations and other National celebrations that include, Independence Day, Republic Day, Karnataka Rajyothsava, Science Day and various social service activities. A student council is a representative body composed of

students, Student Council plays a very creative role in all the college function and events including variety of innovative competitions, conferences, guest lectures, workshops, seminars and games which enhance student's management skills, leadership skills, teamwork, communication skills, time-management, and resource management skills builds confidence in every student. exm are –Gandhi Jayanti, Talent show, Competitions such as Speech , drawing, Mehandi competition, Essay, Food Making, Hairstyle competition, Flower decoration, Rangoli, Slogan and Poster competition is organized by the Student council. The students are the representatives of the entire student body and seen as a link between the institution and students for bringing student voices in decision making. Many student teachers participate in debate, storytelling, personality contest, essay writing, poetry recitation, collage making, best out of waste competitions in the institution. By representing students on academic committees and advocating for their interests, student councils contribute to a more inclusive, responsive, and student-cantered learning environment.

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

5.3.2

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

Response: 8.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	10	10	09	12

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

5.4 Alumni Engagement

5.4.1

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

Response:

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.

The Alumni Association and the college jointly believe in creating and maintaining association with the Alumni. We have started to harness the power of alumni through various networking platforms, of which 'WhatsApp and FaceBook' is one. The college has a tradition of conducting "Alumni Meet" once in a year. Alumni are the brand ambassadors of the institutions ,they graduate from and hence, create a strong, positive relationship benefitting both , academics and profession. They mark the best professional networking platforms available today. The fund raising factor of our Alumni Association contribute towards various developmental activities of college. The network also helps with placement opportunities to get students who are about to graduate and are placed at their respective organizations. Alumni also plays an active role in voluntary programs like mentoring students in their area of expertise and so, mark the huge talent pool whose guidance can be beneficial too many students in their respective areas of study. 1.The association meets periodically to chalk out their programmes. 2. The Alumni conducts various activities to develop personal and professional skills among the students and the activities conducted

1. Guest Lecture on Personality Development Programm
2. Alumni Mazagine
3. State Level workshop on Writing Research Article
4. Workshop on Intended Xstd Question Paper
5. Workshop on Communication Skills
6. Workshop on Psychological Test and Experiments

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6. **Financial contribution**

7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

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

5.4.3

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

Response: 10

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	02	02	02	02

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

5.4.4

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

Response:

B.L.D.E. Association is the one of the best educational institution in Northern part of Karnataka. It has many institutions, which have given education to thousands of students among these institutions; J.S.S. College of education is one of the well known institutions since 1980. It has produced thousands of competent teachers from last 30 years. These students are working in various fields of society. Previous students are contributing to the qualitative development of the college as Alumni members.

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 or educational institution and its former students, fostering a sense of community and 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 theinstitutions impact on individuals and society at large. The student council actively organizes diverse activities to enhance campus life. This includes events like community service projects, cultural celebrations, and leadership workshops. These activities not only foster a sense of unity but also providestudents with valuable skills and experiences, contributing to their personal and academic growth. Ensuring student representation on academic and administrative bodies is crucial for a well-rounded educational institution. This inclusion allows students to voice concerns, share perspectives, and actively participate in decision-making processes. Whether through student councils, advisory boards, or direct involvement in committees, this representation promotes a more inclusive and responsive educational environment, aligning policies and practices with the needs and aspirations of the student.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

OUR 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, Socio-culturally 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 student-teachers 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.

The institution seeks to ensure equity, access and quality in learning experience and most importantly the role of teachers at to be instrumental in achieving the intended success. Engaging of the students in high-impact value-based education, leading-edge training with academically challenging and supportive environment conducive to personal growth and time-lined infrastructural improvements to the campus are some traits of good governance, excellent administration and a trustworthy leadership within the Institution. The Institution endeavours to provide good governance and leadership with sustaining principles like

- Ethical standards,
- Mutual respect,
- Student-centric interdisciplinary,
- Multidisciplinary,
- Collaborative and innovative environment and responsiveness to the society through community care and outreach programmes.

Institution organizes value based lectures ,Creative programmes through which it reflects vision and mission.Students are engaged in activities like Brain Stroming ,article writing ,preparing action research programme o promote to research Culture.Disciplinary qualities are developed through orientation of code of conduct which includes dress code for Student Teachers.Execution of the academic functions in the college, the Principal and the Faculties have a great responsibility in its implementation. The principal is the head of the Institution and bears the ultimate responsibility for the smooth running of the college. As the Head of the Institute, he is responsible for both the academic and administrative functions of the college. He prepares the agendas for all the meetings. He has correspondence with the government, UGC, other funding agencies, affiliating universities, and citizens all the other stakeholders of the institute. Different committees are formed at the beginning of each academic year and teachers are entrusted with various responsibilities for executing the functions of the college.

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

6.1.2

Institution practices decentralization and participative management

Response:

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

- Academic Committee,
- Examination Committee,
- Development Committee,
- Purchase Committee,
- IQAC Cell,
- Placement Cell Committee,
- Library Committee,
- Games and Sports Committee,
- Boys' Common Room Committee, Girls' Common Room Committee,
- Cultural Committee,
- Magazine Committee,
- Sexual harassment and Grievance Redressal Committee,
- Discipline Committee, and others.

A representative of the Students' Union Council is also incorporated into the Committee, wherever the students' involvement is required. Non teaching staff plays crucial role in managing the day-to-day work.

The practice of decentralization and participative management is also followed at the association level. The SOP Cell monitors and evaluates the performance of the institute. It was included in the BLDEA's Standard Operating Procedure (SOP) cell in January 2018. The SOP cell's main objective is to maintain and sustain quality benchmark in imparting knowledge and life skills to the aspiring student Teachers. At

the institution level there are five committees of the SOP cell, namely

1) Academic Affairs Committee

2) Research Affairs Committee

3) Administrative Affairs Committee

4) Students Experiences and Placement Affairs Committee.

5) Internal Quality Affairs Committee

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

6.1.3

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

Response:

The institution maintains complete transparency in 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 .The budget proposed and utilized is reviewed after every purpose mentioned in the proposal via bills and documents if any. Actual day-to-day financial transactions are tracked by the administrative staff for approvals and transactions.Agrees software fees system is adopted in the Institution. BLDE Sanchya Soft ware is installed for all financial transactions.

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. Before the commencement of the session, the college academic calendar is prepared and all the academic activities are scheduled beforehand. All the current events,

including admission, examinations, circulars, events, timo-tables, workshops, training programs, and campus drive information is posted on the college website as well as the college notios/board. Periodical tests and house tests are scheduled regularly to assess the progress of the students. There is an Examination in charge who takes the responsibility of submitting the student applications for the exams, preparing date sheets, managing seating arrangements, maintaining the record of absenters, and also preparing the question papers. The examination coordinator works with the examination committee of the institution to complete the examination process smoothly.PTA meeting are held regularly for the opinions of parents regarding Institution facalities and conduct of activities.Internal Test marks are displayed on the Notice board for students observation.

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. The administrative inspection is done both by the management and the principal. Transparency is maintained in the admissions of the students. 25% of the Management seats of the B.Ed. Course are allotted based on merits. 75% of the students come under Government Quota. Equal importance is given to these students.The Principal is responsible for the overall administration and academic functioning of the institution in keeping with the policies of the management as well as the mandatory regulations.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

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. The Committee of Staff Welfare is constituted to ensure the welfare of the faculty members of the college, to conduct the various field visits, seminars, and workshops for the student and faculties. Cultural department encourages the student to participate in various kinds of cultural event organised by the various colleges, university and other concerned departments. Environment friendly campus creates the eco-friendly and awareness among the stakeholders. To conduct the smooth functioning of teaching and learning, teachers plan their teaching plans in advance for better delivery of curriculum transaction. . All the teachers strive to use innovative methods like experiential learning, collaborative learning, participative learning, concept attainment model, role playing model in their daily teaching.

The Strategic plan is prepared considering academic and administrative audit report, Hence, the Strategic /Perspective plan includes all following Seven Criteria's

- **Curricular Aspects :**

    The college has also introduced Programs.

- **Teaching Learning Process : -**

     Identification of slow and advanced learners and conducting of remedial classes for slow learners. Seminars, group discussion ,debate, projects , field visit Assigning

    teachers as mentors.

- **Research Consultancy and Extension** :

      Organized IPR ,FDP, Workshops and MoU's with various organizations. Further, providing financial assistance to encourage faculty to publish in Peer Review UGC

     journal. Cooperation to staff to pursue Ph.D .

- **Infrastructure and Learning Resources :**

      The entire campus is WIFI enabled, class room well equipped with LCD projectors and Smart boards, installation of CCTV enabled to help ICT.

- **Student Support and Progression :**

    To conduct soft skill programme ,organize study tours, industrial visits, alumni day and various sports events.

- **Governance Leadership and Management :**

    To conduct external and internal audit, biometric attendance and annual appraisal system for staff.

- **Innovations and Best Practices:-**

    The college ensures to maintain clean, hygienic and green campus .Practice of Yoga and Question answer sessions everyday during the morning assembly.

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

6.2.2

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

Response:

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. These different functional units of the college, including academic and administrative units, report to the Principal. Although the overall monitoring responsibility rests with the Principal, different units through

internal coordination achieve these functions.The Management monitors the Teaching-Learning Process, Promotion of staff, Freedom for academic Development, Evaluation of Teachers Performance. Recruitment of teachers is as per the norms directed by the NCTE, Government of Karnataka. The promotion eligibility of the faculties is as per the policies prescribed by the State Government in the purview of the UGC norms. A Grievance Redressal Cell for the students and employee functions in resolving of any major or minor.

Administrative Set-up At the institutional level, the Principal as the head of administration acts as a bridge between the Management and staff. The Principal is assisted by the well experienced and qualified members which include IQAC and all faculty. IQAC is functioning as the advisory body for various policy matters, structures, and documentation as mandated by the higher authorities. Service Rules, Procedures, Recruitment, Promotional Policy disputes or grievances reported, in consultation with the Principal and concerned staff. The Institution strictly follows the service rules in accordance with the norms of University, UGC and State Government guidelines.

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

6.2.3

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

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

Response: E. Any 1 or none of the above

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

6.2.4

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

Response:

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.

The college is structured with different committees. The Internal Compliance cell and Anti-ragging cells ensure that the institution is free from all types of harassment. The placement cell makes sure that all our students are placed well. The Alumni Association conducts several programs to ensure quality in the institution and provides feedback on the activities of the college. Student Welfare committee works towards the overall welfare of the students while the Library Committee addresses the grievances regarding library resources and works towards providing better facilities. The Research

Committee encourages research culture and tries to ensure quality in research undertaken by the college. The Academic Audit Committee assesses the academic performance of the staff and the effectiveness of teaching.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The BLDEA's J.S.S. College of Education has taken various effective measures for the professional development and welfare of the teaching and non-teaching staff. Faculty members were encouraged to pursue Ph.D. The management also encourages all cadres of non-teaching staff to improve their qualifications for departmental promotions.

In addition to the professional development, steps have also been taken to implement welfare schemes for the teaching and non-teaching staff by improving their health, efficiency, economic betterment, and social status to enhance the performance of the workforce.

Some of 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.
- Staff on the day of retirement is felicitated by the college. Basic Pay is revised periodically with regular increments.
- Festival bonus for non-teaching staff.
- The faculty members are provided with well-ventilated staff rooms.
- 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.
- Regular yoga camps to ensure spiritual enlightenment and mental peace
- For Non Teaching Staff Gratuity facilities
- As per Association's Bye law four local Holidays and two restricted holidays (RH) are given.
- Health Insurance for Staff
- Group Insurances for Staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

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

Response: 17.39

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

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

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

6.3.3

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

Response: 28

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

2023-24	2022-23	2021-22	2020-21	2019-20
07	07	04	05	05

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

6.3.4

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

Response: 52.17

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

2023-24	2022-23	2021-22	2020-21	2019-20
03	04	05	06	06

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

6.3.5

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

Response:

Our institution strictly follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff with all amendments made there in from time to time, for its teaching and non-teaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The salient features of the performance appraisal system are as follows:

All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal. The various parameters for staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Cooperation with superiors, subordinates, colleagues, students and public. The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

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.

The staff members are appraised on the following parameters.

·   Work Efficiency: How efficient is the staff member

·   Time Management: How efficiently they manage time and complete the given task.

·

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

A well defined mechanism is in force for financial audit and as per this the Institution conducts

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

Internal Audit:

The internal audit is conducted annually by an approved auditor appointed by the Management who checks the receipts/payments of all accounts. They submit an audited statement of income and expenditure to the management for consideration and approval. Certified Chartered Accountant conducts the Internal Audit annually. The audit is conducted in accordance with auditing standards generally accepted in India.

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

The duly audited reports are submitted to the external audit team. The external audit is carried out in by the government by the Joint Director Collegiate Education and Auditor General GOK Bangalore ensure the proper maintenance of assets/documents/audited statements as per statutes and guidelines Their report will be submitted to government for further consideration . The External Audit Team audits the college financial report. In case of any objections, the institution will deal with it promptly and takes necessary corrective measures in a completely transparent manner.

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	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.2

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

Response: 0.28

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.3206	0.17022	0.1321	0.411	0.361

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.3

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

Response:

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 Charted 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 Karnartaka State Open University Contact Classes .

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

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

6.5.2

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

Response:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared on advance, circulated and displayed in the website. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the course, the uniqueness of the Education system, the teaching-learning process, the system of continuous evaluation, ethics of the course, discipline and culture of the Institute. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences. Important announcements are made in the morning assembly and attendance and conduct of classes are

monitored. Feedback from students is also taken individually by teachers for their respective courses by IQAC Committee. Students are also free to approach the Principal of the Institute for feedback and suggestions. Feedback is properly analysed and shared with the individual faculty members. The teaching-learning processes are reviewed and improvements are implemented based on the IQAC recommendations. 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	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.3

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

Response: 43.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
45	48	52	33	40

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

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Supporting document of participation in NIRF	[View Document](#)
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)

Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

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

Response:

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

1. 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.
2. This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our Institution into a carbon-negative institute. To include environment concerns in planning and decision making. Our sole goal is to include tree plantation small project in our campus.
3. Tree plantation can also help us in dealing with ozone layer depletion. Using LED bulbs instead of tube lights is one of the easy ways to cut down electricity costs at institutions.
4. LED lighting fixtures are more beneficial for saving energy and conserving the environment. These lighting solution helps a lot in maintaining campus security, providing better quality light, improving student safety, and giving facility managers a sense of peace that comes with purchasing long-lasting products.
5. Institution has installed solar panels on rooftops to generate electricity

- Solar panels use sunlight as a renewable energy source, reducing reliance on fossil fuels and mitigating climate change.
- Solar panels produce clean energy, reducing greenhouse gas emissions and air pollution.
- Solar panels require very little water to operate, unlike traditional power plants, which use significant amounts of water for cooling.
- Solar panels can be recycled at the end of their life cycle, reducing electronic waste in landfills.
- Solar panels promote sustainable energy and reduce our reliance on finite resources.

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

7.1.2

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

Response:

B.L.D.E.A's J.S.S. College of Education ,Vijayapur believes in "Let's go green and keep our campus clean". B.L.D.E. Association pivotal operations have very less impact on the environment as the institution is very conscious of generating less waste and recycling. Environmental initiatives like use of No- smoking zone, waste management system etc. have been implemented. Environment consciousness is embodied in the heart of the college by tree plantations and maintaining good garden to maintain the pristine purity and beauty of the institute. The institute's waste management practices are divided into three parts-

1. Solid Waste Management

2. Liquid Waste Management

3. E-Waste Management

1.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. Sanitary Napkin Incinerators have been installed in the college to facilitate environment-friendly disposal.

Workshops: Organize sessions to educate students and staff about waste management practices and their benefits in other schools and colleges.

Campaigns: Run awareness campaigns to engage the local community in waste management activities.

Reuse of plastics and papers: Recycling of paper and plastics for preparation of teaching aids and to ensure that recyclable materials are properly processed.

Organic Waste Composting: Set up compost bins for food waste and garden clippings. Use the compost produced for institute gardens.

Adequate Bin Placement: Ensure bins are placed at strategic locations across the campus for easy access.

Waste Collection and Transportation: Arrange for regular and systematic collection and transportation of waste to designated disposal or recycling facilities.

Monitoring and Evaluation: Conduct regular waste audits to monitor the types and quantities of waste generated.

2.Liquid Waste Management:

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

supplied to farmers.

Water Conservation: Promote water-saving practice such as installing low-flow faucets and toilets.

Regular Inspections: Conduct regular inspections and maintenance of wastewater treatment and recycling systems to ensure they are functioning correctly.

Water Quality Testing: Regularly test the quality of treated wastewater to ensure it meets regulatory standards.

Leak Detection & Maintenance: Implement leak detection systems to promptly identify and repair leaks. Conduct routine maintenance checks to prevent leaks and water loss.

3.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.

Collection Drives: Organize regular e-waste collection drives to encourage students and staff to bring in their old electronic devices for proper disposal.

Safe Storage: Allocate a secure area on campus for temporary storage of collected e-waste.

Proper Handling: Ensure that e-waste is handled carefully to avoid damage and prevent the release of hazardous substances.

Record Keeping: Maintain detailed records of the types and quantities of e-waste collected.

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

7.1.3

Institution waste management practices include

    1.Segregation of waste

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a

pollution free healthy environment

Response:

Response:

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 :**

Regular Cleaning: Ensure that classrooms are cleaned daily, including sweeping and mopping the floors, dusting furniture, and cleaning windows.

Disinfection: Regularly disinfect high-touch surfaces such as desks, chairs, doorknobs, light switches, and electronic equipment.

- **Keep trash bins in each corner :**

Placement: Place trash bins in each corner of the classroom. Ensure that they are easily accessible but do not block exits or pathways.Visibility: Make sure bins are visible and clearly labeled to indicate their use.

Regular Emptying: Establish a routine schedule for emptying the bins, ideally at least once a day or more frequently if needed.Cleaning: Ensure bins are cleaned regularly to maintain hygiene and prevent unpleasant odors.

- **Encourage students and teachers to keep things away immediately after use :**

Establish Rules: Clearly communicate the expectation that everyone should put away materials and equipment immediately after use. Include this rule in the classroom code of conduct.

Model Behavior: Teachers and staff should model this behavior consistently to set a good example for students.

Assign Roles: Assign specific roles or responsibilities to students, such as classroom helpers or cleanup monitors, to ensure everyone contributes to keeping the classroom tidy.

Personal Responsibility: Encourage students to take personal responsibility for their own materials and workspace.

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

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

7.1.7

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

Response: 1.27

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.00	0.01	0.07	0.08	0.49

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

7.1.8

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

Response:

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:**
   - The institution integrates local environmental issues into its curriculum. For example, courses related to environmental education and sustainable practices are tailored to address specific regional challenges such as water scarcity and soil degradation.
   - Field trips and practical sessions are conducted in local areas to provide students with hands-on experience in environmental management and conservation.
2. **Infrastructure and Facilities:**
   - The campus is designed to be eco-friendly, incorporating , solar panels, and waste recycling facilities.

Utilizing Locational Knowledge

1. **Local Expertise:**
   - The institution collaborates with local experts and practitioners in various fields to enrich its educational programs. This includes guest lectures, workshops, and community engagement activities led by individuals with deep knowledge of regional issues.
   - Local history and cultural practices are included in the curriculum to help students understand and appreciate the region's heritage.
2. **Research and Community Projects:**
   - Research projects often focus on local issues such as rural education, community development, and traditional knowledge systems. This ensures that the research outputs are relevant and beneficial to the community.
   - The institution encourages students to participate in community service projects that address specific local needs, such as literacy programs, health awareness campaigns, and environmental conservation efforts.

Engaging with Community Practices

1. **Community-Based Learning:**
   - The institution's pedagogical approach emphasizes community-based learning, where students engage with local communities to solve real-world problems. This approach fosters practical skills and deepens students' understanding of community dynamics.
2. **Cultural Integration:**
   - The institution celebrates local festivals and traditions, incorporating them into academic and extracurricular activities. This not only enriches the students' cultural knowledge but also strengthens ties with the local community.
   - Events such as cultural fairs, local history exhibitions, and traditional art workshops are organized to promote and preserve regional cultural practices.

Addressing Community Challenges

1. **Educational Outreach:**
   - The institution undertakes various outreach programs aimed at improving educational access and quality in underserved areas. These include setting up and organizing educational camps.
   - Special emphasis is placed on supporting marginalized groups, including women and rural communities, to enhance educational equity.
2. **Social Responsibility:**
   - Initiatives to address social issues such as poverty, health disparities, and gender inequality are integral to the institution's mission. The institution's research and community service activities are designed to generate actionable insights and contribute to the overall betterment of society.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Title of the Best practice : 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. Therefore, yoga among student teachers to maintain physical and mental well-being, support emotional resilience, encourage personal growth, achieve a mind-body and nature connection, create social adjustment, create cultural awareness, achieve development of various skills, enhance the quality of healthy life for all these reasons of yoga for trainees. There is a need of yoga for student teachers. In this regard Institution has Selected "**Yoga for Holistic Health" as its Best Practice**

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 by Dept of Yoga Science of BLDE Deemed to be University ,Vijayapur. Theory as well as practices are provided for a month. Entry and exit behavioral changes are taken by students feedback.

Problems encountered:

The major problems encountered are, sometimes Health Issues . Many of the lady student teachers are not comfortable with some reasons.

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, ICT. All the Student teachers will take active participation and note it down .Keeping their future Profession, Institution has made it as Best practice.

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.

Problems encountered :

The major problems encountered are, some times questions may repeat. Some times Science Student teachers will ask only Questions related to Science and same case with Social Science Student teachers.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

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.
5. Present findings to peers, teachers, and school administration through a formal presentation.
6. Continue collecting data through observations, surveys, and interviews to monitor changes in behavior and attitudes of students.
7. Administer follow-up surveys to measure changes in students' attitudes and behaviors.

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.
4. Training on using the SPSS software for data analysis.
5. Techniques for conducting comprehensive literature reviews.
6. Tips and strategies for writing high-quality research articles.

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.
4. Publication of books on educational and research topics.
5. Participation in national and international conferences to present their research work.

The research cultural are designed to foster a robust research environment. Through targeted projects for student teachers, dissertations for M.Ed students, workshops for research scholars, and support for faculty research, the college promotes continuous academic and professional development.

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

5. CONCLUSION

Additional Information :

Institution has multi demisional activities for students devolpment.Taking in to consideration of College Vision and Mission so many activies are organisied and conducted.NSS Unit conducts Field Survey,Street Plays,Rallys,Health Camps,awareness programmes,Cleaniness Programmes,Preparation of Low cost materials,Celebration of National and Internation days.The Research Centre at BLDEA'S JSS College of Education, Vijayapur, is committed to advancing knowledge in the field of education through rigorous research and innovation. With a focus on quality and collaboration, the Centre strives to create a vibrant research community that contributes significantly to academic and societal development.

Concluding Remarks :

The institution is established 1980 and dedicated to the field of teacher education. Marching ahead on the path of progress with the strategic plan, under the rules and regulations of Rani Channamma University Belagavi. The institution seeks to ensure equity, access and quality in learning experience and the role of teachers at paramount to be instrumental in achieving the intended success. Engaging of the students in high-impact value-based education, leading-edge training with academically challenging and supportive environment conducive to personal growth and time-lined infrastructural improvements to the campus are some aftermaths of good governance, excellent administration and a trustworthy leadership within the Institution. The Institution endeavors to provide good governance and leadership with sustaining principles of ethical standards, mutual respect, student-centric interdisciplinary, multidisciplinary, collaborative and innovative environment and responsiveness to the society through community care and outreach services. To promote Teacher education in an environment consistent with policies, legal frame work, contemporary changes, societal needs, rationally and the spirit of harmony and co- existence

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**At the institution level, the curriculum planning and adoption are a collaborative effort;** **Indicate the persons involved in the curriculum planning process during the last completed academic year** **1. Faculty of the institution** **2. Head/Principal of the institution** **3. Schools including Practice teaching schools** **4. Employers** **5. Experts** **6. Students** **7. Alumni** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per supporting document shared by HEI and any 4 of above option has been selected as we have received curriculum planning of faculty, Head/Principal of the institution, Students and Alumni
1.2.2	**Average Number of Value-added courses offered during the last five years** 1.2.2.1. **Number of Value – added courses offered during the last five years** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
2	2	2	2	2 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
1	0	0	0	0	 Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to repetitive names
1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
88	92	87	92	93

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
88	0	0	0	0

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to repetitive names

1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has made changes as per supporting document shared by HEI and option B has been selected as Feedback collected, analysed and action has been taken
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..** 2.1.2.1. **Number of students enrolled from the reserved categories during last five years..** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
112	113	106	103	99

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
70	70	63	58	55

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to excess of seats in reserve category

2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others**

during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made necessary changes as per supporting document shared by HEI and input value "0" has been considered as we have not received proper link for the same

2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made necessary changes
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms**

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Answer before DVV Verification : A. Any 8 or more of the above
Answer After DVV Verification: B. Any 6 or 7 of the above
Remark : DVV has made necessary changes

2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made necessary changes
2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of** 1. **Preparation of lesson plans** 2. **Developing assessment tools for both online and offline learning** 3. **Effective use of social media/learning apps/adaptive devices for learning** 4. **Identifying and selecting/ developing online learning resources** 5. **Evolving learning sequences (learning activities) for online as well as face to face situations** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made necessary changes
2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as**

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

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes as per supporting document shared by HEI and any 2 of above option has been selected as we have received sample observation of Self and Peers (fellow interns)

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

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes as per supporting document shared by HEI and any 3 of above option has been selected as we have received supporting of Involvement in various activities of schools, Regularity, initiative and commitment and Extent of job readiness

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
01	01	00	00	00

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
01	00	00	00	00

Remark : DVV has made necessary changes and has considered research grants

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
14	.5	00	00	00

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
00	0.46	00	00	00

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have received grant transaction and Audit Report for 2022-23

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per supporting document shared by HEI and any 3 of above option has been selected as we have received supporting of Seed money for doctoral studies / research projects, Facilitating research by providing organizational supports and Organizing research circle / internal seminar / interactive session on research

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3.1.4

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made changes as per supporting document shared by HEI and any 2 of above

option has been selected as we have received supporting of Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations and Encouragement to novel ideas

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6	11	6	9	22

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and input value "0" has been considered as there is no publication under UGC Care

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3	6	6	0	15

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	5	0	0	8

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have considered Publications with ISBN number only and has followed the calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

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

| 10 | 09 | 09 | 02 | 09 |

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	03	02	05

Remark : DVV has made changes as per supporting document shared bY HEI and value have been downgraded as we have excluded days celebration like Yoga Day, tree plantation etc

3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years** 3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
190	182	173	181	182 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
190	182	169	90	102 | Remark : DVV has made changes as per supporting document shared bY HEI and value have been downgraded as we have excluded days celebration like Yoga Day, tree plantation etc
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3.3.3	**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years** 3.3.3.1. **Number of students participated in activities as part of national priority programmes during last five years** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
190	182	173	181	182 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
180	82	169	00	182 | Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have considered those national priority programmes such as Swachh Bharat, AIDs

	awareness, Gender sensitivity, Yoga, Digital India, National Water Mission
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: | 2023-24	2022-23	2021-22	2020-21	2019-20 | |---|---|---|---|---| | 2.93 | 1.96 | 1.15 | 2.27 | 2.97 | Answer After DVV Verification : | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | |---|---|---|---|---| | 0.00 | 0.00 | 0.03 | 0.20 | 0.24 | Remark : DVV has made changes as per audit report shared by HEI and has considered Expenditure for infrastructure augmentation building/purchase of Lab. equipment's/ academic equipment's/ furniture & fixtures/vehicle during the year
4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)** Answer before DVV Verification: | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | |---|---|---|---|---| | 0.18096 | 0.89366 | 0.85562 | 0.18513 | 0.57037 | Answer After DVV Verification : | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | |---|---|---|---|---| | 0.18 | 0.36 | 0.85 | 0.18 | 0.02 | Remark : DVV has made changes as per audit report shared by HEI and value have been downgraded as we have considered expenditure on purchase of books, journals, e-resources
4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)** Answer before DVV Verification: | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |

| 7.54 | 7.02 | 6.88 | 2.72 | 11.91 |

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	1.07	0.55	1.46	0.27

Remark : DVV has mad changes as per audit report shared bY HEI and has considered repair and maintenance of physical facilities and AMC for academic facility

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5.1.3

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: D. Any 2 of the above

Remark : DVV has made changes as per supporting document shared by HEI and 2 of above option has been selected as we have received supporting of Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies and Provision for students to submit grievances online/offline

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5.2.1

Percentage of placement of students as teachers/teacher educators

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
62	65	55	29	58

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
17	18	18	15	10

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded based on appointment order/ offer letter shared

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	32	30	17	44

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting document shared by HEI and value have been modified based on copy of certificates or scorecard for qualifying in the state/national examination

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

2023-24	2022-23	2021-22	2020-21	2019-20
46	41	31	27	40

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
02	10	10	09	12

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as events under closure date has been counted as one

5.4.2	**Alumni has an active role in the regular institutional functioning such as** 1. **Motivating the freshly enrolled students** 2. **Involvement in the in-house curriculum development** 3. **Organization of various activities other than class room activities** 4. **Support to curriculum delivery** 5. **Student mentoring**

	6. Financial contribution
	7. Placement advice and support
	Answer before DVV Verification : A. Any 6 or more of the above
	Answer After DVV Verification: B. Any 4 or 5 of the above
	Remark : DVV has made changes as per supporting document shared by HEI and any 5 of above option has been considered as we have received supporting of Motivating the freshly enrolled students, Involvement in the in-house curriculum development, Organization of various activities other than classroom activities, Support to curriculum delivery and Student Mentoring
6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development** 2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System** 6. **Biometric / digital attendance for staff** 7. **Biometric / digital attendance for students** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has made changes as per supporting document shared by HEI and any 1 of above option has been selected as we have received geotagged photographs of Biometric / digital attendance for staff
6.3.2	**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
04	02	04	04	04

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded based on E-copy of letter shared by HEI

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

Course and any other similar programmes

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
07	07	08	12	12

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
03	04	05	06	06

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we excluded FDP less than 5 days and has removed the repetitive names

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6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has made necessary changes

7.1.3

Institution waste management practices include

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has made necessary changes

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0.1021	0.0526	0.1592	0.44132	0.3495

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.00	0.01	0.07	0.08	0.49

Remark : DVV has made changes as per audit report shared by HEI and has considered expenditure on green initiatives and waste management

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of seats sanctioned year wise during the last five years..**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
140	140	140	140	140

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
150	150	150	150	150

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
10.25	31.58	35.70	7.77	29.60

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
10.46	10.07	9.15	6.30	15.38