



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

## **SARADA VILAS TEACHERS COLLEGE**

**SARADA VILAS TEACHERS COLLEGE SARADA VILAS ROAD  
KRISHNAMURTHYPURAM MYSORE 570004 KARNATAKA  
570004**

<https://svtcmysore.org>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Located in the south of India, at the most beautiful palace city of Mysore, Sarada Vilas Teachers College has been the Centre of Excellence in Teacher Education since its inception in 1963. Managed by Sarada Vilas Educational Institutions, (R.) a pioneering organization registered under the Mysore Society Registration Act III of 1904, the college has played a pivotal role in shaping the future of education by contributing productive teachers to the community.

With a rich history, Sarada Vilas Teachers College has been an illustration for academic excellence. Guided by visionary leadership and a strong commitment to quality education, the college has earned numerous accolades, including completing two cycles of NAAC accreditation, showcasing its dedication to academic and professional excellence.

The college library is a treasure trove of knowledge, housing over 22,889 books that enrich the academic pursuits of students and faculty alike. Complemented by a dedicated and efficient teaching staff, the college ensures a nurturing learning environment conducive to the holistic growth and development of student-teachers.

Equipped with state-of-the-art labs and ICT-enabled classrooms, Sarada Vilas Teachers College leverages technology to enhance academic experiences. Modern pedagogical tools ensure students are well-prepared for the digital age.

Sarada Vilas Teachers College received permanent affiliation from the University of Mysore in 1970, establishing itself as a trusted institution of higher learning. Recognized under UGC's 12(B) & 2(f) status, the college upholds rigorous academic standards and fosters an environment conducive to intellectual exploration and academic innovation for students and teachers.

Approved by the National Council for Teacher Education (NCTE), the college offers Bachelor of Education (B.Ed.) course, carefully designed to meet the changing needs of the education sector. By emphasizing comprehensive curriculum with CBCS & CAGP pattern, the college ensures that graduates have the most essential competence that includes knowledge, attitude, aptitude and skills to excel in their teaching careers.

In essence, Sarada Vilas Teachers College stands as a paragon of academic excellence, nurturing future educators with a passion for learning, a commitment to excellence, and a vision for a brighter tomorrow, determined to make a difference in the field of teacher education.

### **Vision**

“To be a Premier Teacher Education Institute and Centre for Excellence, Producing Trained Graduates Who are Conscientious Teachers and Citizens of the World at Large”

## **Mission**

To Contribute to the Community – Physically and Mentally Healthy, Intellectually Refined, Socially Responsible, Morally Upright, Emotionally Poised and Spiritually Elevated Secondary School Teachers

### **Institution aims at the following objectives:**

1. Making pupil teachers proficient to understand the existing educational scenario.
2. Developing academic leadership qualities among pupil teachers.
3. Sensitizing pupil teachers to the subtleties of social changes.
4. Inculcating democratic human values among the pupil teachers.
5. Developing skill of appreciation of different art forms.
6. Enhancing the skill of communication of pupil teachers.
7. Exposing students to ICT and its application in teaching-learning, and the futuristic digital world.
8. Developing a sense of responsibility towards maintaining a sustainable environment, powered with eco-friendly values and habits.
9. Draw out or to bring out the hidden talents of pupil teachers through various Curricular, co-curricular activities and extra-curricular activities.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. At Sarada Vilas Teachers College, most of the teachers are highly experienced and distinguished with Doctoral degrees. Faculty members drive academic excellence, embodying a culture of research and enriching student learning.

2. At Sarada Vilas Teachers College, bilingual teaching methods, encompassing Kannada and English languages, are employed to cater to first-generation learners from low socio-economic backgrounds.
3. The college library is enriched with a diverse collection of textbooks, reference materials, educational journals, periodicals, magazines and multiple volumes of books totalling over 22,889. Additionally, it provides N-LIST:N-List access and journals, enhancing students' e-learning resources.
4. Our college housed in the city of cultural heritage endeavours to be a creative model of education, grounded in a culture of eco-friendly practices, fostering an environmentally sustainable campus for generations to come.
5. Our College empowers women, especially from under-privileged backgrounds through skill development programs, fostering their growth and empowerment.
6. Regular Counselling sessions are organized to promote the general well-being of students, nurturing their mental and emotional health.
7. The college implements a robust mentor-ward system and comprehensive student support services to nurture the growth and development of all students.
8. Additional facilities like incinerator machines are provided by the institution, contributing to a healthy and hospitable environment for women students.
9. The strength of the college lies in its comprehensive students support system, including effective and personalized mentoring, robust placement services, specialized coaching for competitive exams, dedicated grievance redressal cell, an active student council, functional Anti-ragging cell and accessible suggestion boxes.
10. Well-equipped laboratories and safe parking facility.

### **Institutional Weakness**

1. Lack of time to focus more on community outreach programs.
2. The college could not take up any major or minor research projects funded by Government or other agencies.
3. Lack of flexibility in curriculum and its transaction
4. Lack of on-campus hostel facilities.
5. Most of the students are from rural areas with low or average Socio Economic Status and hence mobilisation of financial resources is slightly difficult
6. Located in the city of Mysore, it's difficult to get English medium schools for Practicing teaching as most of them are private management –unaided schools.

### **Institutional Opportunity**

1. Strengthening ties with local schools for practical teaching experiences.
2. Incorporating modern teaching methodologies for enhanced learning outcomes.
3. Expanding outreach programs to rural communities for educational initiatives.
4. Improving the working modalities of mentor system for student's additional benefits.
6. Providing more opportunities for student leadership and community engagement.
7. Strengthening ties with alumni for networking and mentorship.
8. Promoting diversity and cultural awareness through events and activities.

### **Institutional Challenge**

1. Obtaining grants and funding for research projects poses a significant challenge.
2. Motivating faculty and staff towards adopting progressive paradigms in teacher education.
3. Providing high-quality teacher training to meet emerging global standards and cultivating a positive attitude towards the teaching profession through life skill-based conceptual teaching.
4. Adapting to rapidly evolving educational technologies.
5. Fostering a culture of research and innovation among faculty and students.
6. Addressing infrastructure challenges such as space constraints and facilities maintenance.
7. Encouraging lifelong learning and professional development opportunities for faculty.
8. Managing budget constraints while maintaining quality education.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

## Curricular Aspects

Since the college is affiliated to University of Mysore, it follows the curriculum and academic calendar prescribed by the university. The curriculum is structured by the university, with members of various Boards of Studies acting as representatives of suggestions and demands. Our college adheres to the admission procedure prescribed by the Government of Karnataka and the University of Mysore.

The "**Quality Enhancing Academic Strategies**" of our institution add value to the effectiveness of the teaching and learning process for prospective teachers. These strategies include:

1. **Induction Meeting:** Conducted by the Academic Council, headed by the principal, this meeting plans the detailed schedule of curricular and co-curricular activities for the session.
2. **Daily Planners:** Staff members maintain daily planners for their weekly plans. Head of the institution periodically reviews these planners, and any identified issues are reported to the concerned person for remedial action.
3. **Outcome-Based Education (OBE):** This practice involves clearly defining Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) across all programmes.

When planning the institutional curriculum, we focus on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered. These outcomes are communicated to teachers and students through the college website, stated in the prospectus, and part of the orientation by the principal at the beginning of the session.

We have a structured feedback mechanism for obtaining and analysing feedback from students, teachers, employers, alumni, parents, and practice teaching schools to continuously improve the curriculum and teaching-learning process.

## Teaching-learning and Evaluation

### Teaching-learning and Evaluation

Admission to programs is conducted through a transparent, well-structured mechanism, complying with norms set by the affiliating university, regulatory agencies, and the State Government. The institution ensures equity and broad access, with students from diverse geographical, socio-economic, cultural, and educational backgrounds. New students are welcomed with an Induction Program. The college follows the academic calendar of University of Mysore for planning teaching, learning, and evaluation schedules. Practice teaching involves both college staff and practicing schools. The assessment scheme is comprehensive, reliable, objective, and transparent, with outcomes used to improve teacher trainee performance. New technologies are effectively integrated into teaching and learning. Internal examinations assess students' academic needs as per university regulations, and remedial measures ensure credible academic progress.

ICT-based teaching and learning are among the best practices for summative examinations. Student mentoring and guidance services are provided at both academic and personal levels. ICT facilities are extensively used for knowledge dissemination and evaluation. Interactive instructional techniques, such as group discussions, projects, internships, brainstorming sessions, experiments, PowerPoint presentations, and other ICT resources, enrich the teaching-learning experience and engage students in higher-order thinking. During the COVID-19 pandemic, ICT resources were crucial for blended training activities. Regular evaluation, question assessment,

and content generation for summative exams are key practices. Teacher quality is monitored by faculty development programs and continuous professional training. Faculty members stay updated on the latest developments, innovate, seek improvement, and strive for individual and institutional excellence.

## **Infrastructure and Learning Resources**

### **Infrastructure and Learning Resources**

The infrastructure and learning resources are in an ideal state, with a pollution-free environment. Continuous augmentation allows the institution to keep pace with academic growth. Infrastructure facilities are key to the effective conduct of academic programs. The institution has six well-furnished, IT-equipped classrooms, auditorium and well-equipped labs for Science, Language, Psychology and Computer education which are extensively used for effective teaching and learning. There are separate classrooms for optional subjects. Well-furnished staff rooms with personal lockers are available for the teaching staff.

The campus environment, along with the practice of mentoring and monitoring student progress, supports and enhances the effectiveness of both faculty and teacher trainees. Internet access is provided to all trainees, administrative office and the library. This has improved the network and communication across the campus by providing reliable and fast connectivity.

Augmenting infrastructural facilities has been a regular practice for sustaining and promoting academic excellence. Keeping in view the role and impact of technological advancements on higher education, the college has upgraded its technology to provide a new direction for the teaching - learning experience. The college library has a good stock of textbooks with multiple volumes, reference books, encyclopaedias, dictionaries, and provides a designated reading area.

The digitalised library is rich with adequate learning resources and the mechanisms to review library-related services and learning resources. Library access is open to all on working days. The college also has a huge playground with varieties of sports activities.

## **Student Support and Progression**

### **STUDENT SUPPORT AND PROGRESSION:**

The diverse programs in academics, co-academics, sports, cultural and scientific activities are well synchronized to produce enlightened and self-reliant teachers, as envisioned in the college's vision and mission. The college has the necessary provisions to facilitate the progression of students to move to the next levels and towards employment. The Students' Council, representing the student community, acts as a link among principal, staff and students, providing opportunities to promote leadership and managerial skills. Various committees operating in the college, aim at the all-round development of the students. Each mentor teacher takes care of 10 to 12 students to ensure their professional, personal and psycho-social well-being.

The Grievance Redressal Cell functions effectively, promoting inclusive practices for social justice and better stakeholder relationships. All needy students are provided equal opportunities, and efforts are made to uplift them through remedial teaching sessions. The college atmosphere is enriched with curricular and co-curricular activities that are designed to supplement quality teaching and promote the personality development and

fostering holistic development among students.

The faculty encourage students to participate in the University/ district / state and national level curricular and co-curricular programs. Individual talents are identified, nurtured, and channelled through diversified activities. The college has a functioning Anti-ragging cell that takes care of preventing any kind of activities related to ragging. The Placement Cell is doing a commendable job in strengthening support services related to placements by organizing campus recruitment and interviews. The college has a functional Alumni association too.

## **Governance, Leadership and Management**

### **Governance, Leadership and Management**

The college has visionary and transformative leadership that has guided it to its present status. Rooted firmly in the belief that education is the pathway to youth empowerment, the enlightened management provides a clear vision and mission for the institution, aligning with national TE policies and fostering a strong organizational culture. Regular meetings of the Managing Committee, IQAC and Staff Council provide a platform to present and discuss the college's perspective plans, for an effective implementation of institutional policies.

The Principal, IQAC Coordinator, teachers and members of various committees and the Student Council, to offer effective leadership by setting values and fostering a participative decision-making process in coordinating academic and administrative planning and implementation.

The management ensures the professional development of employees. Faculty recruitment is done objectively. Regular Performance Appraisals are done so as to monitor their professional growth.

In compliance with NAAC regulations, the IQAC was constituted as a quality sustenance measure in 2006 and has been actively functioning since then. Regular meetings of the IQAC helps in the effective planning and implementation of institutional policies.

The institution adopts quality management strategies in all academic and administrative aspects, with quality assurance monitored by the IQAC. Participatory work culture and transparency are the norms of governance. Academic and administrative planning are closely integrated, and every individual employee contributes to institutional development and goal attainment.

## **Institutional Values and Best Practices**

### **Institutional Values and Best Practices**

The college is well known for its constructive efforts in the cultural heritage of its institutional values and principles related to TE. Being a pioneer TE institution, it offers a variety of opportunities and organises diversified programs and activities that promote all essential teacher related competencies.

Some of the note-worthy practices the college has been practising are,

- Organising special assembly sessions everyday with innovative programs like “Guruvandana” – Guru



chetana, Narrate to Nurture & Listen to Learn (NN&LL), Celebrating Significant days of national interest and students birthdays accepting their contributions like books or plants. (Books-Our Lifetime Invaluable Companions Scheme (BOLICS) and Green Corridor Project managed by Green army are a few examples.

- “Guruvandana” – Guruchetana: Every individual student presents the personality attributes, unique professional features and principles of his/her impact teacher
- Narrate to Nurture and Listen to Learn (NN&LL), a 3-4 minutes program where every day a student will narrate a story, and other students will analyse and find out the hidden message to be applied in life.
- A quick and informal celebrations / observation of significant days, where a pair of students will give a micro-presentation of the day’s significance along with charts.
- All profession related curricular/co-curricular and extra-curricular programs and activities are regularly organised. A few to mention are Community Living Camp (CLC), Visits to different types of schools, field trips and visits to institutions of academic importance etc.

## **Research and Outreach Activities**

### **RESEARCH AND OUTREACH ACTIVITIES:**

The College actively undertakes and promotes research and extension activities. It provides numerous opportunities for professional development of teachers and even students, engaging them in research and encouraging them to present and publish their research articles in academic forums. Faculty members are involved in individual action research and guiding student research too. Even guidance is extended for conducting Doctoral research for research scholars of different universities.

The college / management will grant duty / academic leave to faculty members for participating in and presenting research papers at conferences, seminars and workshops. It also offers a wide range of extension and outreach programs (educational, general, and specific) with a special focus on underprivileged sections of society. The Community Living Camp (CLC) program provides numerous opportunities for students to engage with society and contribute to improving the lives of oppressed, disadvantaged people and weaker section of the society.

The college organizes workshops, seminars, talks, awareness rallies and exhilarating programs such as “Ending Violence against Women” and street plays addressing various burning societal issues. These activities generate knowledge and develop sensitivities towards community issues and social inequity. The college reaches out to the community through various extension programs and encourages its faculty to provide consultancy services.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SARADA VILAS TEACHERS COLLEGE
Address	SARADA VILAS TEACHERS COLLEGE SARADA VILAS ROAD KRISHNAMURTHYPURAM MYSORE 570004 KARNATAKA
City	Mysore
State	Karnataka
Pin	570004
Website	<a href="https://svtcmysore.org">https://svtcmysore.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	K S LEELA	0821-2332137	7019807294	-	svtcmysore@gmail.com
IQAC / CIQA coordinator	MANJUNATH H H M	0821-2332137	9986540176	-	manjunathjasmin@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 minority institution	No

Establishment Details

State	University name	Document
Karnataka	University of Mysore	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	20-08-1965	<a href="#">View Document</a>
12B of UGC	20-08-1965	<a href="#">View Document</a>

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	<a href="#">View Document</a>	01-07-1996	336	Permanent Recognition

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	SARADA VILAS TEACHERS COLLEGE SARADA VILAS ROAD KRISHNAMURTHYPURAM MYSORE 570004 KARNATAKA	Urban	10	3514.8

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Education Bed,Education	24	Any UG	English,Kannada	100	99

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				10			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	4	4	0	8
Yet to Recruit	0				0				3			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				13
Recruited	2	0	0	2
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	1	4	0	5
Yet to Recruit				6

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

### **Qualification Details of the Teaching Staff**

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

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	30	2	0	0	32
	Female	62	5	0	0	67
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	8	9	4	6
	Female	20	14	23	15
	Others	0	0	0	0
ST	Male	1	2	4	4
	Female	6	3	4	5
	Others	0	0	0	0
OBC	Male	7	13	9	13
	Female	51	50	45	46
	Others	0	0	0	0
General	Male	0	1	2	0
	Female	6	3	8	4
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>99</b>	<b>95</b>	<b>99</b>	<b>93</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>1. Multi-disciplinary/inter-disciplinary: Sarada Vilas Teachers College, affiliated to the University of Mysore, strictly adheres to the university's prescribed syllabus. In par with this, the college transacts an interdisciplinary curriculum aimed at fostering holistic academic growth among students. This curriculum allows students, the freedom to choose their preferred options from a spectrum of subjects, including teaching subjects, crafts, and other choice-based offerings. As a teacher education institution, the college emphasizes the importance of interdisciplinary and multidisciplinary approaches. These approaches are integrated into the curriculum to prepare student teachers to effectively implement</p>
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	<p>them in their future classrooms. The college's approach to curriculum integration encourages students to develop an understanding of themes and ideas that transcend traditional disciplinary boundaries, emphasizing their relevance to the real world. By incorporating interdisciplinary perspectives, the college aims to enrich the educational experience of student teachers, enabling them to explore connections among the different fields of knowledge and apply this integrated understanding in their teaching practices. This approach not only enhances the depth of knowledge but also prepares student teachers to address complex challenges in education with a broader perspective.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABCs): Sarada Vilas Teachers College is affiliated with the University of Mysore, which offers numerous Massive Open Online Courses (MOOCs) through the Government of India's SWAYAM portal. The University's examination section maintains and updates the Academic Bank of Credits with accounts for each student. We offer a 2-year Bachelor of Education (B.Ed) program under the Choice Based Credit System (CBCS) and Continuous Assessment &amp; Grading Pattern (CAGP). The college provides internet and library facilities and encourages students to utilize these resources to the fullest. Several online webinars and lecture workshops are periodically organized for the benefit of teachers and students. Additionally, teachers are incentivized to design their own curricular and pedagogical approaches within the approved framework of the University of Mysore, including writing textbooks, selecting materials, creating laboratory manuals, and developing assignments and assessments.</p>
<p>3. Skill development:</p>	<p>Skill development: "The competence of teaching is the culmination of synergistic development across integral components such as Knowledge, Attitude, Aptitude, and Skills. Recognizing the inherently skill-based nature of the teaching profession, our college places significant emphasis on fostering both hard and soft skill development among student teachers. To strengthen core teaching skills, our institution conducts Microteaching Workshops, Skill-Integrated lessons, and Simulation lesson sessions. Expert practitioners lead skill demonstration sessions, contributing to the continual development and</p>

	<p>enhancement of teaching competencies among student teachers. In addition to honing core teaching skills, we focus on cultivating essential soft skills such as Communication, Decision-making, Time Management, Self-awareness, Understanding oneself and others, Critical Thinking, Creative Thinking, Stress Management etc. These skills are systematically promoted through various avenues, like Induction Program, Value-Added Courses, insightful Special Lectures, invited talks from industry experts, and periodic Co-Curricular Activities (CCA). This comprehensive approach ensures that our educators are equipped not only with subject knowledge but also possess a well-rounded skill set essential for effective teaching in today's dynamic educational landscape."</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Appropriate integration of Indian Knowledge system (teaching in Indian Language, Culture, using Online Course): Teacher Education course at our institution offers extensive opportunities for seamlessly integrating the Indian Knowledge system into both content and pedagogy. Student-teachers engage in a multidisciplinary approach, exploring diverse academic disciplines to understand various forms of knowledge. The curriculum places special emphasis on cultivating understanding of Indian values, culture, and the historical evolution of the Indian education system, from pre to post-independence eras. This comprehensive knowledge is facilitated through core subjects such as Philosophical, Sociological, and Psychological bases of education. The course explores the rich heritage of Indian education, including the Gurukula system for imparting Vedic knowledge, Buddhist education systems, and other traditional Indian educational streams. Philosophical, sociological, and psychological theories of knowledge acquisition are central to the TE curriculum. In addition to formal academic instruction, Co-Curricular Activities (CCA) are consistently organised as platforms for integrating these components into the personality of student-teachers. These activities create dynamic spaces for students to not only learn but also embody the values and principles intrinsic to the Indian Knowledge system. Furthermore, students actively participate in and celebrate various national, state, and regional festivals, including local festivals, National</p>

	<p>Independence Day, Republic Day, Teachers' Day, World Book Day, International Library Day, etc. These celebrations provide unique platforms for students to share their customs, rituals, beliefs, traditions, languages, and cultures, fostering a holistic and culturally sensitive learning environment.</p>
5. Focus on Outcome based education (OBE):	<p>Focus on Outcome Based Education (OBE): The curriculum of Teacher Education Course is strategically designed to emphasize the formulation and attainment of need-based Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Over two years, students develop a repertoire of constructive behaviours and competencies essential to the teaching profession. These behaviours align intricately with the vision and objectives embedded in core papers, perspective papers, pedagogy subjects, and Enhancing Professional Competency (EPC) components. Our comprehensive four-semester B.Ed. program actively promotes and embraces outcome-based education across formal, informal, and non-formal activities. The primary aim is to foster the holistic development of student-teachers, equipping them to effectively contribute to community development and nation-building. Emphasizing outcome-based education ensures that PLOs and CLOs are not just theoretical concepts but are tangibly reflected in the enhancement of competency levels among student-teachers. This enhancement is particularly evident in their knowledge, attitude, skills, and aptitude, aligning with the overarching objectives of the program."</p>
6. Distance education/online education:	<p>Distance Education/Online Education: During the COVID-19 pandemic, the shift from conventional offline classroom teaching to online/virtual modes became imperative. Teacher-educators and student teachers initially underwent orientation sessions to understand the need for this transition and were prepared accordingly. Comprehensive training will equip them with essential skills to effectively conduct and participate in online classes, utilizing platforms such as Google Meet, Zoom, WebEx, Go To Webinar, Microsoft Teams, etc. In addition to regular classes, numerous webinars, workshops, and special events were organized. These virtual sessions incorporated interactive features like chat boxes and interactive whiteboards to enhance effectiveness.</p>

Recognizing the challenge of digital fatigue, breaks were strategically scheduled for both students and teachers. To meet the digital infrastructure demands, the college proactively enhanced internet connectivity. Specialized sessions were conducted to improve students' proficiency in creating and editing short videos, organizing online quiz competitions, and designing digital posters, ensuring a comprehensive adaptation to the virtual learning environment.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The college has an established Electoral Literacy Club (ELC) which has been functioning since its inception from the year 2020-21. Through ELC, at least one or two programs are organised during every semester.</p>
<p>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?</p>	<p>An Official Executive Committee for ELC will be constituted every year with a new staff coordinator. The committee will be consisting of ELC Director who is the Principal of the college, a staff member will be ELC Coordinator, and another staff member is an Assistant staff coordinator. The students executive Committee will be consisting of two male students and three female students from each year, in total making up 10 student members. One among them will be the student coordinator.</p>
<p>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.</p>	<p>The ELC of the college organizes at least two programs every year. They include, 1. Voter registration campaigns, 2. Voter awareness campaigns, 3. Promotion of ethical voting 4. Orientation of Electoral Process 5. Oath Administration and Oath taking on Voting 6. Students Jaatha / Campaign on Ethical Electoral Process 7. Motivation program for students for mandatory voting with family 8. Celebration of Voters Day</p>
<p>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</p>	<p>Sarada Vilas Teachers College undertook various initiatives related to election issues, including raising awareness about the Graduate Constituency, Teachers Constancy and conducted voter registration drives in</p>

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>the surrounding Community. These efforts were in preparation for the Karnataka Assembly election in 2023 and the Lok Sabha election of 2024.</p>
<p>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.</p>	<p>All students were motivated to orient students of their families, immediate communities and villages, who are yet to enroll for voter's electoral roll and guiding them to get enrolled before the election.</p>

## Extended Profile

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### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
191	190	187	189	195
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	96	87	95	94
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	96	87	95	94
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	93	99	95	99
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
11	13	13	12	11

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.92	1.12	1.57	1.10	1.52

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 35

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>



## 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 is the sum total of all kinds of learning experiences provided to student-teachers keeping in view the predetermined Course Learning Objectives and Program Learning Objectives. The curriculum and the academic calendar prescribed by the University of Mysore are strictly followed. Keeping in view the feasibility and adaptability to the local context, the same are regularly reviewed.

The committee for Curriculum Planning will hold meeting in the beginning of the academic year to discuss about, Academic Planning, Review of the curriculum, revising of pedagogical practices and any other innovative practices that can be evolved and implemented. The following topics were discussed.

**Planning of Academic Activities:** The committee organizes a meeting to discuss about academic planning on the grounds of academic calendar prescribed by the affiliating university. The different stake holders such as the students, alumni, faculty members, the head of the institution and the member representatives of the college will all discuss about what, when and how of academic activities such as Induction Program, Orientation Program, Preparation of Time Table, Students Talents Show, Formation of different Student Executive Committees, Inauguration of Students' Council, Periodic Tests, Tutorials, mandatory course works etc to be conducted.

**Curriculum Reviewing:** This has been done in the beginning of every semester. The members of the committee discuss about the various curricular practices and their outcomes. They also discuss about the feedback collected from different stake holders and make necessary modifications in the light of that. There will be a brainstorming on alternative plans of action and finally the best and locally feasible plan is selected and executed.

**Revising Pedagogic Practices:** The committee discusses about the various curricular transaction approaches to be employed during the semester keeping in view the nature and scope of each course paper. As Teacher Education is a professional training program, different versions of skill based pedagogic practices like demonstration and interactive approaches such as brainstorming, group discussion etc. are employed to a greater extent as against the conventional or normally practiced interactive lectures.

**Assessment & Evaluation Procedures:** Regarding the Internal Assessment, the various periodic tests, the entry-level content, attitude and language ability tests, seminars, tutorials, micro-teaching practice sessions and the objective assessment criteria to be developed and followed, correction and feedback procedures to be followed etc.

All the issues discussed and decisions made were communicated to all the members of the committee and the staff members for their prior planning and preparation.

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

### 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:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### 1.1.3

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>

## 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:** 89.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	16	17	16

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>

**1.2.2**

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

**Response:** 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	1

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**1.2.3**

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

**Response:** 88.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
186	189	186	187	95

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 1.2.5

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

## 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:**

**1.A fundamental or coherent understanding of the field of teacher education**

It's a well-known fact that Teacher Education is different from other fields / disciplines of

education in all respects. There will always be a wide gap between the presumptions of students on Teacher Education and reality of the same. To bridge this gap right in the beginning an **INDUCTION PROGRAMS** is organized, especially for I semester students to get an awareness of how Teacher Education differs from other disciplines which they have studied till then - the course structure, curriculum transaction, evaluation procedures, differential vocabulary, importance of non-cognitive competencies, expectations of teachers in the modern context etc.

This will be followed by an **ORIENTATION** on perspective papers with the Psychological, Sociological and Philosophical underlying of Education. Added to this, they are made aware of the application of the principles of management and administration in education, application of Communication and Technology in education, latest trends in Teacher Education etc.

A detailed discussion along with need and significance of various Teachers Education course programs and activities will be done – Demonstrations, Micro-teaching workshop, Simulation practices, Community Living Camps and its relevance, Internship programs, Engaging in field activities, Working with community through outreach programs etc so that they will have an insight to, and understand the various parameters of Teacher Education.

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

Programs and Activities are consistently conducted to instill both soft and hard skills among student-teachers. There will be committees which take care of organizing cultural activities throughout the academic year through which students are well acquainted with organization skills and event management skills.

Students who have chosen their specialization or Elective or Optional Courses are given ample opportunities to attain all subject-specific knowledge and skills. For example, students of Science are trained with regard to organizing Science activities through Science club, Literature students on Literature development through Reading-Writing reflection activities etc. Theater skills are so significant in improving their verbal and non-verbal communication skills and for this Theater Workshop or Communication Skills Workshops are regularly organized.

### **1.Capability to extrapolate from what one has learnt and apply acquired competencies**

A few examples wherein students can extrapolate and apply acquired competencies in their working setup are,

- Demonstration lessons, Microteaching workshop, Simulation lessons, Integrated Lessons are organized, wherein they acquire all the teaching skills and use them during Internship program.
- A Subject-specific workshop on TLM development will be organised wherein every student-teacher is well acquainted with skills related to improvising various types of TLMs like charts, models, maps, posters etc. that can be used during internship programs and in future too.
- ICT related basics are taught to every individual student teacher in ICT practical classes thereby they will use techno competencies in their classes in future.
- Competencies related to formulating instructional objectives, content analysis, using of differential methods, strategies, techniques and approaches, using of different techniques and tools of evaluation etc. are consistently taught and applied in required contexts.

**1. Skills / Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**

Almost all the programs organized in the college are student-participatory oriented, whereby ample opportunities are created for every individual student teacher to participate and acquire the contextual competencies.

Added to this, soft skills are consistently taught with plug-in approach or separately developed through Personality Development Programs (PDPs), Value Added Courses, Induction Programs, Invited Lectures and many more.

Students work in groups in programs like Institutional visits, Community Living Camps, Internship programs, programs in collaboration with NGOs, by which they acquire skills related to managing emotions, Critical thinking, Communication Skills, working in collaboration etc. Students are given responsibilities to negotiate with cooperative school authorities, HMs, and subject teachers while dealing



with Internship programs. More than anything, Cultural Forum of the college keeps organizing diversified Cultural activities and programs which consistently boost up the aforesaid skills and competencies.

<b>File Description</b>	<b>Document</b>
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

Students are familiarized with the diversity in school system in India with respect to:

- Development of school system
- Functioning of various Boards of School Education
- Functional differences among them
- Assessment systems
- Norms and standards
- State-wise variations
- An international and comparative perspective

Students are taught about different levels of school education and complementary school system such as, Pre-school, Kindergarten, Primary, Middle, High School (Lower Secondary), PU (Higher Secondary) and even Colleges (UG) under both state and Central Syllabi. Content related to establishment, functioning, admission, course structure, evaluation, rules and regulations etc., with regard to each type of school system is prescribed in the syllabus.

Student-teachers will study in detail about different types of School systems that exist and operate in India (Class1 to Class 12) that includes,

1.State Syllabus Schools - State Government Schools, Government Aided Private management schools (Grant-in-aid) and purely un-aided or non-grant-in –aid schools.

1.CBSE Schools – Kendriya Vidyalaya National Sanghatan schools (KVNS) and purely un-aided or non-grant-in –aid schools

1.Residential Schools (Aided by State and Central Governments) – JawaharaLalNavodayaVidylaya, Kasturba Gandhi BalikaVidyalaya, Morarji Desai residential schools, Ekalavya model schools, Ashram schools, AdarshaVidyalaya schools etc.

Added to this, students will visit different types of schools in both urban and rural sectors, and schools at all levels. This includes Primary and High schools (Government-Aided and Un-aided) and different types of residential schools. There will be a mandatory visit to schools of Specially abled children – Visually challenged, auditory challenged, physically challenged etc.

Sometimes there will be special talks / lectures from our alumni teaching in different countries about the school systems functioning over there – this includes STEM education schools, International General Certificate of Secondary Education (IGCSE), Indian Certificate of Secondary Education (ICSE) and even International Standard for education (ISE) school systems.

Students are also given assignments related to visit and present a detailed report about the operational dynamics of the aforesaid school in tutorial sessions.

Every year students are taken under the supervision of deputed staff to the following schools:

- 1.Government School for Visually and Hearing Challenged students, Tilak Nagar, Mysore
- 2.Morarji Desai Residential School, Doddahundi Village, Mysore

3. Karnataka Public School, Yelwal village, Mysore
4. Sarada Vilas Higher Primary School, Mysore

Students will have an interaction with the HMs and senior staff as well as the office staff to collect data on various issues related to the entire functioning of the school. A special questionnaire / Checklist / Survey schedule is used for the purpose of collection of data. Even most of the Community Living camps are organized in such school campuses. Its planned to depute students for Internship course to these schools from the current academic year.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>

### 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:**

The curriculum is meticulously designed to empower trainees with comprehensive knowledge, understanding, and practical application relevant to their teaching careers. Theoretical components encompassing teaching methods, communication skills, and evaluation techniques are supplemented by workshops aimed at cultivating effective communication abilities, instilling confidence, and dispelling stage fear. Trainees are evaluated based on their communication proficiency, language competency in episode writing, and their adeptness in presenting before peers and educators. Micro-teaching sessions within their specialized methodology subjects provide hands-on experience in episode writing, topic selection, presentation, and feedback reception from peers and supervisors, with opportunities for re-teaching as necessary. Simulated lessons and ICT-based modules further bolster their confidence and skill mastery for real-world application. Macro-teaching plans are crafted in authentic settings, with provisions for feedback and peer teaching critique. Observation of demo lessons, both in-person and through video, enriches their pedagogical repertoire. During practice teaching in partner schools, trainees engage in curricular and extracurricular activities, administer assessments, conduct action research, and provide remedial support to struggling students, fostering both academic and holistic development. Ongoing support from teacher educators during intensive teaching practice ensures reflective teaching practices, with regular visits, encouragement, constructive feedback, and guidance provided to enhance

instructional effectiveness. Upon completion of the internship, trainees emerge fully equipped and confident to assume diverse roles within school settings, having undergone rigorous preparation to meet the demands of the profession.

Additionally, provision for government test preparation equips trainees with the necessary qualifications for the teaching profession, further enhancing their readiness for future endeavors.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stakeholders	<a href="#">View Document</a>

### 1.4.2

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

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:** 97

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

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

### 2.1.3

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

**Response:** 0.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

## 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:**

An entry level test typically refers to one of two things: either a role that requires no experience or related education, or an entry point to a career that requires minimum education and experience in order to

qualify. In order to understand the existing differential ties specially related to Content aptitude and Teacher attitude, a simple but standardized entry level test is administered. This test is termed in our college, Entry-level Content and General teacher Attitude Test (ECG Test) is designed and administered. It's a blended Objective and Comprehensive Content Aptitude (Scholastic Ability) and a general Teacher Attitude Test specially designed to assess students' Knowledge Base of their chosen pedagogy subjects and their general attitude towards teacher and teaching as a profession is designed and administered in the beginning of the Teacher Education Course.

The content competence test is administered using a teacher made achievement test, developed by the teacher in charge of the given subject in discussion with a subject expert, normally the subject teacher of a cooperative school. The paper will be set keeping in view all the major specifications of objectives such as knowledge, understanding, application and skill. The type of questions is multiple choices with a stem statement having four options. The test is administered by the respective method teacher in his/her classroom on a convenient day. This will be a surprise test as the students are not informed about it. They are oriented with respect to its vision and main purpose so as to prepare them mentally to take the test.

The test will have 40 or 50 test items representing all the units prescribed in the Secondary school text books of state syllabus. The time given will be 1 hour. Soon after the test, the response sheets are valued and marks are allotted. These are treated as entry level scores. Same kind of another test is conducted at the end of the academic year using a different question paper with the same standard to avoid the memory/repetition effect. The same procedure is adopted and the exit scores are noted. The difference between the entry level and exit level scores are analysed and interpreted.

The General Teacher Attitude Test is also conducted in the beginning as well as at the end of the academic year to know whether there is a shift. This test is conducted by the staff in charge. The test is administered on all student- teachers at once. They are administered with the tool and allowed to read and respond in about 30 – 40 minutes. If needed contextual explanation is also given. Prof. P.R Nair's test of teacher attitude has been modified and used for this purpose. The tool has three sections viz., a) Attitude towards Teaching, b) Attitude towards students and c) Attitude towards School. It is a three point scale having 30 items. It has been revealed from the past that students show a fairly positive attitude right from the beginning of the academic year.

<b>File Description</b>	<b>Document</b>
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:** B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>

### 2.2.4

**Student-Mentor ratio for the last completed academic year**

**Response:** 21.22

#### 2.2.4.1 Number of mentors in the Institution

Response: 9

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 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:

Many of our teacher educators in our college are specialized in using different methods, techniques, and strategies of teaching. They employ diverse teaching approaches, based on the nature of learners, nature of the topic and available classroom resources.

Our institution has been practicing consistently various innovative teaching approaches and strategies transforming classrooms into smart learning environments. These practices have evolved multiple modes of teaching, ensuring that diverse learning needs are met effectively. By and large, teachers employ, the following instructional modes.

**1. Customized Instruction**, where the teacher develops their own pedagogy that suits the learners and topic. **(Rationale: Learning Adaptive Teaching Strategies)**

**2. Integration of Technology / ICT-intervention:** Many teachers are seen using Power Point Presentation using the LCD projection in the class with blended interaction. Often videos are also played **(Rationale: Acquire Digital Skill required for Techno-based Instruction)**

**3. Experiential Learning / Field Visits:** Students are taken for field visits to learn content on-site with direct and purposeful experiences. **(Rationale: Learning Organisational Skills)**

(a) Students are taken to schools where Children with Special Needs (CSN) are studying (Special Schools for blind, deaf and dumb children) and Inclusive Classrooms to learn concepts like Inclusive Education, Special Education, Special Pedagogical competencies etc.

(b) Student are taken to visit CTE, DIET, Offices of the Block Education Officer (BEO), Deputy Director of Public Instruction (DDPI) etc., where they could learn about Educational Administration and Management.

**4. Brain storming:** Many of the topics are taught using this technique, especially topics which attract students extended self-thinking and presenting their ideas individually. Topics like Science-Technology-Society-Environment, Problems of Adolescents and measures to solve the same, Qualities of a good text book, etc. **(Rationale: Promoting Thinking and Presentation Skills)**

**5. Models of Teaching:** MOT such as Inquiry Training Model (ITM) by Richard S. Suchman, was employed to teach different topics with promoting Inquiry Skills among students; Concept Attainment Model (CAM) by Jerome S Bruner to teach concepts and Advance Organiser Model (AOM) by David P. Ausubel to learn expository teaching. **(Rationale: Develop an awareness of MOT proposed by Bruce Joice& Marsha Weil)**

**6.Group Discussion method:** It is usually employed by teachers while teaching topics that have subsuming concepts like, Maxims of Teaching, Evaluation Tools & Techniques etc. **(Rationale: Learn the principles of Group Dynamics & Social Skills)**

**7.Demonstration Method:** Its normally used during demonstration of different methods of teaching like Herbart model, Five Es Model, ITM, CAM, AOM, Play-way technique, Dramatization Technique, Development of TLMS, etc. **(Rationale: Develop Demonstration Skills)**

**8.Work-shop:** This mode of teaching is employed while teaching, Micro-teaching skills, Development of TLMS, Lesson Plans, Unit Plans, Question banks, Unit Test etc. **(Rationale: Learn Learning together)**

**9. Cooperative and Collaborative Learning:** These modes are employed when students were given group assignments. **(Rationale: Promoting Cooperative and Collaborative Skills)**

**10. Online Teaching/ Virtual Learning:** During COVID pandemic, we employed online teaching using platforms such as Google Classroom, Google Meet, Zoom.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>

### 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:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	13	13	12	11

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 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:** 97.38

**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:** 186

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.5

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

##### **Response:**

**Teacher training follows a structured, ongoing mentoring program where educator mentors diligently cultivate professional attributes in aspiring teachers.**

**Working in Team:** Teacher educators and trainees collaborate for the success of educational programs such as CLC, Swachhata Andolan, and Election Awareness Program, among others. Within teaching schools, trainees work together on tasks like preparing school timetables, organizing activities, and conducting unit tests. Continuous mentoring is provided to trainees both in college and during fieldwork to foster the development of professional attributes.

**Dealing with student diversity:** India is a country known for its unity in diversity, a principle we have embraced in our college as well. Located in a urban area, our college attracts students from diverse backgrounds. We ensure that we address this diversity effectively and mentor our students to develop professional attributes.

**Conduct of self with colleagues and authorities:** Through effective guidance and counseling, we aim to help individuals understand and navigate interactions with colleagues and authorities. Ongoing mentorship plays a crucial role in cultivating professional attributes among students, ensuring their continuous development.

**Maintaining equilibrium amidst the stressors of home and work life:** Through personalized academic counseling, we empower individuals to grasp the techniques of harmonizing home and work stress. Our comprehensive approach includes daily Yoga and prayer sessions, participation in CLC camps, engaging special guest lectures, and unwavering moral support from our dedicated staff, all aimed at fostering a balanced life amidst responsibilities.

Staying updated with the latest advancements in education and life is integral to our ethos. Our state-of-the-art library, equipped with ICT-enabled computer labs, serves as a hub for continuous learning. With subscriptions to leading journals, magazines, newspapers, and newly released books, along with access to e-learning resources, individuals are equipped to stay abreast of emerging trends. Additionally, our curriculum features the Enhancing Professional Competences paper with a focus on reading reflections, further facilitating ongoing development in education and life.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 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:** B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

**Case1: Employing Skill Pill Approach (SPA) in regular classes**

**Skill-Pill approach** is a new approach where life skills are instilled among student teachers by way of narrating a story or an episode for about five minutes and the embedded message or take away message that reflects a life skill is elicited. This is an experimental approach employed by the teacher educator so as to test the feasibility of employing the same and studying the effectiveness of the same. All gets over

within ten minutes and then the actual lesson related to the subject begins.

### **Example1: The Mindset behind Successful Relationships (LifeSkill-Focus on Positives)**

There is a wonderful analogy about the Honeybee and the Fly. It teaches us a valuable lesson to improve our relationships and the quality of life. The honeybee flies from flower to flower, extracting only the nectar without disturbing the flower. The mindset of the honeybee is to seek the essence of each flower. Even in a place filled with rotting garbage, rather than giving its attention to all the filth, the honeybee keeps its focus only on finding nectar and it eagerly flies to even a single tiny flower amidst miles of garbage.

In our relationship we have much to learn from the honeybee. It is teaching us the “Art of focusing on the positives” and dealing appropriately with the faults in each other. There will be faults everywhere and in everyone. There is never a shortage of things to complain about, but just as the honeybee seeks nectar even in the most unexpected of places, we can aim to seek the positive qualities in those around us.

The fly represents another type of mindset in a relationship. Although each species can be appreciated for its particular instinctive nature, still, we can study them to learn relevant lessons to improve the quality of our own lives.

On an otherwise the fly will focus on sucking an infectious scab. The fly may travel over hundreds of flowers, but what does it focus on? It focuses on tasting garbage and excrement. It ignores the sweet fragrance of rose gardens and even in the best of circumstances and in the tidiest places; the fly will focus on the trash.

This represents the mindset of ignoring the good qualities in those around us and focusing on their faults. It is so easy; it requires no efforts to see the flaws in others. Fault finding is a habit. The more we give in to it, the more we become obsessed by it.

In relationships, it is important to have honest, well-wishing communication focused on appreciating the positive while dealing with the negatives in a gracious, constructive manner trying to bring out the best in each other. In doing so, we learn to recognize the positive qualities without our own self and to overcome unhealthy low self-esteem.

**Honeybee mentality or Fly mentality? The choice is yours.**

### **Case 2: Narrate to Nurture & Listen to Learn (NN & LL)**

This is a scheme for self-development of each individual student teacher in terms of improving his/her communication skills, overcome the initial problem of stage fear, learn story narration skills and ignite the thinking skills and intellectual abilities of all other student teachers. Students of I year are guided and trained to have a regular individual presentation program during the Prayer assembly session. Each pre-decided student will narrate a small story and elicit the message and explains how that could be applied in real life situations.

Two student-teachers are made in-charge of this **Narrate to Nurture & Listen to Learn (NN & LL)** scheme. Each student teacher will have a day for presentation as per the presentation schedule. Every student will submit a report on the story and the inherent message before presentation to the staff in-charge for approval.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.4**

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

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

**Response:** B. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 2.4.8

### **Internship programme is systematically planned with necessary preparedness..**

#### **Response:**

The B.Ed. program is a professional course aimed at producing a skilled community of teachers who are not only professionally competent but also socially responsible. A key component of this program is the Teaching Practice or Internship, which is crucial in developing the teaching skills of student teachers, equipping them with content knowledge and pedagogic competence. The success of the Internship Program (IP) hinges on meticulous planning and execution. Our college ensures that every aspect of the internship is carefully managed to maximize its effectiveness. Below is an overview of the steps involved in the IP execution:

1. **Selection of Community Schools for Internship:** The process begins with the identification and selection of suitable community schools. Annually, about 12 to 14 schools are chosen based on factors such as infrastructure, student population, proximity, cooperation from the headmaster and staff, and a positive work culture. The selection is carried out by the college staff and principal and approved by the Principal of DIET or the Block Education Officer.
2. **Orientation for School Principals and Teachers:** Once schools are selected, a request letter is sent to the head of each institution seeking permission to conduct the internship. Upon approval, an orientation is provided by the staff member in charge of the internship for that school. This orientation covers essential aspects such as time table preparation, collaboration with school teachers, use of infrastructure, adherence to B.Ed. internship regulations, involvement in school activities, and the logistics for student teachers' daily functions, including provisions for midday meals.
3. **Orientation for Student Teachers:** Student teachers receive a focused orientation after schools and staff have been briefed. This orientation emphasizes the expectations during the internship, including punctuality, regular attendance, discipline, the use of diverse teaching methods, responsible use of school facilities, adherence to the code of conduct, and participation in school activities like conducting tests and action research.
4. **Role Definition for School Teachers:** The teachers in the internship schools are critical to shaping student teachers into effective educators. They are briefed on their responsibilities during the internship, such as guiding student teachers, sharing resources, assisting with classroom management, and supporting students in overcoming challenges.
5. **Assessment of Student Performance:** Teacher educators visit the internship schools daily to supervise and assess the student teachers. They observe lessons using an objective Lesson Observation Schedule, assign grades, and provide feedback on strengths and areas for improvement. The internship

concludes with students delivering Criticism Lessons, followed by a practical examination in other schools.

**6. Exposure to Diverse School Environments:** In the second semester, student teachers visit various types of schools, including special, government, and aided schools. This exposure is designed to prepare them for different school environments they may encounter during their internships, ensuring they can adapt and make the most of the available resources in their assigned schools.

This structured approach ensures that the Internship Program is meaningful and beneficial for every student teacher, ultimately contributing to their growth as competent and effective educators.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

#### 2.4.9

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

**Response:** 8.27

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

**Response:** 11

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.11

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

Institution adopts effective monitoring mechanisms during internship program. Two teacher educators are chosen the staff coordinators for the Internship Program (IP), one being the main coordinator and the other, Deputy Coordinator. One Leader and one Deputy Leader are chosen for each group who will be in charge of the respective school groups. The leaders and students are oriented with regard to all necessary aspects of IP. Every day one particular teacher educator visits the school, stays for the whole day, and monitors handling classes by student teachers as per the time table;

1. Before students are sent to schools for IP, they are oriented and trained with all the important microteaching skills, communication skills, evaluation skills and event management skills, writing of Lesson Plans, Objective observation of lessons using Lesson Observation Profiles etc.
2. Each student teacher is trained thoroughly with regard to writing of lesson plans based on Herbartian principles and Five E model of teaching. The subject teacher educators shall check and correct the lesson plans on Saturdays and suggests necessary modification and approves the lesson plan which is mandatory before the execution.
3. The teacher educator supervises the lessons taught by student teachers and documents his/her observations using a valid Lesson Supervision and Feedback Schedule;
4. After the completion of all teaching periods, the teacher educator holds a discussion / feedback session. First discussion will be held on the basis of peer feedback that is followed by teacher's subjective feedback on the grounds of documented observation schedules;
5. Video recording of the lessons are done by the peer students that can be used while giving the feedback.
6. Students are clearly instructed to avoid the undesirable teacher behaviors or acts pertaining to

content and pedagogical aspects of teaching; the same is recorded in the observation record of student to avoid the repetition of the same.

7. Group's attendance will be checked and signed before the exit. Necessary action will be taken in case of absents without prior permission by the principal or staff in charge.
8. Leader's diary will be checked to see the progress of the lessons given and supervised and necessary instructions will be given to both leaders and students as per the requirements
9. Lesson plans developed by the students will be again checked for any modifications and subject teacher's approval is confirmed and then only student teacher is allowed to teach the lesson. Students Observation profiles are also thoroughly checked and signed after the peer feedback session is over.
10. Every Saturday, leaders' meeting in the chamber of the principal is held to discuss about various issues related to IP. Leaders are instructed to maintain IP diary of the group. Details regarding attendance of students, weekly time table, and statistics related to lesson taught and lessons supervised etc.
11. The principal of the college shall visit the Internship schools periodically and meets the HM / subject teachers to discuss the issues related to planning and execution of the lessons if any; and IP staff coordinator does the same during his / her visit.
12. The principal or the staff in charge of IP will regularly collect the feedback from the HM and cooperative teachers regarding the quality of IP.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>

#### 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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** D. Any 1 or 2 of the above

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>

**2.5 Teacher Profile and Quality****2.5.1**

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

**Response:** 75

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.5.2**



**Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 58.33**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 7

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.3****Average teaching experience of full time teachers for the last completed academic year.****Response:** 1**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 11

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

**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:**

To become a complete teacher one has to master all the competencies related to the three integral dimensions of true and complete teacher, viz., 1. Creation of new knowledge (research), Dissemination of Knowledge effectively (Teaching) and Serving Community with this knowledge and Skills (Extension Services). In Sarada Vilas Teachers College, professional growth of teachers wrt these dimensions are taken with priority as these teacher educators have to build professional competencies among their student teachers.

Teachers put forth all possible kinds of efforts in keeping them updated professionally in par with the industry expectations.

1. In-house knowledge sharing: Every day before the college assembly, one chosen teacher on rotation basis shares his/her updated knowledge on a new academic issue or a revolutionary thought related to innovative practices in the Entry meeting from 9.30 to 9.40am in the chamber of the Principal. They will share their experiences as participant or resource faculty. Added to this they are instructed to share their knowledge about latest or on-going issues such as NEP-2020, ITEP, AISHE, SPARSH, ELC, NAAC Accreditation, UGC regulations, State Government Policies related to career advancement, new regulations on admission, workload, salary, examination reforms etc.,

2. Regular reference of books of their teaching and research areas has been done voluntarily, as well, it is made mandatory to visit the library and refer books and periodicals of their concerned areas during their free times. A separate attendance / staff visit record has been maintained in the library as a document for the same. Teachers are suggested to look into latest volumes and suggest the same for adding the same to the library for students and their reference. A separate and individual list of books / periodicals of their reference has been maintained in the library in which they are suggested to mention the reference sources.

3. Teachers are supported by the management to attend or participate in any kind of professional programs and activities, also to attend Refresher courses, orientation programs and Faculty Development Programs. They are also given permission to serve the community educational institutions as resource persons or field experts related to latest developments in the field of education. They are permitted and supported to attend on-line or off-line in seminars, conferences, workshops, training, or any such programs that help them to grow and update professionally.

4. Teachers have a network with many different professional organizations which keep organizing different types of professional programs and activities regularly or periodically. Teachers can participate and discuss or present their academic work related to publication / research / extension activities. They include,

1. Research Support Community
2. Indian Education Research Association (IERA)
3. State Quality Assurance Cell (SQAC)
4. Karnataka State Aided B.Ed. College Teachers Association, Bangalore
5. Mysore University B.Ed. Colleges Teachers Association, Mysore
6. Indian Creative Teachers
7. CTEF Karnataka Chapter
8. Electoral Literacy Club – Department of Collegiate Education
9. Curriculum Review Committees on different Course subjects

Teachers keep getting updates regularly on various

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

The total marks for evaluation in B.Ed. course as per the 'Prof. Ekbote Syllabus Committee' of University of Mysore is 2400 out of which Internal Assessment has 1100 marks and 1300 marks are meant for external evaluation. Internal assessment carries about 45.83% weightage in the total assessment. Keeping the significance of this, internal evaluation is objectively and continuously done throughout the academic year.

In the I semester, there will be two tests administered on each of the four core papers viz., Childhood and Adolescence, Philosophical and Sociological foundations of Education, Educational Technology and Understanding Discipline and Pedagogy of School subjects. Assignments are given and Tutorial sessions are conducted on each of these core papers. Assignments are given even on EPC and EF courses such as, ICT Basics, and Language Across Curriculum. Practicals are held in Psycho-Social Tools and Techniques, experiments are conducted by students and practical records are submitted for assessment, and Lessons are observed and assessment is done on Micro-teaching and Integration of lessons

In the II semester, there will be two tests administered on each of the four core papers viz, Learning and Teaching Process, Knowledge and Curriculum, Education in Contemporary India and Pedagogic Tools and Techniques and Approaches. Added to this, assignments are given and tutorial sessions are conducted on each of these core papers. Practicals are conducted and assignments are given even on EPC and EF courses such as, ICT Applications, Understanding Self, Personality and Yoga, Simulated and ICT based lessons, School lessons and Reflective Diary.

In the III semester, there will be two tests administered on each of the four core papers viz, Inclusive Education, Educational Evaluation, Subject specific Pedagogy and any one Optional Courses that the student chooses; added to this, assignments are given and tutorial sessions are conducted on each of these core papers. Practicals are conducted and assignments are given even on EPC course such as Fine Arts and Theater Skills. Assessment is done on the Proposals developed by students on Research Project. Internal assessment is done on Field assignments and Unit based school lessons.

In the IV semester, there will be two tests administered on each of the three core papers viz, Gender, School and Society, Educational Management and Organisation and Advanced Pedagogy of specific subject; added to this, assignments are given and tutorial sessions are conducted on each of these core papers. Assignments are given on EPC course such as Reading and Reflecting. Internal assessment is done on field work and immersion programs. Assessment is done on the research project conducted through tests, viva and project report submitted.

Continuous internal assessment takes place throughout the academic year. Assessment is even done on students conduct, self-discipline, regularity and punctuality in attending classes, quality of assignments produced, research project conducted. Students are continuously observed on their attitude towards teaching profession, teachers, students and their role perception in the community. Monthly attendance reports are analyzed, their participation in diversified institutional activities are documented and subjected for internal assessment.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### 2.6.3

#### **Mechanism for grievance redressal related to examination is operationally effective**

##### **Response:**

Academic achievement and attainment of professional competence by student-teachers, by and large depends on how well he/she is adjusted and accommodated in an educational institution, as well as the student support system available. In this regard, it is indeed necessary to have an exclusive committee for addressing grievances of students. Our college has an exclusive Grievance Redressal Cell which addresses any grievances, especially examination related issues. Awareness on this is developed among students during the Induction Program right in the beginning of the academic year.

##### **The Grievance Redressal cell has the following functions:**

- The primary objective of the Committee is to look into any complaints submitted by any student and testing its genuineness so as to address the same with priority.
- Addressing issues related to internal tests, university examination and declaration of results
- Addressing issues related to availability and accessibility of infrastructure.
- Addressing issues related to learning, using of resources, etc.
- Any miscellaneous but genuine grievance issues

All examination-related grievances are addressed by the committee, chaired by the Principal. However, the test and examination coordinators oversee the smooth conduct of exams. In case of any grievance, students are required to submit their complaints to the examination committee. Grievances may even be mailed to the coordinator or to the principal directly. Initially, the committees discuss these issues and try to resolve them at the primary level. Later the same issue, if not solved, will be taken up by the Examination Grievance Redressal Cell for immediate and suitable action. If the complaint is found to be false / not genuine, the complainant will be given a warning and the complaint is rejected. The cases are attended promptly on receipt of written grievances from the students. The Committee formally meets to review all cases, prepares a statistical report about the number of cases received, attended to and the number of pending cases, if any, which require direction and guidance from the higher authorities.

In a nutshell, the cell has the following working mechanism / Procedure:

1. Establishment of the Students Grievance Redressa cell
2. Orienting on the vision, purpose, the primary objective and the functioning mechanism of the cell to all students during the Induction program.
3. Students are advised to report their grievances in person / or by mail or in any official ways to the coordinator or principal.
4. In the first level, the examination committee will look into the genuineness of the complaint, documents the same and submits the same to the redressal cell for solving the issue.
5. An acknowledgement is also given by the cell coordinator to student who complained.
6. A meeting is immediately called and the issue will be discussed.
7. If the issue is related to internal tests and assessment it will be immediately resolved as per the regulations of examination committee, on the other hand if it's beyond the institution level and related to semester examinations / result declaration by the affiliating university, the complaint is reported to the university Evaluation section for further action.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

The college is affiliated to the University of Mysore that guides and directs the working out of the course modalities related to both external and internal assessment. The timely execution of the prescribed course requirements / curricular activities related to internal assessment is clearly specified in the calendar of events of the teacher education institutions developed on the basis of academic calendar prescribed by the Board of Studies in Education (BOS). Every teacher education institution is bound to adhere to the Academic calendar in organizing academic events that carry internal assessment.

The academic calendar, by and large consists of dates pertaining to, beginning of the academic year or the I and III semesters, Course duration, last date of the semester, visit by MAAC, study holidays for students, examination dates, last working day and vacation for the staff. Based on this the college will develop the calendar of events that compliments the working schedule prescribed in the academic calendar. There will be two hundred working days in one academic year and one hundred working days

per semester. In general, programs and activities related to internal evaluation include Tutorials, Seminars, assignments, Practicals,, Internship and Immersion program, Enhancing Professional Capacities (EPC) activities, Engagement with Field Activities (EFA), Field work activities, Simulation practices, internal tests in perspective and Elective papers etc. All these are organized strictly adhering to the academic calendar.

The following are the academic programs and activities that are organized as per the academic calendar during the academic year, semester-wise for the students.

#### Semester-I

1. Two Internal tests in core/perspective papers
2. Conducting Psychology Practicals (Psycho-Social Tools & Techniques)
3. Practicals in ICT
4. Field Assignments
5. Four activities under Language Across Curriculum
6. Seminars / Tutorials
7. Micro-teaching and Integration of Lessons
8. Semester end University examination

#### Semester-II

1. Two Internal tests in core/perspective papers
2. Practicals in ICT with VIVA
3. Practical test and viva on understanding self, Personality and yoga
4. Activities under Language Across Curriculum
5. Engagement with field activities - School visits and reflective diary
6. Simulated and ICT based Lessons in Pedagogy subjects
7. Semester end University examination

#### Semester-III

1. Two Internal tests in core/perspective papers and Optional Papers
2. Content test, practice and performance of pedagogy subject based drama / skit
3. Test, drafting of research project proposal and internal test
4. Assignments on Reflective Reading and Writing
5. Content based test, assignments, mock CET test a with viva
6. Semester end University examination

#### Semester-IV

1. Two Internal tests in core/perspective papers and Advanced Pedagogy school subject
2. Field Assignments – Planning and executing lessons of different types, Immersion Program and activities
3. Criticism lesson and Practical examination
4. Semester end University examination

There will be a visit by the Monitoring Academic and Assessment Committee (MAAC), constituted by

the University to verify the academic records and continuous assessment marks. The MAAC board will visit the college as per the academic calendar during both odd and even semesters.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:**

The Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are formulated and predetermined by the Course Curriculum committee and the same may be modified as per the nature of the course-curriculum transaction by the teacher educators as per their discretion. The college will plan the ways and means of curriculum transaction that by and large aligns with the set PLOs and CLOs. In general the teaching learning process of the institution is planned, organised and evaluated in view of enabling student-teachers to achieve the set PLOs and CLOs in terms of enhancing their Content Competency, Pedagogical Skills, Professional Ethics, Effective Citizen Ethics, Effective Communication, Environmental Awareness, Manage Classroom Situations, Team Work etc. of every individual student teacher.

PLOs related to Content Competency include, to enable students to impart relevant knowledge of foundation and methodology courses; promote mastery of the content; select and use right teaching methods; acquire necessary competencies to plan and organize suitable learning experiences; select and use appropriate techniques and tools of evaluation etc.

PLOs related to Pedagogic skills include, enabling students to impart teaching skills to facilitate effective learning, employ effective and innovate teaching strategies etc. PLOs related to the promotion of Professional Ethics include, enable the students to, imbibe and uphold qualities of a good teacher, be just and impartial., show love and respect to the individuality of the child, preserve proper balance of his/her life as a person of character and have intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs; develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality etc.; understand different values such as morality , social service and accept responsibility for the society.



Other PLOs could be to help students, enhance communication skills, and collaborate with the parents and public in the community for infusing leadership qualities, promoting environmental awareness, sensitize students on ecology and take precautionary measures in protecting the environment. Added to this, to instill among students to improve skills of classroom management, effectively interact with children from diverse socio economic and diverse backgrounds, overcoming gender inequalities, identify the diversities/individual differences and to deal effectively and also, organize guidance and counseling for disabled students.

Course Learning Outcomes (CLOs) are related to different Perspective and Pedagogy subjects such as, Childhood and Adolescence, Philosophical and Sociological bases of Education, Educational Technology, Language across the School Curriculum, Understanding Discipline and Pedagogy of different school subjects, ICT, Learning, Teaching and Assessment, knowledge and curriculum, Contemporary Education in India, Techniques, Methods and Approaches of Pedagogy, Understanding Self, Personality and Yoga, Inclusive Education, Educational Evaluation, Guidance and Counseling, Value Education, Health and Physical education, Pedagogy of different school subjects, Understanding Drama and Art in education, Teacher Placement & Common Eligibility Test (CET) Research Project, Gender, School and Society, Educational Administration and Management

Teaching learning in the classrooms and institution as a whole are crafted keeping in view helping students to achieve the aforesaid PLOs and CLOs. Employing diversified methods, approaches, techniques and strategies; creating all kinds of opportunities for students self-learning; designing constructivist classroom environment; extended and wide opportunities for students participation in all programs organised through various clubs, field-based activities etc. all are aligned perfectly to reach the aforesaid objectives.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.2

### Average pass percentage of students during the last five years

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	96	87	95	94

<b>File Description</b>	<b>Document</b>
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>

### 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 progress of students, both in their professional and personal development, is continuously assessed through objective observations and documentation. For each course, including Perspective, Pedagogy, and Electives, students undergo two periodical tests. Their answer scripts are collected, evaluated, and constructive feedback is provided. If a student requires further improvement, a retest can be administered upon request. Question papers are prepared along with answer keys to ensure objective evaluation of the scripts.

Assignments are given for all perspective subjects, pedagogy subjects, and elective subjects. A list of assignment topics is displayed on the notice board, and specific assessment criteria are outlined. Assignments are evaluated based on these criteria, with marks assigned and feedback provided. The same process is applied to tutorial presentations.

Practical experiments are conducted in ICT and Educational Psychology, guided by a laboratory manual. Students perform these experiments individually, under the supervision of the staff, and document their work in practical records. These records are then evaluated against set criteria, with marks and feedback provided.

For EPC subjects, including ICT, Understanding Self, Personality, and Yoga, a Viva-Voce is conducted. Students' performances in skits or dramas are objectively assessed using observation profiles, and marks and feedback are provided.

Groups are formed for activities related to Language across the School Curriculum. These activities are analyzed by the group-in-charge teacher, and students' presentations are assessed against set criteria with feedback given.

A micro-teaching workshop is held to train students in specific teaching skills. Students practice these

skills using lesson plans that have been approved by their instructors. The lessons are evaluated using Micro-Teaching Lesson Supervision Schedules, with feedback provided for further improvement. The same approach is applied to workshops on Skill Integration and Simulated lessons.

As part of the Immersion program, students are trained in developing various types of lesson plans, including General Lessons, Unit Plans, Block Teaching Lessons, Criticism Lessons, and Test Lessons. These lessons are executed and supervised using observation schedules, with marks and feedback provided.

In the Engagement with Field Activities (EWF) program, students visit various educational and administrative institutions. These visits include internships at schools, where students observe, participate in, and report on activities such as SDMC meetings, school planning processes, academic records, and classroom teaching. Students also visit special schools, residential schools, Block Education Officers (BOE), Block Resource Centers (BRC), and District Institutes of Education and Training (DIET). Their observations and participation are documented, and internal assessments are conducted based on predetermined criteria.

Students receive training in drama and theater skills, focusing on social and pedagogy-related issues under the guidance of their teachers. Skits presented by students are observed and analysed, with marks and feedback provided.

Regarding research projects, students are divided into groups, each led by a staff research guide. They receive guidance on developing research proposals and tools, which are then assessed. Internal tests and viva sessions are conducted.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>

#### 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:** 91

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

### 2.7.5

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

**Response:**

1. Periodic tests were administered on Perspective, Pedagogy and Optional subjects. Students showed an excellent improvement in referring books in the library, make notes, study for the tests and present the content with good organisation – introduction-development of the body of content and conclusion. (Content Organisation skill)
2. Assignments were given in both Perspective and Pedagogy subjects. Students could develop the habit of visiting library, search for relevant books, have cross / multiple references, make short notes and organise the content in the assignment records. The same was demonstrated by students wrt Tutorial presentation in both Perspective and Pedagogy subjects. They also acquired the skill of presentation, facing the counter questions and answering without bias / stage fear. Even their communication skills were improved.
3. Periodic test on ICT Basics are administered on students and it is found that they acquired ICT related Laboratory skills – handling computers, understood well the different programs in MS Office, developed skills in using MS-WORD, MS-POWERPOINT and MS-EXCEL.
4. Through Practical Experiment and Term-End Practical Examination in Educational Psychology it is revealed that they realized how the theoretical underlying of Educational Psychology are tested and applied in understanding various issues related to learning, personality, interest, attitude, memory, attention etc. Students with Guidance and Counseling elective subject could also acquire counseling skills that are very much essential in schools.

1. Every individual student teacher could participate in the demonstration and practice of Yoga sessions, understood the benefits of Yoga for good health, and learnt the different asanaas of Yoga and a few of them mastered the same to become tutors or demonstrators.
2. Every individual student teacher for sure has acquired different skills of teaching such as introducing the lesson, explanation, illustrating with examples, questioning, reinforcing students learning, using and managing writing board in teaching-learning situations, varying stimuli etc. They also develop skills regarding the objective observation of lessons given by others and giving constructive feedback. After that, they also develop competence related to how to integrate all these skills to teach effectively.
3. They become well worse with content analysis of unit lessons, planning Lesson, design innovative learning contexts, evaluate using objective techniques and tools etc. through theoretical orientation and practical demonstrations / practice on lesson plans with different

versions – Unit Plan based / Block / General / Criticism – Practical Exam (Test Lessons)

4. When they undergo Immersion Program, attain competencies related to developing Unit plan ; Developing, administering, valuing, analysis and interpretation of results of Unit test; learn planning of lessons based on ICT/TLM; design their own strategies and approaches of teaching and experiment the same as their Innovative; after obtaining the results on unit test they diagnose the problems of students in learning and plan Remedial Teaching.
5. Needless to say that every individual student teacher learns the different steps of action research, research bent of mind / research attitude when are guided by research supervisors. They also learn how actually conduct educational research, drafting research proposal and report writing using research language.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.81**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### 3.1.3

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

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation****4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>

**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:** 1.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	1	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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:** 1.08

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	3	7

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1



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

**Response:** 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	01	02

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.2**

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

**Response:** 46.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	120	40	50	155

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** 80.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
191	190	187	00	195

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.4**

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

**Response:**

**1. Awareness Programme on the Importance of Education conducted in Tribal villages**

An awareness program on 'Importance of Education' was conducted in the tribal villages of **BRHills**, Yelandur taluk, on **18th February 2019**. The program was aimed at encouraging tribal people to send their children to schools and provide them opportunities to complete their education for a sustainable life.

**2. Jatha (Procession) on 'Protection of Environment'**

A Jatha on '**Protection of Environment**' was organized in **Yelwal Village**, Mysore on **7th October, 2019**. The village people also actively participated in the Jatha. This Jatha aimed at fostering a collective responsibility towards creating a greener, healthier planet for future generations.

**3. Voluntarily Students' Participation in Covid Vaccination**

During the COVID pandemic, our students actively participated in serving and distributing food to people and also actively participated in **COVID Vaccination** in Government Health Centre in Mysore on **3rd July 2021**

**4. Blood donation program** under the title, "**Donating Blood is JeevanDaan**" was organised in collaboration with an NGO, JEEVADHAARA trust on **6th June, 2023**, at our college successfully. This noble initiative aimed at inspiring individuals to donate blood, underscoring the life-saving impact of this selfless act. Around 25 student-teachers donated their blood.

#### **5. Performance of Drama on Sarva Dharma Samanvaya (Religious Integration)**

A drama was performed on 'Sarva Dharma Samanvaya (**Religious Integration**) in Nagavala Village, Mysore on **25th January 2020**. The performance enhanced the perception of '**Unity in Diversity in India**' in people and sensitized about the rich culture of Indian society.

#### **6. Street Play on, 'Importance of Tree Planting for Sustainable Environment'.**

A street play titled "**Save Trees and Save the Planet**," stressing the vital role of trees in sustaining life and environment was organised for rural youth in **Dodda Hundi Village** on **March 12, 2022**.

#### **7. Swachh Bharat Abhiyan - Shramdan – Cleanliness Drive**

Students of our college, will actively participate in **Swachh Bharat Abhiyan (Clean India Mission)**, a nation-wide campaign initiated by the Government of India to promote cleanliness and hygiene. '**Shramdan – Cleanliness Drive**' in villages is a mandatory program during the Community Living Camps (CLCs). Added to this, the college organises cleaning and plastic eradication program, de-weeding and lake rejuvenation, desilting activities atop Chamundi hill, Mysore and nearby villages.

#### **8. Street Play: "Beti Padhao, Beti Bachao"**

As a part of the Community Living Camp (CLC) organized by our college, a high impact street play titled "**Beti Padhao, Beti Bachao**" was performed in Dodda Hundi Village. This engaging and thought-provoking play aimed to raise awareness about the critical importance of educating and protecting girl children.

#### **9. Women's Empowerment Program**

Every academic year, the college organises two or three days' workshop to empower adolescent girls with the necessary life skills under the scheme, '**Smart Girl- To Be Happy & To Be Strong**' in association with **Bharathiya Jain Sanghatan, Mysore chapter**. This program includes Seven life changing sessions – **Self-awareness, Self-esteem and self-defence, Communication and Relationships, Women's health and wellbeing, Friendship and Temptations, Choices and Decisions**.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.5**

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

**Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>

**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: 0.4**

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	00	00	00

<b>File Description</b>	<b>Document</b>
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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: 5**

**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: 05

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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: C. Any 3 or 4 of the above**

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

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### 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 Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness centre, equipment, computing facilities, sports complex, etc.**

The college boasts a well-furnished and spacious physical infrastructure, meticulously designed in accordance with NCTE/UGC/university standards. Spanning over [3,514 sqmts], our academic campus encompasses a variety of essential facilities, including:

- An auditorium (Shatamanotsava Bhavana) outfitted with state-of-the-art amenities, accommodating more than 250 individuals for workshops, seminars, and training programs.
- A multipurpose Science Laboratory is capable of hosting diverse scientific activities, which accommodating up to 20 students comfortably.
- Modern classrooms equipped with cutting-edge ICT facilities to enhance the learning experience.
- A computer lab featuring 25 computers with high-speed (Mbps) broadband internet connectivity.
- An Internal Quality Assurance Cell is dedicated for maintaining and enhancing academic standards.
- The first and foremost learning resource we have is a well- equipped and automated library with over 22,889 books and inexhaustible quantity of e-resources well manned by our library staff. A library with seating capacity for 100 students, ample space for books and journals, Wi-Fi internet connectivity, and other support facilities.

- Four classrooms furnished with LCD projection systems and smart technology.
- Additional facilities including an indoor common room, psychological lab, science lab, Maths Lab and language lab.
- Separate restroom facility for both male and female faculty members and students.
- The campus maintenance is monitored through surveillance Cameras.
- Water purifier systems ensuring safe and hygienic drinking water for all.
- Lush greenery, including trees and a lawn, enveloping the college campus.
- A canteen offering a variety of food and refreshments.
- A Solar Energy Plant and power generator ensuring uninterrupted electricity supply.
- Ongoing efforts to modernize library and laboratory facilities.
- Implementation of community-based programs to enrich the learning experience.
- Mobilization of human and financial resources to support the B.Ed program.
- Academic support from the alumni association such as delivering lecture to the students.



- Recreational activities such as outdoor sports (volleyball, cricket and through Ball).
- Establishment of a Green Club to promote environmental awareness.
- A Cultural Activities Club fostering an appreciation for Indian culture, including the local culture of Mysore Heritage.
- Regular literacy activities aimed at fostering academic growth.
- Separate washroom facilities for male and female students and staff, ensuring privacy and hygiene.
- Comprehensive measures for cleanliness, sanitation, and hygiene across the campus.
- Utilization of the psychology lab for various group activities and studies.
- Yoga and meditation sessions for students to promote holistic well-being.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>

#### 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:** 71.43

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

Response: 5

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

Response: 7

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.1.3**

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

**Response:** 44.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.54	0.98	0.21	0.58	0.92

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 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:**

The library serves as the cornerstone of our institution, supporting all educational and curricular endeavours. Encouraging students to actively utilize its resources enriches their college experience. Our expansive library spans an area of 200 square meters, housing a diverse collection of books, journals, periodicals, newspapers, DVD, CDs, rare texts, e-resources, and more. Additionally, it features bound volumes of journals, magazines, newspapers and previous years' print and digital question papers.

The library is automated using standard 'Koha' Integrated Library Management System (ILMS). The library house-keeping activities like Acquisition, Technical Processing, Circulation and Serial Control has been done through this software. This software supports the librarian to work library house-keeping activities effectively. The 'Acquisition Module' of the software helps librarian to order and procure the books. Through the 'Technical Processing Module' the library has been using international standard like MARC-21 for storing of the cataloguing data in Koha software, DDC Classification Scheme for classifying procured resources and AACR-2 for describing the procured documents. Library User's Membership Creation, Book Borrowing and Returning have been done through the 'Circulation Module' and the students have been issued barcode based Smart Library Identity Card not only for borrowing and returning of books but also library other services. Serial Control supports the librarian for subscribing and cataloguing the serials like Journals, Magazines and Newspapers. The software also has a provision of OPAC service which helps the users to identify the availability status of procured documents in the library. The users can search library materials by title, author, subject and keywords. The software also displays new arrivals of procured materials of the library.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.2.2****Institution has remote access to library resources which students and teachers use frequently****Response:**

The library established **Digital Information Resources Centre (DIRC)** which includes 7 computers for accessing various genres of e-resources remotely. The library has subscribed the 'National Library and Information Services Infrastructure for Scholarly Content' (N-LIST) e-resource databases from the Information and Library Network Center to access a vast array of scholarly content including over 6,150 e-journals and 1,99,536 e-books. Membership renewal annually in March ensures continued access to these valuable resources for both students and faculty. Accessible through individual user IDs and passwords, this invaluable repository enriches research endeavours and academic pursuits.

The library developed **E-RESOURCES WEB PORTAL** for remotely accessing more than 20 lakhs E-

Resources which includes e-journals, e-books, e-databases, e-theses, e-institutional repositories, e-directories, UGC-Digital Initiatives, e-resources for 'Competitive Exam' and 'Career Guidance', 'Scholarship & Fellowship' and 'Education Loan' for higher studies (URL Link: <https://svtcmysore.org/EResources.aspx>). The library has digitized last 5 year Previous Question Papers which can be accessed through QR Code.

The library is optimally used by the faculty and students. The library has more than 21,000 rich and rare print resources and various genres of e-resources. Apart from Book Lending Service the library renders different kinds of the services for the users like Book Bank Facility, Reference Service, Referral Service, Career Guidance Service, User Education, Photocopying Service and Library Extension Services like New arrivals Display and Book Exhibition. Around eight to ten faculty frequently visit the library, and eighty to hundred students make use of the reference, browsing and borrowing services, every day.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4**

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

**Response:** 0.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.27	0.17	0.13	0.32	0.21

**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](#)

**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:** 23.94

**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: 1070

**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: 1114

**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: 1206

**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: 807

**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: 638

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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

#### 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:** B. Any 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

Institution updates its ICT facilities including Wi-Fi. The use of information and communication Technology (ICT) is a valuable tool to enhance the learning experience and accessing resources. The computer lab aims to provide basic functional computer services for users who may not have access to such technology at elsewhere. The computer lab provides an environment for users to get support and assistance with computer related issues.

- The college management has provided essential equipment including computers, printers, and scanners to facilitate academic and administrative tasks.
- **Smart Classrooms:** All teaching staff members utilize Information and Communication Technology (ICT) resources in classrooms and laboratories as per the requirements of the curriculum.
- **Computer Lab:** A well-equipped computer lab is available for students, offering them access to necessary technological resources.
- **DIRC Centre:** The centre provides facility to access wide range e-resources which available in our library E-resources Web Portal and online.
- **Internet Facility:** The College boasts a high-speed internet connection of 225 MBPS, provided by BSNL, ensuring seamless connectivity for academic and research purposes.
- **WiFi Facility:** With a 24x7 WiFi facility on campus, students and staff can stay connected to the digital world for learning and communication needs.
- **CCTV Surveillance:** The campus is equipped with CCTV cameras to ensure the safety and security of all individuals within the premises.
- **Biometric Attendance:** Utilizing advanced biometric technology, the college employs biometric machines for accurate attendance tracking.
- **Website:** For comprehensive information and updates, visit our official website at [www.svtcmysore.org](http://www.svtcmysore.org).

In the I and II Semesters of the B.Ed. program, Teacher Trainees focus on studying ICT-Basics and ICT Applications within the computer subject. These trainees actively engage in preparing Lesson Plans, Printed Teaching Learning Materials, Result Sheets, and Power Point Presentations.

The experienced staffs at our institution continuously explore innovative instructional practices to enhance teaching effectiveness. Some of the notable best practices in instructional delivery include:

- Utilization of audio-visual aids.
- Organizing seminars to facilitate knowledge exchange.
- Hosting guest lectures by experts in relevant fields.
- Encouraging interactive participation from students during class sessions.
- Sharing advanced information gathered from Internet resources.
- Conducting workshops to foster skill development.

The staffs leverages tools like PowerPoint presentations to effectively deliver content. Such initiatives not only elevate the quality of teaching but are also warmly embraced by the student community. Moreover, students themselves actively contribute to the instructional process by preparing instructional materials and PowerPoint presentations.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3.2****Student – Computer ratio for last completed academic year****Response:** 5.46

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3.3****Internet bandwidth available in the institution****Response:** 225**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 225

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

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

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



**Response:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 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:** 13

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.27	0.17	0.16	0.18	0.16

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

##### 4.4.2

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

**Response:**

The college maintains a well-defined policy and system to oversee the maintenance and utilization of both its physical and academic facilities. It ensures optimal allocation and utilization of financial resources by holding regular meetings of various committees specifically constituted for this purpose.

**Laboratory:**

Maintenance records are meticulously kept by laboratory instructors and supervisors, ensuring the upkeep of laboratory equipment. Repair and maintenance of sophisticated lab equipment are diligently carried out by designated staff members.

**Library:**

Library Advisory Committee plays a vital role in developing library resources and services. The library's book requirements are assessed in consultation with the librarian. The finalized list of required books is approved by the management and principal. Additionally, a suggestion box is provided to gather user feedback. It is mandatory for students to obtain 'no-dues' from the library before appearing for examinations.

**Sports:**

Maintenance of sports equipment is overseen by the college's Physical Education Director.

**Maintenance of Computers and IT Facilities:**

Procurement of necessary IT equipment is decided by the principal's office based on college and administrative office recommendations. Computer-skilled personnel are responsible for maintaining IT facilities and ensuring periodic upgrades. The administration monitors IT resources and modifies them as needed. An ICT- Admin department within the college oversees computer maintenance and facilities.

**Student Support and Welfare:**

The college fosters a supportive environment for student welfare through various subcommittees. The principal chairs these subcommittees alongside the students' union. A gender sensitization body addresses issues of sexual harassment through talks and discussions, aiming to sensitize both female and male students against gender discrimination. Women students actively participate in the students' union.

A student mentoring system aids in stress management and counseling sessions for students in need, providing guidance to all B.Ed. students.

Suggestion box is installed outside the Staffroom to take students' suggestion. Their continuous feedback helps a lot in introducing new ideas regarding Physical facility, library enrichment, etc.

File Description	Document
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>

### 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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 8.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	08	06	08	10

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Appointment letters of 10% graduates for each year

[View Document](#)

Annual reports of Placement Cell for five years

[View Document](#)

### 5.2.2

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

**Response:** 10.99

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

Response: 10

#### 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: 00

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 5.2.3

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

Response: 29.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	27	21	21	51

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:**

The Student Academic Council is an elected or selected student body that takes care of organising academic events in coordination with different sub committees, clubs and associations within the institutions during the whole academic year. This council is constituted with the Principal as the chief patron, a staff coordinator and student representatives with President, Vice President, Secretary, Treasurer and executive committee members. All other subcommittees will function under this Council.

**1. Time Table Committee:** This committee is headed by a staff member with students' representatives. This committee takes into account the University Academic Calendar, work load of the teachers, number of periods allotted for different course papers etc. is in-charge of framing both tentative and permanent time tables throughout the academic year is accountable for smooth execution of academic work.

**2. Curriculum Planning Committee:** This committee is headed by a staff member with students' representatives. This committee works on analysing the course curriculum and bring in contextual modifications as per the requirements and feedback received from stakeholders.

**3. Library Advisory Committee:** This committee is headed by the Librarian with students' representatives. This committee is accountable for providing all required Student Support services in the library, procuring and maintenance of physical, printed and e-resources. It also takes care of formulating the policies and code of conduct related to library usage.

**4. Cultural Forum:** This forum is headed by a staff coordinator and has student representatives.

This is a forum for conducting diverse types of cultural activities throughout the academic year.

**5. Annual College Magazine Committee:** This has a staff coordinator with students' representatives, will take care of publishing college annual magazine called, 'Bharathi' every year and releasing in the Valedictory Ceremony.

**6. Sports Committee:** This committee is headed by the Physical Education Director with student representatives. Its functions are to procure sport articles, representing college in sport meets and competitions organised in other institutions, organising sport events and conduct annual sport meet every year.

**7. SUPW Committee:** This committee will have a staff coordinator assisted by student representatives. This committee is in charge of organising SUPW work shop for two or three days every year.

**8. Community Living Camp (CLC) Committee:** This committee will have a staff coordinator assisted by students' representatives. This committee holds the responsibility of organising Community Living Camp (CLC) for two to three days every year in different camp sites outside the college.

**9. Alumni Association:** It is constituted with the Principal as the chief patron, a staff member as the coordinator and student representatives. The ultimate aim of this association is to build a strong network that can support and complement the wider aims of institution. This association is accountable for, maintaining a data base of all alumni and convene regular meetings with alumni welfare programs.

**10. Parent-Teachers Association:** It is constituted with the Principal as the chief patron, a staff member

as the coordinator and Parent representatives. Its main objective is to hold regular meetings, organise useful programs and involve parents for institutions welfare.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 13.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	08	00	10

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The alumni association of Sarada Vilas Teachers College plays a predominant role in the development of



institution, they serve as powerful ambassadors for their alma maters and the success of the alumni in their professional world reflects positively on the institution. The association is typically established to maintain a connection between the institution and its alumni, fostering a sense of community. The association provide a platform for former students to connect, share opportunities and collaborate professionally. This network can be invaluable for career development and personal growth. Regular events such as special lecture, homecoming and the association offer career services such as job posting and career counselling.

A well- functioning alumni association can have a significant impact on both the institution and its graduates. An alumni support enhances its reputation and resources. The association offers a lifelong connection to their alma mater, opportunities for professional and personal and a supportive community.

Hence, the alumni association provides a vital link between an educational institution and its graduates. It foster a strong sense of community, provides valuable services and opportunities and supports the continued growth and success of both the institution and its alumni.

1. Human and Physical Resource Development in the College through Special Lecture, Discussions, interactions, invited with lectures, through reunion and Demonstration lessons

The alumni play a significant role in functional aspects of the college such as presenting special lectures to the present batch students in perspective and pedagogy papers and having interactions with the present batch students. They also contribute by demonstrating a lesson from the content area of 8th or 9th grade of school subject in their respective pedagogy in particular and help our students prior to the internship program. Motivating the freshly enrolled students by a lecture by and large on all the facilities provided by the institution, the library facility, the infrastructure and about the faculty of the institution is well narrated by the alumni. A positive impact is created in the minds of the freshly enrolled students by narrating their own examples and how did they overcome their hurdles of life and their success stories as an example.

### **1. Placement Services**

The student alumni of our college take an initiative role in organizing and arranging interviews for our final semester students through Placement services. The Placement cell plays an important role in scheduling interviews for our students. The placement services help our students find job and assist the employers in finding the suitable candidates.

This service provided by the placement cell is beneficial for job seekers looking to find employment opportunities that match the skill and for the employers seeking qualified candidates. The placement cell in our educational institution typically plays a crucial role in bridging the gap between students and potential employers.

To coordinate on-campus and off-campus placement activities, scheduling and organizing interviews, offering career counseling and guidance, arranging mock interviews and facilitating the entire process of recruitment from initial contact to final job offer

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>

#### 5.4.3

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

**Response: 5****5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	01	01	01

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

**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:**

The alumni association plays a vital role in supporting and motivating students by fostering connections between the past and the current students, providing mentorship, networking opportunities and career guidance.

The association also acts as an effective support system in creating a creating a culture of encouragement and development. Thus, this support system can be instrumental in shaping the personal and professional growth of students.

Thus, alumni association plays a crucial role in supporting students and nurturing their talents. Here are some key points

**1. Building relationships:**

The alumni association helps to maintain meaningful connections between the institution and its former students. This helps in fundraising efforts, networking opportunities.

**2. Early Engagement:**

The relationship between alumni and the institution begins before graduation. The institution can engage its students throughout their academic journey from recruitment to graduation and beyond.

**3. Mentorship and Job placement:**

The alumni provide mentorship and opportunities and also job placements . they share their insights and offer guidance and crete a supportrrrtive network for career development.

**4. Financial Support:**

The Alumni partnership helps institution meet financial goals such as campus development.

**5. Recognition of Talents**

**Alumni Database:** To maintain a detailed database of alumni, including their skills talents and achievements if any.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 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:

**Motto: “Vidya Viveka Janani” (Education is the Mother of Wisdom)**

**Vision:** To be a Premier Teacher Education Institute and Centre of Excellence-producing Trained Graduates who are Conscientious Teachers and Citizens of the World at Large.

**Mission:** To contribute to the Community—Physically and Mentally Healthy, Intellectually Refined, Socially Responsible, Morally Upright, Emotionally Poised and Spiritually Elevated Secondary School Teachers.

#### Objectives:

- Making pupil teachers proficient to understand the existing educational scenario.
- Developing leadership qualities among pupil teachers.
- Inculcating democratic human values among the pupil teachers.
- Developing skill of appreciation of different art forms.
- Enhancing the skill of communication and ICT among pupil teachers.
- To draw out and nourish the hidden talents of pupil teachers

The Management of Sarada Vilas Educational Society boasts 160 years of experience in advancing education, with the overarching goal of fostering positive societal change. The college is governed by a Visionary Governing Council under the able leadership of President, Hon. Secretary and members who are totally dedicated to the wellbeing of students and teachers, and at large community. The college cultivates a culture of participatory management, ensuring decisions are made with input from all stakeholders, especially students.

The college strives to promote values related to the profession of teaching through a variety of curricular practices and co-curricular activities planned and organised systematically all through the academic year.

**1. The Curricular practices** include,(a)Teaching-Learning of Perspective Courses (Per-C)-Psychology – Philosophy – Sociology – Administration – Management – Technology related to Education (Teaching-Learning process); (b)Teaching – Learning of Pedagogy Subject s (Ped-C), Elective subjects, Courses on Enhancing Professional Competence (EPC) - Practical experiments in ICT, Language and Educational Psychology, Language across Curriculum (LAC), Yoga, Educational Research, Drama and Art in Education etc. (c) Courses on Engaging with Field Activities (EWF): Micro-teaching, Skill Integration, Immersion Program, field visits, visits to different types of schools and educational administration

departments, Socially Useful Productive Works workshop, Community Living Camp, etc.

**2. The Co-curricular activities** include various types of cultural activities organised by Cultural Forum, Pedagogy related Clubs, Functional Cells and Committees all through the academic year.

**3. Extra-curricular activities** like, showing education movies followed by analysis, interpretation and discussion for reflective outcomes, Outreach programs, visits to distinctive institutions in the community etc.

All the aforesaid activities are systematically and effectively organised keeping in view the motto, vision, mission and objectives of the college which is the result of conglomeration, coordination and cooperation of all the stake holders. Its reflected clearly as the management, principal, teaching and non-teaching staff are totally involved in decision making, planning, execution, evaluation and documentation in an integrated manner. Special attention is given on giving maximum importance for student participation in all the academic endeavours. For this a number of executive committees are formed with Principal as the director, a staff member as the staff coordinator and executive student members.

<b>File Description</b>	<b>Document</b>
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

#### **Response:**

#### **Institution practices decentralization and participative management.**

The success of an institution by and large depends on the collective and augmented efforts of all the stakeholders in realising its vision. This includes the President and Honourable Secretary, all the members of the Governing Council, the Principal, teaching and non-teaching faculty, student representatives as well as students. Together, they collaborate to nurture the institution's advancement by sharing responsibilities and actively contributing to its growth, aligning their actions with its aims and objectives.

The college is managed by a trust having a Governing council which strives for the welfare of students. Any administrative and academic tasks are executed in the institution only with the approval of the

management committee as per the institutional policies and regulations. The principal and academic coordinator and sometimes even the teachers are involved in decision making process.

Principal being the Head of the institution, in consultation with the Academic Coordinator and faculty, nominates different committees responsible for planning and executing various academic activities such as IQAC, Library Committee, Discipline Committee, Assessment Committee, College Annual Magazine Committee, Sports committee, Community Living Camp committee, SUPW committee etc., The whole set of programs and activities are planned and organised systematically with collaboration and coordination under the leadership of the Principal and academic coordinator to realize the institution's vision.

Faculty members represent various committees/cells nominated by the Principal under the IQAC. Each year, the composition of these committees is altered to ensure an equitable distribution of duties, fostering the academic and professional development of faculty members.

To facilitate student participation and development, a Student Academic Forum, various cells, clubs, and committees are constituted with maximum students' involvement. These entities play distinct roles under the guidance of staff-in-charge and carry responsibilities that reinforce decentralization, providing platforms for individuals to realise their accountability in participation and attaining leadership qualities. Diverse responsibilities like organising sports events, magazine publication, discipline management, cultural activities, alongside operating cells such as the Anti-Ragging Cell, SPARSH, Women's Grievance Cell, and Students' Grievance Redressal Cell, ensure a safe and conducive learning environment. Additionally, clubs related to Electoral Literacy, Mathematics, Science, Economics, Social Science, and Language are initiated, offering a plethora of activities and events for a broader social exposure and outreach experience.

Non-teaching staff members also play an integral role in all aforesaid initiatives. Their suggestions are taken into consideration when making decisions, formulating policies, and liaising with external agencies for procurement.

### **Participative Management:**

The institution fosters a culture of participative management across three levels:

**Strategic Level:** The President and Secretary, Governing Body, Principal, teachers, and the IQAC collaborate to define policies, procedures, guidelines, rules, and regulations for the institution.

**Functional Level:** The Principal and faculty members engage in planning various events, providing support, and delegating responsibilities through sub-committees in accordance with the event coordinator's plan, and,

**Operational Level:** The Principal and faculty members liaise with government offices, external agencies, and faculty members from other relevant educational departments to ensure on-going and productive interaction with the affiliating university.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>

### 6.1.3

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

##### **Response:**

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

Sarada Vilas Teachers College upholds complete transparency and accountability across its academic, financial, administrative, and other operations. The institution follows all the prescribed code of transaction and policies related to maintaining of transparency in all its academic and administrative endeavours with all the stakeholders. It makes it a point that all required documents are generated, maintained and preserved for any any-time verification. Transparency is at its peak as students and their representatives are made an integral part of all deliberations.

##### **Financial Transparency:**

The college maintains transparency in its financial operations. The finance department, headed by the Principal, regularly monitors the institute's financial deals and statements. Financial transactions related to admission, collection and payment of government fee to the department, development fee to the management, fee credited to the college account, etc. The Governing Council also reviews the financial statements consistently. The audited financial statements are uploaded to the institute's website, ensuring transparency in financial deliberations. Financial transactions related to purchasing of materials / gadgets for infrastructure improvement, buying books for library, maintenance of garden, organising SUPW activities, Community Living Camp, annual sports day, buying materials for laboratory, conducting any cultural activities, etc. are kept transparent through procuring of receipts with GST and are further audited internally as well from the department annually.

##### **Academic Transparency:**

The Governing Council serves as the highest decision-making authority in maintaining the academic transparency too. It addresses issues related to the institute's academic programs, advises on the enhancements in academic processes, and give significant academic decisions. Following this, transparency has been maintained by the institution in all the academic parameters such as curriculum –planning, transaction and validation, teaching-learning and assessment & evaluation. Admissions of students under government quota are made following the roaster system prescribed by the State Government of Karnataka and students under management quota as per the merit. The list of students admitted is displayed on the notice board.

Transparency is also maintained regarding allotment of pedagogy subjects, optional subjects, medium of



instruction, grouping for various academic activities, allotment of topics for tutorials and assignments, allotment of mentors, participation on CCA, club activities, making members for various clubs and cells, grouping for Internship program, selection of student members for cultural forum and various other executive bodies. The assessment is done transparently, students' score lists are displayed, marks scored by every individual student will be mentioned on the respective document and is signed by students. Students are encouraged to claim their grievances through students' grievances redressal cell, discuss openly with staff and principal, they can use suggestion box, etc.

#### **Administrative Transparency:**

The institute maintains transparency in its administrative operations by circulating the minutes of meetings among department heads and both teaching and non-teaching staff members during staff meetings. The institute's website provides access to disclosure documents, including minutes of various meetings. Administrative and Academic committees ensure accountability and possess sufficient autonomy in decision-making as well as execution processes.

<b>File Description</b>	<b>Document</b>
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>

## **6.2 Strategy Development and Deployment**

### **6.2.1**

#### **The institutional Strategic plan is effectively deployed**

##### **Response:**

##### **Response:**

Employing deployment strategy of the college can be evidently seen in the successful execution of almost the entire major course related programs and activities. It is always pre-planned, precise, focussed, need-based and action-oriented. The college has devised specific short-term and long-term plans to be executed employing deployment strategies. Major mandatory course requirement programs, by and large need deployment strategies to be employed. These include organising District-level Science exhibition, College Annual Sport meet, Community Living Camp (CLC), Internship Program, State level or National level seminars, organising national festivals like Indian Independence Day, Republic Day, etc.

Participatory management and decentralization enable faculty and administrative staff to contribute to the institution's well-being. Tasks are distributed among all members rather than centralized, thus balancing the workload. Various committees focus on specific tasks, and regular meetings for both faculty and non-teaching staff ensure the smooth functioning of institutional affairs. The time-bound and deployment strategic plan developed by the college is effectively implemented and supported by appropriate financial

allocations. The college staff adheres to the principles of participation, coordination and cooperation.

An example of how Community Living Camp (CLC) is organised employing Institutional Deployment Strategy is given here.

**Activity: Organising Community Living Camp (CLC) with Deployment Strategy:**

CLC is organised every year during III or IV semester depending on the weather conditions, climate and availability of camp. This basically aims at giving a direct exposure to students to rural community and acquaint with the life skills required to serve the society. This is a three-day residential program organised in villages or rural communities. Thus, is a collaborative activity with the school local authorities, rural people, village Panchayat, etc. In order to successfully execute this, deployment strategy is employed like this:

One staff member is exclusively assigned the role of Camp coordinator who works following the guidelines given by the principal who is designated as the camp director. Staff-in-charge camp coordinator will be accountable for the successful conduct of the camp as per the predetermined aims and objectives.

For an effective implementation of the camp, the work will be divided and assigned to different staff members and groups of students who work under these staff members. The following are the sub committees which will execute the respective tasks.

1. Overall staff in-charge of the camp (Coordinator & Asst. Coordinator)
2. Transportation and Luggage Committee
3. Law and Order Maintenance Committee
4. Food Serving Committee
5. Hygiene Management Committee
6. Field-Events Committee
7. Stage - Programs Committee, and
8. First Aid Committee

The roles and responsibilities of each functional committee are specified, planned and discussed earlier with the staff coordinator and students in the presence of the camp director (Principal). Each committee will be oriented and trained separately on the respective tasks. The differential roles and responsibilities are executed from the beginning till the end as per the pre-set criteria and guidelines.

Each of the aforesaid committees will have one particular staff members who leads a specified group of

student teachers who will execute

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 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 college adopts a horizontal organizational pattern, fostering quick and efficient decision-making processes with timely execution. Here's an overview of the functioning of the institutional bodies.

**Governing council:** At the top, serves for framing higher level academic, administrative and policies and regulations. It serves as the highest authority within the institute catering to meet all kinds needs and maintain the quality of education. The Governing Council will meet frequently to discuss and decide issues on priority grounds. In addition to this, council convenes a General body meeting annually to deliberate on measures aimed at achieving the set objectives of the institution.

**Service Rules:** The teaching and non-teaching staff members are appointed as per the UGC regulations, and are governed by service rules established by the Department of Collegiate Education. The institution diligently adheres to these rules and ensures complete compliance.

**Admission Cell:** Ensures a smooth and efficient admission process, student counseling, document verification and fair admission. It plays a pivotal role in maintaining the integrity of the admissions procedures.

**IQAC (Internal Quality Assurance Cell):** Committed to enhancing the overall quality of Teacher Education in the institution and fostering the holistic development of students, IQAC organizes a series of academic programs like seminars, workshops, training etc., aimed at enriching students' professional competence and personality development. All the official committees and cells function under the guidance and supervision of IQAC.

**Anti-Ragging Cell:** It functions with Principal as the Director, a staff coordinator and student members. The cell enforces strict measures for the total eradication of ragging activities, conducts special lectures and Discussion sessions with field experts periodically so as to sensitize students on ragging, its ill effects and legal measures to prevent the same.

**Students Grievance Redressal Cell:** The college has instituted a Students' Grievance Redressal Cell,

comprised of senior faculty members and students. This committee systematically addresses issues faced by students especially assessment related ones.

**Anti-Women Harassment Cell (SPARSH):** It strives for the Sensitization-Prevention AndRedressal of Sexual Harassment (SPARSH). The cell organises various kinds of programs to sensitize women regarding the various provisions and legal measures against any kind of harassment on them.

**Placement Cell:** Navigating the job market, the Placement Cell acts as a connecting agency between students and institutions. It functions under Principal as the Director and a senior staff as the coordinator. The Cell facilitates career guidance, counseling, campus interviews, workshops and trainingstudents to face interviews and clear competitive exams.

**Guidance & Counseling Cell:** Every individual student teacher is provided with guidance and counseling services. Their problems are discussed and feasible solutions are suggested by in-charge staff member.

**Library Advisory Committee:** It will take care of arrangement / organisation of library resources, purchasing books, library maintenance, and maintenance of documents and conducting periodical meeting to discuss issues related to library quality enhancement.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

### 6.2.3

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

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

**Response:** B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 6.2.4

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

#### **Response:**

The college has various functional bodies/cells/committees which keep conducting meetings during every academic year so as to discuss various issues under the purview of them. These committees, under the guidance of IQAC, play a pivotal role in enhancing the effectiveness of academic, administrative and student support services of the institution.

The various Committees/Clubs/Cells of the institution are:

1. Academic Committee
2. Admission Committee
3. Anti Ragging Committee
4. Committee for Career Guidance and Placement Cell
5. Committee for Students Grievance Redressal Cell
6. Committee for Time Table Preparation
7. Committee for Community Living Camp
8. Cultural Forum Committee
9. Curriculum Planning Committee
10. Examination Committee
11. Executive Committee for Alumni Association
12. IQAC Committee
13. Library Advisory Committee
14. Magazine Committee
15. Parent - Teacher Committee
16. SPARSH Committee
17. Sports Committee
18. SUPW Committee

The mode of functioning (modus operandi) of aforesaid Committees/Clubs/Cells of the institution follow a set pattern of execution. This includes,

1. Preliminary staff meeting

2. Constitution of a Committee / Cell / Club
3. Convening a meeting with Agenda and Inviting the members with a circular
4. Execution of meeting with Agenda-Proceedings / Minutes – Action taken
5. Report / Communication to members

As mentioned earlier, each cell or committee will hold two meetings during every academic year. The meeting time, venue and agenda will be decided by the coordinator in consultation with the Principal. A meeting circular will be sent to all the members that includes the aforesaid points before two or three days. The meeting will be held as per the protocol. The minutes of the previous meeting are readout, agenda of the days meeting is read out and discussion is open for all. Student members are encouraged to participate actively expressing their objective opinions and suggestions. The proceedings are noted, and at the end signatures of the members are taken for documentation and approval of the decisions taken. Action Taken Report (ATR) is also prepared.

*An example of meeting of IQAC meeting with proceedings / minutes and resolutions / action taken is given below.(Circular Date: 12.01.2023) (IQAC Meeting Date: 23.01.2023)*

#### **A-2: Planning and executing the Induction Program and Orientation Program**

**Resolution:** Induction and Orientation programs are very important as the former introduces the new batch of students to the new course, new academic environment, new teachers and new challenges, teacher education curriculum, course requirements, transaction (Teaching-Learning), and Course and Institutional policies, Evaluation Schemes, Code of Conduct etc.

Teachers Orientation Programs will help teacher educators to update on different areas of Teacher Education.

Keeping this in view an Induction and Orientation Program shall be conducted. For this a senior faculty shall be made, the staff coordinator for planning and organizing the activities for both previous year and final year students.

**Following the resolution, Students Induction Program (SIP) and Teachers Orientation Programs (TOP) are successfully conducted in the year 2023-24 conducted. (Documents are furnished)**

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

"The Management of Sarada Vilas Teachers College treats its staff as integral members of its extended family, providing all kinds of support to all its faculty members to attain the peak of professional development and to lead a quality life. The following are a few welfare measures taken up by the management.

**Encouraging Participation in Professional Events:** Always there is an extended scope for Continuous Professional Development (CPD) for all the staff members. Staff members are encouraged to actively participate as trainers and resource persons in academic programs conducted in community schools, colleges or any such social or community organisations including NGOs.

1. Participate in all kinds of Professional Development Programs like Seminars, Conferences, Orientation Programs, Refreshers courses, training programs etc.,
2. Permits and supports taking up Research Projects / Doctoral research /Pursuing higher education, research guidance to Ph.D. scholars and research projects funded by State Government of Karnataka, undertaken by staff of CTE and DIET
3. Funding for organising Professional programs at University, State and National Levels.

**Providing Training for Non-Teaching Staff:** Recognizing the importance of advanced skills, the college offers training in computer applications and software management tailored to the needs of administrative and non-teaching staff.

**Offering Comprehensive Benefits:** The management extends a wide range of schemes and facilities including timely financial assistance, medical benefits, pension and gratuity plans, educational allowances, casual and earned leave, Sick leave, maternity and paternity leave, LIC schemes, and time-bound facilities to ensure staff welfare and security.

The following benefits are given by the management for the welfare of both teaching and non-teaching staff members.

1. Employee Provident Fund (EPF): 12% of the salary of the employee is credited to his/her account every month by the management added with its contribution of another 12%. The employee can withdraw and use the money at required times.
2. Employees State Insurance (ESI): 3.25% of the basic pay is collected by the management that is credited to the ESI account. At the time of medical emergencies, the employee can avail medical facilities for the whole family in ESI hospitals free of charges.
3. Recognising the increasing cost of living in Mysore and growing inflation rate, the management is very kind to give a handsome salary (Better in the industry at Mysore) for the management employed staff.
4. The institution has an Employee's Cooperative Society called NOWKARARA BALAGA from where, employees can avail loan at a fairly low annual rate of interest of 10-12%, which can be credited back by deduction in the salary every month.
5. The management will pay conveyance charges to the staff members during Internship program.
6. In case of death of an employee while in service financial aid is immediately given to the dependents in the family.
7. The staff members will have CL, RH and EL facilities, Maternity Leave etc., as per the Government / Institutional norms.

In this way, the management ensures effective implementation of welfare measures for teaching and non-teaching staff.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>

### 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:** 0

**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**



2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 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:** 10

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>

### 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:** 16.67

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	1	3	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>

### 6.3.5

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

##### **Response:**

The college adheres to the standards set by the UGC Regulations and State Government norms regarding Minimum Qualifications for the appointment of academic and non-academic staff, so as to enhance quality of Teacher Education. Regular assessments are done annually after the completion of two years of service for each staff member, in line with established procedures by way of getting teachers' appraisal by students on off-line and on-line modes. The primary objective of regular appraisal / assessments is not only to evaluate the teaching performance of teachers and their teacher personality parameters objectively, but also to identify areas of their potential improvement, fostering their continual progress and professional development.

Key features of the performance appraisal system include:

##### **Teaching Staff:**

a) Evaluation of faculty members' performance is conducted through the Annual Self-Assessment under the **Performance-Based Appraisal System (PBAS)** prescribed by UGC / Department of Collegiate Education / as per the periodically revised criteria.

b) Promotions follow the PBAS pro-forma for the UGC **Career Advancement Scheme (CAS)**, which is based on the API score.

c) Faculty members undertake a variety of academic and non-academic activities, with additional duties and responsibilities assigned, mostly on a voluntary basis. The institute recognizes and weighs these contributions appropriately in the overall assessment.

d) Faculty members are duly notified in advance of their eligibility for promotion.

e) The PBAS pro-forma filled by faculty members undergoes verification by Heads of Departments, followed by the Secretary and the President. Promotion recommendations are based on the API score, and faculty members eligible for promotion appear before the screening-cum-selection committee.

f) Annual Performance Appraisal is also done on teachers regarding their pedagogic competence and personality parameters. For this, the students are administered with teachers' appraisal to be responded and their feedback will be documented, discussed with the concerned staff member and constructive suggestions are given for further improvement in their teaching. Individual teachers can also collect feedback from their respective subject students for their analysis and take necessary measures for further improvement.

### **Non-Teaching Staff**

All the members of non-teaching staff are also assessed through annual confidential reports and annual performance appraisal by the Principal.

The various parameters for staff members are assessed under different categories i.e. professional conduct, attitude, aptitude, administrative skills etc. Other parameters are, Aptitude of hard work, Discipline, Reliability, Relationship management, Cooperation with superiors, coordination with subordinates, colleagues, students and parents. Skill of Drafting (where applicable), efficient organization of documents and technical abilities that includes basic computer operation with MS Office as the basic.

The Annual Confidential Report and the Performance Appraisal System have significantly helped in the staff appraisal, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

In addition to this departmental assessment for promotion, teachers are apprised by students regularly on on-line mode using standardized Google forms. The obtained feedback is analyzed, interpreted and documented for further action / measure for any improvement.

<b>File Description</b>	<b>Document</b>
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1**

**Institution conducts internal or/and external financial audit regularly**

**Response:**

The Institution conducts regular Internal and External Financial Audits to ensure transparency and

accountability in its financial transactions and management. The allocation of funds for various activities undergoes a meticulous approval process. Ultimately the same is approved by the Hon. Secretary.

The Financial Internal audit report is submitted to the Hon. Secretary, and the financial audit report is forwarded to the Joint Director of Collegiate Education.

Sarada Vilas Teachers College has established a robust system to manage internal and external audits, specifically focusing on the proper accounting of student fees receipts and payments. All vouchers undergo thorough examination regularly. Expenses across different categories are meticulously scrutinized by verifying bills and vouchers. Any discrepancies found are promptly reported to the principal. This process has been consistently followed over the past five years, ensuring financial integrity.

The college budget encompasses both recurring and non-recurring expenses. Recurring expenses include salaries, electricity, internet charges, maintenance costs, stationery, and other consumable fees. Non-recurring expenses cover lab purchases, furniture, and other developmental expenditures.

Institution conducts internal and external financial audits on a regular basis. Mechanism for Internal Audit and External Audit is as follows.

#### **Internal Audit:**

Internal audit is an on-going process integral to every financial transaction, with the college assuming responsibility for the initial phase. During this, the designated officer meticulously examines and verifies financial data. Subsequently, the Administrative Officer and the Principal conduct further scrutiny to ensure clarity, authenticity, transparency, and financial accuracy.

Income and expenditure are vigilantly monitored by the Principal, Account Officer and the auditor. While the institution maintains a liberal approach, it exercises fiscal restraint regarding expenditures. The procurement process adheres to proper procedures, including soliciting quotations and comparing prices.

Periodically, the audit wing of the UGC conducts visits to the college, inspecting all financial files, receipts, and payments. Subsequently, they submit their audit report to the college authorities. Any discrepancies identified are addressed based on the audit report, and clarifications requested by the auditors are promptly provided as part of the audit reply process.

For grants received from the UGC, utilization certificates are meticulously prepared in accordance with allowed expenditures across various categories. These Utilization Grant Certificates are annually submitted to the UGC for review and verification.

#### **External Audit:**

- External audits are done annually at the end of each financial year. The College has an appointed Chartered Accountant to serve as the auditor, typically spanning a period of 25 to 30 days during

May or June.

- The auditor meticulously examines the bills and vouchers related to revenue expenditure. Additionally, they verify the vouchers and maintain proper records with the relevant departments for capital expenditure.
- Physical inspections are conducted regarding Departmental Accession Registers, Dead Stock Registers and Purchase Registers to ensure accuracy and compliance.
- Utilization Grant Certificates undergo thorough scrutiny by the external auditor.
- The Auditor General (AG) conducts statutory external audits, assessing Income-Expenditure and Receipt-Payment.
- Any audit objections or compliance issues are managed by the Accounts Department in collaboration with the external auditor.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>

#### 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:** 0.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	0.0	0.30	0.0	0.0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>

#### 6.4.3

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

**Response:**

The success of Institutional management, by and large depends on how the physical, human and financial resources are procured, augmented, and exploited for the institutional development to the core. Financial resources being the most important, have to be procured and properly managed with strategic planning and planned mobilisation. In Sarada Vilas Teachers College, financial resources are mobilized with optimal utilization for a smooth and effective running of the institution. Budgeting and auditing procedures are regularly conducted and streamlined. Sources of income are legitimate and well-documented. Financial planning ensures the allocation of necessary funds for all college activities, following approved procedures of financial management while maintaining transparency in expenditure.

Financial assistance for infrastructure management and development is consistently provided by the management of SVEI. Tuition fees fixed by the **Department of School Education and Literacy** are collected as per the government regulations. This has been a major institutional funding source. The annual budget is prepared by the college and submitted to the management for approval.

Sarada Vilas Teachers College is a Grant-in-Aid institution. It receives Salary Grants from the State Government of Karnataka. The financial resource mobilization is mainly through,

1. Collection of Annual Tuition Fee from students (From 75 students under Government quota and 25 students under Management quota) every year.
2. The salary grants are received from the Government of Karnataka: The total salary grant varies every month / year depending on increments and other factors. By and large monthly grants vary from 8 to 9 lakhs) every month.
3. Institution has a Fixed Deposit of Rs.12 lakhs on which it gets annual interest at the rate of 7% per year.
4. There is a small endowment fund (Rs.15.000/-) which draws interest (Rs.1600/-) that is used for giving endowment price for achievers every year.
5. A sum of Rs.50/- (Rupees Fifty only) is collected from each student as Registration fee during admission.
6. A sum of Rs.100/- (Rupees One Hundred only) is collected as Application fee during admission.
7. A sum of Rupees 150/- (Rupees One Hundred Fifty only) is collected on giving Transfer Certificate (TC) from the student.
8. A sum of Rupees 250/- (Rupees Two Hundred Fifty only) is collected from each student as Parent-Teacher Association (PTA) fee every year
9. A sum of Rupees 250/- (Rupees Two Hundred Fifty only) is collected from each student as Alumni Association fee every year.

The fee collected from different clubs or Cultural for is spent only on the programs and activities organised by the same clubs or forum.

In addition to this, a small amount of money is collected by the student representatives of different clubs like Science Club, Eco club, Cultural forum, History clubs etc., in consultation with all students and staff coordinators. An account of these financial transactions is maintained by the treasurers of the clubs or the forum. This amount will be spent on organising various types of programs and activities.

The institution spends all the money collected from different sources

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>

## 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:**

The Internal Quality Assurance Cell (IQAC) serves as a catalyst and a booster in enhancing the overall quality benchmarks of the institution, whether in elevating student learning standards, or enhancing teaching competencies, or nurturing students' competitive acumen. Most of the programs and activities are organised under the auspices of IQAC. Below, we delve into some of the structured practices implemented by the IQAC:

**Teachers Orientation Programs (TOP)** A Teachers Orientation Program is organised every year to update the teacher educators on new areas of development in education. Normally it will be done for two days. Academicians are invited as resource persons. Issues like NEP-2020, Innovative Pedagogy, ITEP etc. are discussed.

**Student Induction Program(SIP)** The academic year begins with a Student Induction Program (SIP). The basic purpose of a SIP is to introduce students to their new college, course, curriculum, academic & social environment and the faculties.

**Engage with Community:** Under IQAC initiatives, college offers plenty of opportunities to serve the community in terms of organising awareness programs, Community outreach activities and camps in rural areas (CLCs)

**Promoting Research Environment:** IQAC insists on research endeavours to be taken up all throughout the academic year. Teachers are encouraged to publish research papers, guide students on Action

Research and even guiding for Doctoral research.

**Value Added Course (VAC):** VACs are organised in the college every year mainly with the vision of enhancing employability skills in students. **Illustration:** Value Added Course related to Teachers Personality Development under the title, Life Skills Development Program (LSDP) was conducted in our college in 2023. About 20 topics related to teachers' personality development with Life skills were transacted using different methods and approaches by all the staff members of the college.

**Workshops and Seminars for Holistic Student-Teacher Development:** With the objective of fostering comprehensive student and teacher development, the IQAC organizes workshops and seminars on Communication Skills, Life Skills, Theatre Skills, Micro Teaching, Innovative Strategies / Approaches / Methods and Techniques, Life Skill Development, Inclusive Education, Action Research, Evaluation Techniques and Tools etc. are conducted every year.

**Personality Development Programs:** IQAC conducts programs aimed at enhancing students' personalities and instilling essential life skills. Recognizing the essential life skills for contemporary world, these programs focus on cultivating a positive mind set, fostering the right attitudes toward learning, and nurturing crucial personality traits essential for navigating professional challenges.

**Preparation for Competitive Exams:** Special training sessions are conducted on preparing a sound CV, Cracking Interviews, Skills to counter interviews successfully for the sake of passing out students on Career related Skills, Career Guidance and Counselling, CET, TET or any other competitive exams.

**Workshops on Teaching Pedagogy and Learning Materials Preparation:** IQAC conducts workshops aimed at refining teaching methodologies and developing teaching-learning materials (TLM) such as Charts, Models, PPP slides, Specimens, Objects or any such Audio-visual aids;

In essence, the IQAC's initiatives epitomize a holistic approach to education, wherein academic excellence converges with practical skills, fostering well-rounded individuals primed for success in a dynamic and competitive global landscape.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>

### 6.5.2

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

**Response:**

Internal Quality Assurance Cell (IQAC) assumes a proactive stance in continuously evaluating the structures, methodologies, and operational frameworks underpinning the teaching-learning paradigm,



along with scrutinizing the resultant learning outcomes at regular intervals. Following are the quality initiatives of IQAC related to enhancing Teaching-Learning Proses in the college.

### **1. Appraisal by Students / Peer / Self / Principal /Alumni**

Feedback on various parameters of teaching-learning process such as, Pedagogical skills of the teacher, TLMs developed and used in the class, Clarifying the aims and objectives of teaching the content, Planning of lessons in advance, organisation of contents, Explanation, Involving students in teaching – learning process, Using of innovative methods, approaches, strategies and techniques by teachers, Illustrations given in the class, Scope for interaction , Connecting the students to Content and then to Community by way of Elaboration or Application of acquired Knowledge and Skills with Problem Solving Skills in life, Content competence, Communication skills, Teacher Attitude and Compatibility of the Teacher to the Profession etc. is collected using teacher appraisal forms administered on aforesaid stake holders.

**2. Performance Analysis:** After obtaining feedback on effectiveness of teaching-learning process, the performance analysis is done employing statistical techniques using computers. The same is shared among the staff members for their introspection and improvement. Performance analysis is done using the results of examination at the end of semesters. Performance of students in General / Perspective subjects and Pedagogy subjects is analysed and remedial plans are developed.

**3. Faculty Development Programs:** Based on the regular feedback obtained from various stake holders and keeping in view the futuristic competencies to be developed among the staff members so as to enable them to employ new and innovative pedagogical approaches and show progress in their teaching competencies, Faculty Development Programs (FDPs) in terms of workshops, Orientation Programs, Demonstrations and Training Programs are planned and organised at regular intervals.

1. Curriculum Planning and Customisation is done at the beginning of every semester, organised by Curriculum Planning Committee.
2. Workshops on Evaluation Tools and Techniques id organised for updating the teacher educators.
3. Workshops on Communication Skills is a regular and integral part of the annual academic work schedule.
4. Workshops on Innovative Pedagogical Strategies is conducted so as to update teacher educators with the latest pedagogic approaches. This includes training with demonstrations on Brainstorming, using of 5Es model, Group Instructional methods, Models of Teaching etc.

**4. Classroom observations:** The principal of the college and a few academicians from the management

sometimes observe and analyse the classroom teaching of newly recruited teachers. Peer observation is also done with constructive feedback is also done on the request of fellow teachers.

**6. Technology Integration:** Teachers are advised and trained to equip themselves with the application of ICT in pedagogy. They are trained on MS office, especially MS WORD and MS Power Point Presentation that find continuous application in enhancing the quality of teaching and learning.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>

### 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:** 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	08	08	08	07

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

### **6.5.5**

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

**Response:**

#### **A. ICT Upgradation and Complete Usage**

Institution updates its ICT facilities including Wi-Fi. The use of information and communication Technology (ICT) is a valuable tool to enhance the learning experience and accessing resources. The computer lab aims to provide basic functional computer services for users who may not have access to such technology at elsewhere. The computer lab provides an environment for users to get support and assistance with computer related issues.

- The college management has provided essential equipment including computers, printers, and scanners to facilitate academic and administrative tasks.

- **Smart Classrooms:** All teaching staff members utilize Information and Communication Technology (ICT) resources in classrooms and laboratories as per the requirements of the curriculum.
- **Computer Lab:** A well-equipped computer lab is available for students, offering them access to necessary technological resources.
- **DIRC Centre:** The centre provides facility to access wide range e-resources which available in our library E-resources Web Portal and online.
- **Internet Facility:** The College boasts a high-speed internet connection of 225 MBPS, provided by BSNL, ensuring seamless connectivity for academic and research purposes.
- **WiFi Facility:** With a 24x7 WiFi facility on campus, students and staff can stay connected to the digital world for learning and communication needs.
- **CCTV: Surveillance:** The campus is equipped with CCTV cameras to ensure the safety and security of all individuals within the premises.
- **Biometric Attendance:** Utilizing advanced biometric technology, the college employs biometric machines for accurate attendance tracking.
- **Website:** For comprehensive information and updates, visit our official website at [www.svtcmysore.org](http://www.svtcmysore.org).

## **B. Library Facilities Updated and Fully Utilized**

**There is a remarkable improvement in our library resources and services.**

- The library is automated using standard 'Koha' Integrated Library Management System (ILMS). The library house-keeping activities have been done through this software effectively.
- WEB OPAC of the software helps the users to search library materials by title, author, subject and keywords.

- The students have been issued barcode based Smart Library Identity Card for borrowing books from the library.
- The library established **Digital Information Resources Centre (DIRC)** which includes 7 computers for accessing various genres of e-resources remotely. The library has subscribed N-LIST e-resource including over 6,150 e-journals and 1,99,536 e-books.
- The library developed **E-RESOURCES WEB PORTAL** for remotely accessing more than 20 lakhs E-Resources which includes e-journals, e-books, e-databases, e-theses, e-institutional repositories, e-directories, UGC-Digital Initiatives, e-resources for 'Competitive Exam' and 'Career Guidance', 'Scholarship & Fellowship' and 'Education Loan' for higher studies (URL Link: <https://svtcmysore.org/EResources.aspx>). The library has digitized last 5-year Previous Question Papers which can be accessed through QR Code.
- The library is optimally used by the faculty and students. DDC Classification Scheme and AACR-2 international standards are used in the library. The library has more than 21,000 rich and rare print resources and various genres of e-resources. Apart from Book Lending Service the library renders different kinds of the services for the users like Book Bank Facility, Reference Service, Referral Service, Career Guidance Service, User Education, Photocopying Service and Library Extension Services like New Arrivals Display and Book Exhibition.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>

## 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:**

#### **Energy Conservation**

Sarada Vilas Teachers College prioritizes energy conservation and endeavors to maintain a carbon-neutral and eco-friendly campus environment. Committed to providing students with a sustainable learning environment, the college ensures access to affordable, reliable and non-conventional energy resources for all. In line with these objectives, a comprehensive energy policy has been devised, focusing on reducing energy consumption, maintaining high indoor air quality standards and enhancing energy efficiency across campus. As a part of this initiative, solar panels have been installed to harness solar energy, contributing to a safer, more secure and environmentally conscious campus.

#### **Purpose**

The initiatives aimed at conserving energy, preserving the environment and promoting green campus. These activities will foster a positive attitude towards nature and its conservation among student teachers. By continuously engaging in these efforts, students will become the real stewards of natural resources, instilling a sense of responsibility with an environmental consciousness within the campus.

#### **Policy Objectives**

- To educate student teachers about the significance of the environment and empower them to raise public awareness in the community
- To safeguard and preserve ecological systems and resources in the college campus as well outside community
- To advance environmental protection practices and implement strategies for energy conservation.
- To enhance energy efficiency through the utilization of eco-friendly energy-efficient equipments
- To practice / execute measures promoting energy efficiency from the outset.

#### **Action Plan**

- Solar panels have been installed for maximum harnessing of solar energy.
- Optimizing natural light and ventilation for maximum efficiency in all the classrooms, seminar

halls, laboratories and auditorium.

- Installing LED lights and bulbs,
- Conducting regular discussions to review policies and plan innovative energy conservation activities.
- Organizing awareness programs on energy conservation.
- Displaying banners/posters on awareness throughout the college campus to emphasize the importance of energy conservation.
- Procuring and using energy-efficient appliances.
- Implementing an Annual Maintenance Contract (AMC) scheme to ensure proper maintenance of electrical appliances.

#### Other Measures:

- Minimizing the use of decorative lights / incandescent lights / fluorescent tube lights
- Adopting LCD/LED monitors instead of CRT monitors.
- Encouraging the use of laptops among staff and students against Desk top systems as the later consume more energy.
- Using electricity only when really required and switching off all the lights fans and electrical / electronic gadgets when not in use.
- Switching off the lights and fans soon after the class is over before vacating the classroom.
- Special talks and lectures on energy conservation are organised and competitions like debate/essay writing on topics related to energy conservation.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

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

#### **Response:**

To foster sustainable waste management practices, our initiative is grounded in the 7R's Principles, viz., **Remove-Reduce-Resource-Reuse-Recycle-Recover and Return**. Through targeted awareness campaigns, we aim to educate student-teachers on the importance of reducing waste generation and recycle the same with zero environmental cost. Our approach involves collecting and classifying waste into distinct categories using rational sorting methods and disposing for recycling.

We are committed to organizing awareness programs for students and staff, emphasizing the significance

of waste reduction and recycle of the same. Additionally, we provide platforms for students to engage in eco-friendly activities, fostering a deeper connection with nature.

In line with our environment conservation goals, we advocate for paperless communication policies and promote online modes of communication possible. By embracing these practices, we contribute to a greener, more sustainable and quality future.

In Sarada Vilas Teachers College, most of the programs organised and the day to day academic and administrative task execution directly or indirectly follow eco-friendly approaches or strategies and reflect environmental concerns. Throughout the academic year, as a part of it, we actively promote and implement effective waste management practices on the basis of Waste Management Policy. Situated in the centre of the city, our institution is benefitted by the regular solid waste collection services provided by the Mysore City Corporation (MCC). Within our campus, we diligently segregate dry and wet waste to facilitate efficient disposal. Our students have been sensitized on the Five Rs of environmental conservation, viz., Reduce-Reuse-Refuse-Recycle-Recover.

Following are a few of the innovative eco-friendly practices in execution in the college regularly.

1. Refill-Recycle: Empty plastic refills thrown by students or public in the institutional campus and in different sister institutions of SVEI are periodically collected and disposed for recycle. Even plastic pens, Use-Throw pens, sketch pens, marker pens etc. are also collected and disposed for recycling. For this purpose, a plastic / refill collection box has been maintained.

1. One-Side used paper sheets are being used for writing or printing on the empty side.

The same has been used for internal official communication.

1. In line with our commitment to sustainability, we inspire our teacher trainees to repurpose waste materials for creating their own teaching aids, fostering creativity and resourcefulness. To mitigate environmental impact, the use of thermocol sheets and its products is strictly prohibited on our campus. In inevitable cases, the thermocol sheets are reused to make models, base boards for charts etc.



1. Our institution prioritizes the use of refill inkjet cartridges and laser toners, alongside the procurement of less toxic and recyclable materials.

1. The dry waste from trees such as fallen dry leaves, the green weeds, the grass etc. are collected and used for generating compost in the compost pit, and the same is being used for growing plants and trees in the campus.

In this way many solid waste management policies driven practices are encouraged and executed in the college.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

The college has long been proactive in maintaining a clean and eco-friendly environment in the campus. Waste generated within the institutional premises is responsibly handled and after segregation is handed over to the Mysore City Corporation (MCC) vehicle for proper disposal at the end.

Consuming any kind of drugs / alcohol / tobacco, chewing of panmasalas or Gutka or any such activities are completely prohibited in the college premises and in the entire campus.

To promote awareness of plastic-free campus, we have strategically placed wall posters across various locations within the college premises. These posters serve as reminders of our commitment to environmental sustainability. Cleaning of premises is done regularly on everyday basis by Scavengers, peons and sometimes even by students. The cleaning and maintaining of Men and Women toilets / rest rooms, college corridor, Garden corridor is done by a group of servants hired by the management for the entire academic year by way of outsourcing. The college garden is also maintained / managed by students' groups on rotation basis. Green warriors of Eco-Club (The Green Club) will take care of maintaining watering, de-weeding and cleaning of all potted plants of the garden on rotation basis.

The classrooms, auditorium, common lecture halls, Laboratories – Science / Social Science / Language etc. are regularly cleaned by menial staff. The floors are cleaned using eco-friendly stain removers, cleaners, vacuum cleaners and anti-microbial solutions. The entire campus will be thoroughly cleaned by the Students at least once a month and occasionally as well.

The college canteen, operating within our campus, plays a vital role in waste management. The canteen serves good, tasty and hygienic food to students and staff. The canteen has been maintained well with regular cleaning. It ensures proper segregation of milk bags made using plastic and serving food and

beverages in eco-friendly paper plates and tumblers. Hygiene standards are rigorously maintained to uphold commitment to cleanliness.

Our students are sensitized on ill effects of over usage or un-judicial usage of plastic in campus. They are orally and practically trained with reducing the usage of Plastic covers or bags. They actively contribute to maintaining a clean campus environment through their daily actions.

To facilitate waste segregation, we have implemented a system of color-coded dustbins both inside and outside the college premises. These bins serve as a visual reminder of our collective effort towards a clean and green campus.

The College always takes care of managing college garden as well as restrooms. More than 100 varieties green potted plants and fifteen to twenty small trees are grown and taken care by means of de-weeding, organic manuring, watering them regularly. The rest rooms for both men and women are regularly cleaned by the house-keeping staff.

In total the college is committed and has been putting all kinds of efforts in maintaining cleanliness, sanitation and pollution-free environment to students.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.7

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

**Response:** 8.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.30	0.225	0.10	0.0	0.0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 7.1.8

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

**Response:**

Throughout the year, the institution keeps in touch with the community through different programs and activities. A few of the regularly organised programs with which student-teachers develop an understanding of local environment, locational knowledge and resources, community practices and challenge are:

#### **1. During Internship Program**

It has been a curriculum requirement that the student teachers are sent to different schools in both rural and urban areas for fifty to sixty days. During this period, they get familiarized with the local environment, get to know the people, especially the parents of students and members of School Development and Monitoring Committee (SDMC). During this period, they learn to incorporate local knowledge and resources into their teaching methods. They understand the local community structure, dynamics of day-to-day life, traditions, customs and practices followed by people. They will be aware of language patterns, geographical profile, agricultural practices, social dynamics of the community etc. They will plan and execute their lessons on the bases of their observations so that the students understand the contents better.

## **2. During Community Living Camp in villages (CLC)**

Community Living Camp (CLC) has been organised in nearby rural villages for three days during which all the student teachers get exposed to the village community life. With this they will understand the dynamics of rural life in villages. As the main purpose of the camp is to promote attitudes and skills necessary for living in harmony with the people, programs and activities like street plays, cultural activities involving community people, conducting of rural survey, having community lunch etc. are organised. It gives a lot of scope for understanding local environment, locational knowledge; make use of the community resources.

## **3. During Field Visits and Institutional Visits:**

As a part of our educational program, local visits are organised to various places of interest, that include Mega Milk Dairy, Science Museum, All India Institute of Speech and Hearing (AIISH), old age homes, schools for Special children, etc. These visits offer students valuable insights on our local environment, locational knowledge and resources, community practices and challenges.

At the Milk Dairy, students learn about the dairy production process, from milk collection to processing and packaging. This first-hand experience deepens their understanding of the agricultural sector and the importance of dairy farming in our rural and urban regions.

The Regional Museum of Natural History, Mysore (RMNH) provides an interactive learning environment which develops an awareness on the geographical relationship between the flora and fauna and their conservation for the future.

Visiting AIISH, allows students to gain insight into the field of speech and hearing therapy and rehabilitation. They learn about the challenges faced by rural community people with hearing impairments and the interventions available to support them in the society.

These local visits not only broaden students' knowledge but also foster a deeper connection to their community. By engaging with local industries and institutions, students gain practical experience and develop a greater appreciation for the diversity of career opportunities available to them.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.2 Best Practices****7.2.1**

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

**Response:**

**(1) ENERGY CONSERVATION INITIATIVES****1. Objectives of the Practice**

- Reduce energy consumption and carbon footprint within our institution.
- Promote a culture of sustainability and environmental stewardship among students and staff.
- Lower operational costs associated with energy usage.
- Contribute to global efforts in combating climate change by implementing sustainable practices.
- Serve as a model for other institutions to follow in adopting energy-efficient measures.

**2. The Practice**

Our energy conservation initiatives include:

- Installation of solar panels to harness renewable energy sources and reduce reliance on grid electricity.

- Replacement of traditional lighting with energy-efficient LED bulbs throughout campus buildings.
- Implementation of motion sensors to control lighting and HVAC systems in areas with low occupancy.
- Adoption of energy-saving policies, promoting the use of natural ventilation.
- Educating students and staff about the importance of energy conservation through awareness campaigns, workshops, and sustainability-themed events.

### 3. Evidence of Success

- Significant reduction in energy consumption and associated costs.
- Significant Reduction in Energy Consumption and Costs: Through the adoption of energy-efficient technologies and practices, we have witnessed a remarkable decrease in our institution's energy consumption, resulting in substantial cost savings.
- Increased awareness and engagement among students and staff in energy-saving practices.

## (2) BOOKS OUR LIFE TIME INVALUABLE COMPANIONS SCHEME

### (BOLICS)

#### 1. Objectives of the Practice

- Encourage Personal Contributions: Each student contributes a book to the College library on their birthday, fostering a sense of ownership and responsibility towards the library.
- Build a Rich Library Collection: Enhance the library's collection with a diverse range of books contributed by students, reflecting their interests and preferences.
- Promote Lifelong Learning: Instil a lifelong habit of reading and learning in students, preparing them for academic and personal success.
- Strengthen Community Bonds: Create a shared experience around reading that strengthens the bonds among students, teachers, and parents.

#### 1. The Practice The practice involves the following key components:

- **Book Contributions on Birthdays:** Each student donates a book to the College library on their birthday, with their name and birthdate inscribed inside the cover. This not only commemorates their special day but also enriches the library's collection.
- **Library Celebrations:** The library organizes Annual celebrations to honour the students who contributed books, featuring readings and discussions about the new additions.
- **Reading Programs and Book Clubs:** The College hosts regular reading programs and book clubs to encourage students to read and discuss books together.
- **Parental Involvement:** Parents are invited to participate in library activities and contribute to the

selection of books, fostering a supportive reading environment at home.

### 1. Evidence of Success

- **Increased Library Collection:** The library's collection has grown significantly with diverse and high-quality books contributed by students, reflecting their interests and broadening the resources available to all.
- **Improved Reading Habits:** There has been a noticeable increase in the number of books checked out and read by students, indicating improved reading habits.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

#### **Institutional Distinctiveness**

Sarada Vilas Teachers College is known for its distinctiveness related to academic practices, innovative pedagogic practices, planning and organizing unique, high impact and very useful programs and activities keeping in view the vision, priority and thrust areas, development of leadership qualities, professional competence and life skills necessary for teachers to serve effectively in the community. A few of them, worth quoting are,

1. Celebration of Birthdays of students and teachers in unique and constructive ways
2. Distinctive Prayer Assembly Activities
3. Activity based Community Living Camps
4. Programs focusing on all-round development of teacher personality,
5. Promoting Life Skills, especially 21st century skills.

One highly distinctive practice that aimed at developing an attitude among pupil-teachers towards giving constructive contributions that reinforces the academic culture that becomes a sustained heritage over decades for the development of self and future generation of students.



The Vision of the Practice is, student-teachers shall develop an attitude of willingly / voluntarily contributing something worth to the college on their birthdays spending a small portion of money they would have otherwise spent for celebration.

.Two recent practices based on this vision are:

### **Practice-1: BOOKS OUR LIFETIME INVALUABLE COMPANIONS SCHEME (BOLICS)**

The vision of this practice is to cultivate a lifelong love for reading and learning among students, recognizing books as invaluable companions that contribute significantly to personal and academic growth. This vision aims to:

- Foster a Culture of Reading:
- Encourage habit of reading that lasts a lifetime,
- Enriching their minds and broadening their perspectives.
- Promote Knowledge Sharing:
- Enhancing the collective and collaborative learning environment

The Practice of **BOLICS** pivots on **Book Contributions by student teachers on their Birthdays**: Each student donates a book to the College library on their birthday, with their name and birthdate inscribed on the inner side of the cover page. This not only commemorates their special day but also enriches the library's collection.

The library's collection has grown significantly with diverse and high-quality books; There has been a noticeable increase in the number of books checked out and read by students, indicating improved reading habits; Students who regularly engage with books have shown improvements in critical thinking skills, prepared well for competitive exams, showed better academic performance. Feedback from students, teachers, and parents has been overwhelmingly positive, with a satisfaction of donating and leaving something worth in the college for the benefit of future generation of students.

### **Practice-2: VIPINUM-2023**

With the same vision another practice called **VIPINUM-2023** was organised in the college where in, students donated a Potted plant in their names on their birthdays. There is now a collection of more than two hundred plants in the college garden and are regularly used on all the occasions. The celebration involves gifting the plant with an introduction of the same. The donor student will take care of the plant for the whole academic year. The same plants are used to have a beautiful **GREEN CORRIDOR**.

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Additional Remarks

- The management of Sarada Vilas Teachers College is vested in Sarada Vilas Educational Institutions®, Karnataka registered under Mysore Society Registration Act III of 1904 on 23rd April 1947.
- Sarada Vilas Teachers College, a premier College of Teacher Education in Mysore was started in 1963 with M.N. Ramachandra Jois as first Principal.
- The college got Permanent affiliation status from University of Mysore in 1970. (UOM Permanent Affiliation No. ED25 UAC 70 No. AFF/71-72.)
- College is recognized under 12 (B) & 2 (f) status of UGC.
- College is recognized by NCTE under Sec.14(3) of NCTE Act 1993/July 1996.
- One year Bachelor of Education course was shifted to 2 units of 50 students for 2-year B.Ed course with CBCS & CAGP pattern (Gazette of India: No.64926/F.SRO/NCTE/APSO 2373/B.Ed./KA2015-16.)
- Accredited by NAAC in 2007 (First Cycle) and secured 'B+' Grade.
- Celebrated Golden Jubilee in 2014 and Dr.P.S. Suresh took leadership as Principal.
- In 2015 a Two-day National Seminar was conducted on "Scenario in Teacher Education and the corporate world –Issues and Challenges "
- Accredited by NAAC in 2016 (Second Cycle) and secured 'B' Grade with 2.72 CGPA.
- Dr. Leela K.S took leadership as Principal in 2020.
- One Day National Webinar was held on "NEP-2020: Skills Scenario in Teacher Education."
- The college library is enriched with a diverse collection of textbooks, reference materials, educational journals, periodicals, magazines and multiple volumes of books totalling over 22889 and provides N-LIST access to journals, enhancing students' e-learning resources. The Library is Automated using Koha ILMS Software and it supports the users to barrow the books through Barcode based Smart ID Card and Library has web portal for E-Resources which E- Journal, E-Books and online Database

### Concluding Remarks :

In Sarada Vilas Teachers College, the teachers are highly experienced and distinguished with Doctoral degrees. Faculty members have academic excellence, embodying a culture of research and enriching student learning. Bilingual teaching methods, encompassing Kannada and English languages are employed to cater to first-generation learners from low socio-economic backgrounds. Our college housed in the city of cultural heritage endeavours to be a creative model of education, grounded in a culture of eco-friendly practices, fostering an environmentally sustainable campus for generations to come.

The quest for excellence is highlighted in vision and mission statements of the college. The teaching, extension service and placement provided in the college pave the way for a vibrant work culture among teacher educators. The college has competent, highly qualified and experienced faculty. College has independent building exclusively for teacher education college with well-ventilated class rooms. A huge playground provides

opportunity for sports and conducting national festivals. The institution assumes responsibility for offering the greatest facilities for extracurricular and academic activities in an environmentally sustainable setting.

Our College empowers women, especially from under-privileged backgrounds through skill development programs, fostering their growth and empowerment. Regular Counselling sessions are organized to promote the general well-being of students, nurturing their mental, social and emotional health. The college implements a robust mentor-ward system and comprehensive student support services to nurture the growth and development of all students. Additional facilities like incinerator machines are provided by the institution, contributing to a healthy and hospitable environment for women students. The strength of the college lies in its comprehensive student support system, including effective and personalized mentoring, robust placement services, specialized coaching for competitive exams, dedicated grievance redressal cell, an active student council, functional Anti-ragging cell and accessible suggestion boxes.

In essence, Sarada Vilas Teachers College stands as a paragon of academic excellence, nurturing future generations of educators imbued with a passion for learning, a commitment to excellence, and a vision for a brighter tomorrow and determined to make a difference in the field of teacher education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p><b>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>89</td> <td>89</td> <td>91</td> <td>93</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarifications.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	80	89	89	91	93	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	50	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
80	89	89	91	93																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	50	50																	
2.7.4	<p><b>Performance of outgoing students in internal assessment</b></p> <p><b>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</b>            Answer before DVV Verification : 100            Answer after DVV Verification: 91</p> <p>Remark : DVV has made the changes as per shared clarifications.</p>																				
3.2.2	<p><b>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</b></p> <p><b>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</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>2</td> <td>1</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>0</td> <td>3</td> <td>7</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	6	5	2	1	6	2022-23	2021-22	2020-21	2019-20	2018-19	3	0	0	3	7
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	5	2	1	6																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	0	0	3	7																	

Remark : DVV has made the changes as per excluded those books and chapter with ISSN no.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : DVV has not consider shared certificate of appreciation.

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
1.92	1.12	1.57	1.10	1.52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.54	0.98	0.21	0.58	0.92

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

**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**

Answer before DVV Verification : A. All of the above

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

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

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of seats sanctioned year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>200</td> <td>200</td> <td>200</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	200	200	200	200	200	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	100
2022-23	2021-22	2020-21	2019-20	2018-19																	
200	200	200	200	200																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	100	100																	
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	100	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	50	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	100	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	50	50																	