YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution   AL-AMEEN COLLEGE OF EDUCATION

- Name of the Head of the institution   DR. H.R. SUDHA

- Designation   PRINCIPAL

- Does the institution function from its own Yes
  campus?

- Alternate phone No.   08022112478

- Mobile No: 09845557580

- Registered e-mail ID (Principal)   alameenbed@rediffmail.com

- Alternate Email ID   alameenbed@rediffmail.com

- Address   NEAR LALBAGH MAINGATE, HOSUR
                                              ROAD,

- City/Town   BANGALORE

- State/UT   KARNATAKA

- Pin Code   560027

2.Institutional status

- Teacher Education/ Special   Teacher Education
  Education/Physical Education:

- Type of Institution   Co-education

- Location   Urban

- Financial Status   **Grants-in aid**

- Name of the Affiliating University   **BENGALURU CITY UNIVERSITY**

- Name of the IQAC Co-ordinator/Director   **DR. MANGALAMMA H.S**

- Phone No.   **08022112478**

- Alternate phone No.(IQAC)   **09845557580**

- Mobile (IQAC)   **9480739538**

- IQAC e-mail address   **mangalaiqac@gmail.com**

- Alternate e-mail address (IQAC)   **alameenbed@rediffmail.com**

3.Website address   http://alameenbed.in/

- Web-link of the AQAR: (Previous Academic Year)   https://alameenbed.in/wp-content/uploads/2019-20-AQAR_report.pdf

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

- if yes, whether it is uploaded in the Institutional website Web link: https://drive.google.com/file/d/1jw0iqxOOktF42QHQifwbtTLXSQK8LkI2/view?usp=sharing

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.03**	**2013**	**23/03/2013**	**22/03/2018**

6.Date of Establishment of IQAC   **13/06/2020**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

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

8.Whether composition of IQAC as per latest NAAC guidelines   **Yes**

- Upload latest notification of formation of IQAC

  View File

9.No. of IQAC meetings held during the year   **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?

  Yes

- (Please upload, minutes of meetings and action taken report)

  View File

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. To organize workshop on Evaluation and Blooms Taxonomy 2. To Subscribe N-List membership 3. To revise the Mentoring strategies 4. To conduct National Level Webinar on "NEP-2020-Issues and challenges of school Education and teacher Education" 5. To decide upon Online Classes-Network, Head Phones, Computers and accessories 6. Developing communication English skills among students

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
1. Preparing a calendar of events as per Bengaluru City University:- 2. Conduction of Induction Program:- . 3. Orientation Program:- 4. Career Carnival:- 5. Online classes and assessment:- 6. Spoken English classes to develop good communication skills:- 7. Conducting Awareness Programmes	**1. Prepared calendar of events by including various activities. 2. It was organized for 3 days. It was meticulously planned and executed 3. This was organized for 3 days followed by induction program. 4. It was conducted for 3 days by inviting 6-8 schools of different institutions and even abroad.A workshop, seminar**

8. Celebrating National and Observing Important International and National Significant days 9. Organising Extension activities 10. Mentoring System 11. Feed Back forms

was conducted to orient about attending facing interview skills and preparing resume. 5. It was a new experience for all the 8 students and faculty members as well to prepare for online mode of classes. The different online mode of classes. The different platform like Google meet, Webex, etc and got ready with head phones, face shield etc. 6. English classes were conducted to help students to develop communication skills. The classes for a week were meant for teacher trainees and it was planned in the time table. 7. An awareness about different program like World Environment Day, World Population Day etc., through online classes 8. Independence day, Republic day, Gandhi Jayanthi, Rajyothsava, National Science day, Mathematics day etc and unique festivals of different religion like Onam, Ugadi, Christmas, Ramzan were celebrated on the strong foundation of " Unity in diversity" among the students. 9. organizing few outreach programs like community Living Camp, Education Week on the motto of "Charity starts from Home" 10. The mentoring system was little modified due to lockdown 11. The feedback forms were used to take feedback from different stake-holders viz students, practice teaching schools about teacher educators about their students, about their reflections)

13.Whether the AQAR was placed before   No

statutory body?

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	**AL-AMEEN COLLEGE OF EDUCATION**
• Name of the Head of the institution	**DR. H.R. SUDHA**
• Designation	**PRINCIPAL**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**08022112478**
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• City/Town	**BANGALORE**
• State/UT	**KARNATAKA**
• Pin Code	**560027**
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**
• Location	**Urban**
• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**BENGALURU CITY UNIVERSITY**

• Name of the IQAC Co-ordinator/Director	**DR. MANGALAMMA H.S**	
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• if yes, whether it is uploaded in the Institutional website Web link:	https://drive.google.com/file/d/1jw0iqxOOktF42QHQifwbtTLXSQK8LkI2/view?usp=sharing	

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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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• Upload latest notification of formation of IQAC	View File

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• (Please upload, minutes of meetings and action taken report)	View File	
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• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

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Significant days 9. Organising Extension activities 10. Mentoring System 11. Feed Back forms	skills and preparing resume. 5. It was a new experience for all the 8 students and faculty members as well to prepare for online mode of classes. The different online mode of classes. The different platform like Google meet, Webex, etc and got ready with head phones, face shield etc. 6. English classes were conducted to help students to develop communication skills. The classes for a week were meant for teacher trainees and it was planned in the time table. 7. An awareness about different program like World Environment Day, World Population Day etc., through online classes 8. Independence day, Republic day, Gandhi Jayanthi, Rajyothsava, National Science day, Mathematics day etc and unique festivals of different religion like Onam, Ugadi, Christmas, Ramzan were celebrated on the strong foundation of " Unity in diversity" among the students. 9. organizing few outreach programs like community Living Camp, Education Week on the motto of "Charity starts from Home" 10. The mentoring system was little modified due to lockdown 11. The feedback forms were used to take feedback from different stake-holders viz students, practice teaching schools about teacher educators about their students, about their reflections)
13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	02/02/2022

15.Multidisciplinary / interdisciplinary

The different subjects for different semesters bring in the concept of multidisciplinary and interdisciplinary components. It has the following subjects along with value added courses like Value Education, Spoken English classes, Childhood & Growing Up, Education in Contemporary India, Development and Management in School Education, Gender School & Society, ICT in Education

Language Across the Curriculum, Communication Skills and Expository Writing

Understanding Self, Personality and Yoga, Learning & Teaching, Assessment of Learning, Content & Pedagogy of Social Science, Content & Pedagogy of Mathematics, Content & Pedagogy of Biological Science, Content & Pedagogy of Kannada, Content & Pedagogy of English, Content & Pedagogy of Urdu, Content & Pedagogy of Physical Science, Content & Pedagogy of Commerce, ICT Application, Fine Arts & Theater, Action Research, National Concern & Education

Creating and Inclusive School, Knowledge & Curriculum, Guidance & Counseling

16.Academic bank of credits (ABC):

Not applicable

17.Skill development:

Teaching competency is the outcome of blending of integral compounds such as knowledge, attitude, interest, aptitude and higher level skills. Since the skills acquisition is considered as indispensable component of a teacher, the college is trying to organize skill development programmes both for developing soft

and hard skills. These core teaching skills are developed through different programmes like micro teaching , simulative lessons, ICT mediated lessons via orientation, demonstration and practice sessions. These different programmes are meticulously planned.

The different 21st century skills which are very necessary to become a competent teacher. To achieve this goal college is organizing different sessions/ programmes to develop soft skills like communication skills, decision making, time management, life skills, language skills, collaborative skills, & critical thinking skills. We do conduct lot of co-curricular activities to achieve the same.

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

Teacher education is a system of blending Indian knowledge and values with the content that the teacher trainees study. They get ample opportunities for integration of knowledge in both content & pedagogy. Knowledge about our rich Indian culture, heritage, value system is transacted through several core papers viz., Development and Management School Education, Education in Contemporary India etc. College also celebrates different local national festivals & important significant days like Republic Day, Ambedkar Jayanthi, World Water Day, World Environment Day, Population Day, Independence Day, World Books Day, Teachers Day, Library Day etc Inter religious prayers are conducted on every day basis which inculcate the customs beliefs, traditions, language and rich culture of different religious.

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

Outcome based education is a system of education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do. The curriculum in B.Ed. course focuses on formulating and achieving a need based Programme Learning Outcomes (PLOs) and Curriculum Learning Outcomes (CLOs). It is the expectation of a college that students should acquire all these said competencies constructive behaviors by the time they complete the course. The modified behaviors are certainly reflected in the objectives prescribed for each hard, soft core papers and in EPC as well. The curriculum also consists of different internship programmes which are meticulously planned which help in reaching all these objectives.

20.Distance education/online education:

Due to Covid-19 and Lockdown, college conducted online classes

and offline classes as well. The classes happened through google meet and students were connected through this software by uploading the same in their systems. The monitoring was done systematically and took attendance and screenshots of the same

Extended Profile

1.Student

2.1 Number of students on roll during the year	**147**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**50**

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**25**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**43**

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**43**

File Description	Documents
Data Template	[View File](#)

2.6	**147**

Number of students enrolled during the year	

File Description	Documents
Data Template	[View File](#)

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**1423651**
4.2 Total number of computers on campus for academic purposes	**5**

3.Teacher

5.1 Number of full-time teachers during the year:	**09**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2 Number of sanctioned posts for the year:	**11**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Al Ameen College of Education is affiliated to Bengaluru City University and is run under the banner of Al Ameen Educational Society. The year 2020 proved to be the greatest test for teachers and students a like in facing and fighting the pandemic ,caused by Covid19.The pandemic put forth many challenges in teaching and learning. We successfully conducted all the classes online.

The curriculum planning committee held meetings on regular basis to evaluate the curriculum. It also developed an effective stratergy to regulate the curriculum and take such decisions like to organize orientation programme in the beginning of every academic session .The institution and it's management committee also plan an academic calendar for whole session with IQAC. It also emphasises on execution of activities like group discussions, debate, innovative methods of teaching, integration of ICT in teaching-learning process, effective presentation skill development in pedagogies, webinars, seminars, workshops regarding different relevant topics of syllabus, cultural activities, inter and intra college competitions, project works etc. The college provide the environment to students for developing the social skills, co-operative skills, leadership skills and professional competencies through various activities for reviewing the curriculum execution committee take feedback of students, teachers and stakeholders at regular intervals.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	D. Any 2 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://drive.google.com/file/d/1-HSWyxipFvftun-7XGjlmihtaO4Y5TFm/view
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

11

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

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	**No File Uploaded**

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

96

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

96

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

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

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

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

96

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

96

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

1.3 - Curriculum Enrichment

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

The institution believes in providing opportunities to the students to acquire and demonstrate knowledge, skills, values and attitude related to various learning areas. Which provides positive effects to them in terms of educational development. The Institution offers various activities in order to develop critical thinking, communication skill, team spirit , collaboration with others etc. Various types of awareness activities and programmes are conducted by the institutions which are as follows- Seminar-,Micro teaching-Practice in teaching skills is conducted where in students practice in a simulated condition .Thorough feedback is given. Questionnaire skill- Questionnaire will help you look at some of your academic skill, and give you a general idea of how you view your abilities. School internship , Post internship, Educational excursion ,field trips. Practical activities in various subjects .Also by conducting the flag ship programme of Education week. Celebration of National and other activities help in developing the above said skills. Conduct of community living camp. Club activities, organizing various competitions in cultural, literary, sports etc. School internship and also post internship activities. Seminars ,practical activities. The conduct of all these activities helps in providing opportunities for students to acquire and demonstrate knowledge, skills, values and attitudes related to learning areas.

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

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

Different types of environment are created in the institution to teach and develop the students and to promote their skills. The development of school system and functioning of various boards of school Education is familiarized through the subject DMSE. The institution uses the following norms and standards as provided by the Bengaluru city university assessment of students is done as per the guidelines provided by the University. During the internship program, students are assessed on the basis of reflective journal ,observation record book, writing and preparation of lesson plan , innovative lesson ,criticism lesson ,co- scholastic activities and internal examinations. Apart from this other activities are also conducted to evaluate the students like . Micro Teaching, school internship - Internal Examination. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies or Acts. They were made aware about the popular Boards in India. The important aspects of diversity in school education in India, they are assigned through different group activities : Project,Seminar,Group Discussion, Multimedia Presentation through which the task was accomplished successfully.The allotted faculties gave guidance to the studentst all what was expected from the students.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

In the teaching profession student teachers have to develop skills and be upto date and be competent, so college faculty use many methods to develop professional skills in students. The staff provide healthy environment for teaching learning process through various activities like group discussion, demonstrations, lesson plan presentation and many group activities. Students through micro teaching and lesson plan. Students make 20 lessons and 2 innovative lesson plans and two criticism lessons according to pedagogy subject. Experts are also invited to deliver lectures to describe the methods of preparing micro and macro lesson plan, practice teaching. Students teachers participate in school internship programme & practice teaching, classroom activities, assembly, sports events etc. Various activities like self awareness, social activities, motivational lectures, debate competitions, group discussions, quiz competition etc. conducted to develop emotional intelligence, logical thinking and cooperative attitude among the trainees. The student teachers are also sent to participate in various inter collegiate competitions. The designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily getting ready how they enter from lower to higher class and in the fourth semester become completely ready for the professional field.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

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

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

25

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

18

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

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

1

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

1

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

2.2 - Honoring Student Diversity

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

As the routine practice of the college, the diagnostic test is given to all the students who enrol for the course. The diagnostic test paper contains open-ended questions from different aspects of the course like, teaching profession, teacher qualities, current trends in education, write their knowledge about teachers' skills and competencies required for moulding and shaping the personality of the child in classroom.

Based on the performance in diagnostic test, students are grouped for further academic support. In the beginning of the course formal induction program was scheduled for a period of a week time by all the faculty members to orient about the course goals and objectives, prescribed curriculum, and structure of the trainings to prepare them to undergo professional education programme with great positive vibes.

Based on the diagnostic test performance and active participation in entry level activities, the formed groups of the trainees are assigned to the faculty members for intense academic support based on their aptitude and individual learning needs.

Individual and group counselling is held in each group by the faculty members as the mentors to provide needed guidance. Few assignments and library reference tasks are given to the meritorious students to collect details towards the profession of teaching with the objectives of developing interest in the program.

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

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

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**All of the above**

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

2.2.4 - Student-Mentor ratio for the academic year

8:1

2.2.4.1 - Number of mentors in the Institution

6

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

2.3 - Teaching- Learning Process

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

+Experiential learning is provided through school internship programmes during 3rd sem, so that students learn by doing/ teaching in real settings and Activities. On the significant day celebrations, students are made to take part in PPT presentations on like cook without fire are also organized.

Participative learning: During internship activities students are made to take the responsibilities of school routines and get practical experience of conducting the same. Teachers also encourage participative learning approaches by making the students

take part in organisation of various college activities in terms of anchoring, report reading, doing vote of thanks etc.

Online Mode: WhatsApp group is made to give individualized guidance to the students in scholastic activities of the course like- Notes sharing, seminar paper preparation, micro teaching episode writing, simulated teaching episode writing, individualized lesson plan corrections, practical activities writeups.

Related to brainstorming sessions, all the faculty members do it as the regular practice in their respective subjects of different semesters to evolve varied ideas from students on different topics and internship activities through group discussions. Course wise details of modes of teaching learning adopted during the academic year in each programme:

I to IV sem, Pre-internship, Internship., Seminars, practical activities, Mentoring.

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

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

8

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

97

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://drive.google.com/file/d/1kBPi0cFTW1saI1ilXUhmEMFxG9yonnLA/view?usp=sharing
Any other relevant information	**No File Uploaded**

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

- **Working in teams: The scholastic activities like seminar preparation, group references, micro teaching episode writing, practice of the micro teaching skills, simulated teaching episode writing and presentation, lesson plan preparation, school-based internship activities related**

preparations.

- **Dealing with student diversity:** Each mentor attend to each mentee's difficulties in learning by dividing them into subgroups and plan for individual guidance, peer guidance, giving model copies for reference etc. Even students from diverse cultural backgrounds are also encouraged to share their cultural practices

- **Conduct of self with colleagues and authorities:** College has the uniform dress code for both boy and girls. They will be given two sets of uniforms to wear twice in a week. Students are guided and encouraged to follow professional dress code and code of conduct of the college in all the activities.

- **Balancing home and work stress:** Mentors in their mentoring sessions organize personal counselling towards the problems of each student in coping up with the stress of balancing home and the training.

- **Keeping oneself abreast with recent developments in education and life:** In morning assembly students presents the daily news on recent developments at various aspects in education and refer to other authentic sources to keep themselves abreast with recent developments in education and life. These things would help each trainee to develop as the professional qualities in their full-fledged teaching career.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

Activity 1:

In various situations of the course, teacher focuses on individualized approach of Knowledge construction by assigning different topics to the students in which they are supposed to think-pair-share the ideas, so that they can present it in an innovative way by making use of technology and exhibit their creativity in it. The same to be displayed on bulletin boards of the college corridor with most creative manner.

Activity 2.

Yoga and self-development in 1st semester and Fine art and theatre in 2nd semester are the practical courses in B.Ed., program, where all the trainees are made into groups to undergo different training on art and craft work like fabric painting, clay designing, pot designing, quelling, embroidery, soft toys making etc are practiced to nurture creativity and innovativeness among the trainees. At 2nd semester, different activities assigned to do performance related activities in groups like, different forms of group dance, dance drama, skits, writing scripts and dialogues on various contemporary issues and perform the same is to nurture creativity and develop thinking skills among the trainees.

Activity 3.

During CLC all the trainees were taken to the village Hoskote for the period of 3 days. The schedule of the CLC program aimed at

giving community exposure and life skills related practice like morning assembly, physical exercises community prayers, yoga presentation and practice by experts.

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

2.4 - Competency and Skill Development

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

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms	**Four/Five of the above**

Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as	**Four of the above**

interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports

All of the above

events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	**No File Uploaded**

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

1. **The internship programme for the trainees is planned and prepared meticulously. During the 3rd semester, the faculty member who is the in-charge of internship activities approach the regular practice teaching schools with the official letters for granting permission for internship programme duly signed by the principal.**

1. School Principal and the teachers are oriented well about the programme. The respective subject teachers are requested to give the portions for the trainees to plan their 20 lessons in the respective methodologies. They are also oriented on procedure of observing their lesson presentation and giving feedback.

1. An orientation/ pre- internship session is organized to explain task to be carried out in schools. They are instructed to be on-time to the school with complete preparation for the class in each methodology. A leader for each group is identified and instructed to take care of the daily routine of the group responsibilities.

1. The teachers of the institution are assigned the duty of visiting all the practice teaching schools on rotation basis to observe and facilitate the interns for their continuous progress in planning and execution of their teaching.
2. An exhaustive feedback session at the end of the day in each school by the faculty is held along with the peer observers for the successive improvement in their teaching.

1. Students are exposed to different government and private schools of both the medium of instruction located in the city.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

2.4.9.1 - Number of final year students during the academic year

48

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports	**Five/Six of the above**

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

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

Every year the college appoint a staff in-charge to take care of the pre-internship and internship activities of the batch. He/she prepares a complete plan of action for internship at the initial stage of the internship programme. Staff meeting is called by the principal to orient about the schools taken and trainees allotment.

The trainees are allotted to the selected schools and sent to collect the portions from their respective methodologies to plan their 20 lessons in each pedagogy. Teacher educators orient the trainees about writing lesson plans on given topics and corrections made to refine them. Needed teaching-learning materials are listed to keep them ready in advance for teaching.

Trainees are advised to take proper correction for their lesson plans and to take classes with proper preparation

Daily class timetable is prepared by the leader of the school and displayed in the waiting room given and accordingly classes are engaged without any confusions.

Teacher educator's observation timetable is prepared on a rotation basis. every day one teacher educator goes to the respective school and observe the lessons. At the end of the day a thorough analysis of each lesson observed are made along with the observations of peer trainees and feedback is given for making improvement in their next lessons.

Minimum 6 lessons are observed by the teacher educators. In those minimum two lessons observation by the respective method teacher for technical feedback.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

8

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

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

5

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

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

1. Dr. Ramesh- 30, 2. Dr. M. Parveen Taj-27 years, 3. DR.Shamayel Rizwana-23years. 4. Dr.H.S.Mangalamma-22years, 5. Dr.H.R.Sudha-16, Mr.Raghavendra.M.Shet-15, Mrr. B.P.Sowbhagya- 15years, Mrs.Asma

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

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

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

1. In house discussions on current developments and issues in education: Due to COVID all the college activities were standstill and few alternative measures to continue the process of teaching was taken up online. As all the faculty were taking class online, few initiatives for teachers to attend online in-house discussions on current developments and issues in education were conducted. like an extension lecture was organized to deliberate upon new education policy and its implications.

Share information with colleagues and with other institutions on policies and regulations: During PANDEMIC many National and International Webinars on different themes were conducted by different organizations and all the faculty members have attended may webinars and faculty development programs. Few faculty members have taken up Faculty Induction Programs and Refreshers Courses on MOOC/ SWAYAM platforms hosted by different Universities and colleges.

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

2.6 - Evaluation Process

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

Continual internal evaluation of students' learning is in place in the college. As the regular mentoring of students in their respective groups under the guidance of faculty in-charge in place, is giving proper mentoring of each student's internal performances in every activity of all the semester. Each mentor is maintaining individual record and follow the mechanism to assess the progress of each learner at every performance of all the semesters.

Apart from mentoring system, each faculty in teaching of core subjects and in their respective pedagogy classes, assess every student's performance through their assignments like seminar presentations, practical activities, lesson plan writing and correction, guidance for internship activities, Innovative lesson and criticism lesson writing and presentations, and assessment in term-tests are documented and monitored. The personality traits

like punctuality, regularity, sincerity of every student is taken into consideration while evaluating student learning.

During lock down period the process of internal assessment was carried out in Online mode. Accordingly, remedial classes and other techniques are used to support learners with different abilities and pace. Students with advanced ability or potential in one or more specific areas are given opportunities to nurture their talents with different kind of assignments like OERs reference, online projects etc, so that it may not remain incomplete in the absence of a meaningful exposure.

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

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

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

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

As the norms and conditions put forth by the UGC and the affiliated university, each college should have an active and robust Grievance Redressal System by having an active Grievance Redressal Cell of the college. Under the supervision of the cell, college has installed a Grievance Box where students can drop their grievances or directly bring them to the notice of in-charge/principal.

Grievances related to examination; students can bring to the notice of Principal/Faculty in-charge. Soon after each examination a feedback form is given to all the students to get their feedbacks for further improvement. The grievances related to Sessional Exams/ Class tests/Assignments are taken care of for further improvement. If students have grievances regarding university examination, their grievances/ complaints/ requests are forwarded to the Controller of Examinations, Bangalore City University, Bangalore for further necessary action in this regard.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

Based on the university calendar of events for the program, college prepares inhouse calendar of events to match with the different activities of the college based on college annual programming. The total number of days available for each semester is distributed for different activities, likewise for conduct of internal evaluation. Dr. M. Parveen Taj, senior faculty, is the in-charge for all the planning and conduct of internal evaluation-based activities who initiate the tasks related to internal evaluation activities like- issuing of circulars for collecting question papers from faculty, dates for seminar presentation, practical activities submission, internal term tests, assessment of post- internship activities, conducting viva-voce, keeping the records and submission of final internal marks etc. Each faculty is expected to prepare an internal marks data sheets for allotted group of students related to pre-internship, internship and post-

internship assessment, core subjects, and method-wise evaluations to the in-charge to maintain the records as per the calendar of events.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

2.7 - Student Performance and Learning Outcomes

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

The PLOs of Teacher Education courses are to make the students good teachers who can disseminate the knowledge effectively in view of paradigm shift in Teacher Education and acquire relevant knowledge with respect to core & elective courses. The teaching learning process of the institution is aligned with PLOs of Teacher Education as due emphasis is given on conceptual as well as practical aspects of core and teaching subjects. A well-structured internship programme is being followed for developing teaching skills among teachers to be in B.Ed. programme.

The B.Ed. programme has 4 semesters consisting of 12 HCs, 2 OCs, and 8 EPCs. The faculty, teaching each course adopt and deploy different strategies and techniques along with suitable methodology to develop understanding of the subject matter.

In EPC course the trainees are allotted under the supervision of faculty members as mentors in equal number. Each mentor conducts regular meetings to guide and discuss with mentees about their learning needs on pre-internship, school internship and post-internship activities. The progress of the activities is regularly monitored and documented by the mentor and needed guidance id given.

All the efforts and strategies were made aligned with PLOs and CLOs, so that the primary vision and mission of the institution to train competent and advanced capabilities oriented future teachers of the society.

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

2.7.2 - Pass percentage of Students during the year

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

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

Sincere efforts are always made to keep progressive performance of students and attainment of professional and personal attributes in line with Programmes' Learning Outcomes. Attainment of Course Learning Outcomes is also emphasized while dealing with various Teacher Education course. Assignments, class tests, Seminar presentations, group discussions and brainstorming sessions are regularly held in each course to increase the performance of each trainee according to their learning styles.

A record of performance of students on various internal assessment tasks is maintained and analysed. If need be, intervening strategies also used for improvement and progression of students in terms of achieving PLOs and CLOs.

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

2.7.4 - Performance of outgoing students in internal assessment

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

44

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

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

The student's diversity and learning needs as listed after diagnostic test was monitored by different strategies under mentoring system was strictly incorporated in our routine of the college. The timely efforts in academic and non-academic activities held at the college gave them the exposure to realize the benefits of the course and acquire the needed competencies at various levels of the semesters. The constant efforts put forth by the students according to the guidance of the mentors and subject teachers, made them to perform well.

In second semester, the performance in all the activities of scholastic and co-scholastic like practical activities, pre-internship activities like micro teaching episode writing and presenting, writing lesson plans on integration of micro skills of teaching and its presentation, ICT integration planning and teaching, term tests etc., by the students are good.

During third semester, all the students with the robust training on pre-internship activities at second semester have carried out the internship tasks like classroom teaching, conducting unit tests, preparation of innovative lessons, ICT mediated lessons, criticism lessons and systematic conduction of co-scholastic activities in their respective allotted schools.

In forth semester, the involvement of each student in planning and accomplishing the task related to post-internship activities have given the proof that the initial identified learning needs of every student is attended.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

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

0

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	**No File Uploaded**
E-copies of outer jacket/contents page of the journals in which articles are published	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	**No File Uploaded**
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

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

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

6

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

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

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

96

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

96

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

96

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

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

It is a privilege for Al-Ameen College of Education to organize every year Educational week. Institution wants children to go forward to achieve success which could only be possible by proper education. All parents teach their children life education and the benefits of education so that they can build their future. School education plays an important role in the life of every child, but children of slums have to be deprived of education due to poverty. The slum families don't have enough funds to deposit school feesfor their children and buy them study materials which leads such children to a darkened life.

Al-Ameen College of Education, Bangalore, in collaboration with -TMAE, Harpanahalli, Ballari (Dis)., KSABCTA and DDPI Ballari, organized a National Level Live Webinar titled 'NEP 2020: Issues and challenges of school education and Teacher Education on 19th September, 2020. There were 45 registered participants have participated in this webinar.

A Three-day Faculty Orientation Programme was organized by the management of Al-Ameen College of Education from 17th to 19th June 2020. The objective of the programme was to refresh the members of the faculty and familiarize the effective academic practices to be followed in the academic year 2020-2021.

International Yoga Day is celebrated on o5-06-2021. All the staff and students participated with great zeal and enthusiasm. Mr. Vishwa Bandhu Nagesh, a Yoga Instructor, and a national awardee has demonstrated a few aasanas and made our students & staff follow him.

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

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

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

0

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

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

2

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

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Describe the adequacy of facilities for Teaching – Learning 100 – 200 words.

Availability of Teaching and learning resources enhances the effectiveness of the Institution, which can bring about good academic performance in the students. The Institution is facilitated with sufficient infrastructure and learning resources to impart quality teacher education as per the NCTE norms.

The institute is facilitated with enough well-ventilated & well-furnished classrooms along with LCD projectors & LCD screens and WIFI and LAN enabled high speed Internet connectivity.

Multipurpose seminar & conference hall with speakers, microphones. and well-equipped laboratories., for supporting curriculum as well research related activities the right quantity and quality of resources are brought together to reach the Institutional goals and objectives.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

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

5

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Link to relevant page on the Institutional website	https://drive.google.com/file/d/10gdhkQVQE 1oVCjP4tuFGvTi8HJbs7wuy/view?usp=sharing
Any other relevant information	**No File Uploaded**

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

2,43,496

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2 - Library as a Learning Resource

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

Institution has adopted automation of library using Integrated Library

Management System (ILMS) or any other software

Describe the features of Library Automation in not more 100-200 words.

A wide variety of information resources in the library required the need of automation for Smooth and good functioning of the library management system. As per the suggestion of the 4th Law of

the library science. The library automation software service helps in providing the right Information to the right person at the right time. It is convenient to use the new automation technology as it increases the productivity and efficiency of the library staff.

Our Library has installed Lib soft 9.8.0 with Web OPAC. This software is helpful in the smooth functioning of the library automation system. Database is created by the software provider in the system for maintaining the records of the library.

Features of Library Automation are as follows: It is electronics based activity which is carried out by human beings. It is helpful to providing library services, Standardization in the library routine work.

It is user friendly with integrated design. Support all the library functions. Support database Creation. It helps to automate the various tasks related to cataloguing, classification, circulation & acquisition of the library activities, which is very compatible to the Indian library system.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	http://alameenbed.in/web-opac/
Any other relevant information	No File Uploaded

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

we feel regretted for not having remote access to library resources which students and teachers use frequently. it will be taken care in the future years.

File Description	Documents
Landing page of the remote access webpage	**No File Uploaded**
Details of users and details of visits/downloads	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data template	[View File](#)
Receipts of subscription /membership to e-resources	[View File](#)
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

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

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

43

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	[View File](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1vkR9lul9g 8Wj6zNtPxt8yz4hGhdUrU4r/view?usp=sharing
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

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

There are different digital technological facilities available in the college. There are 04- classrooms with LED Projector

1 ICT Lab and Langauge Lab Combined lab

1-digitally equipped conference hall with Audio Visual Technology

2-digitally equipped laboratories available in the college.

The up gradation work of another laboratory (ENGLISH LANGUAGE LABORATORY) is Established with Air-Conditioned Facilities. A well equipped computer lab is also functioning in the college. The students of the college are access to the computer lab. The old college building and the library building are facilitated with the Wi-Fi connectivity. There is a plan to extend the Wi-Fi connectivity facility.

There is open access of Wi-Fi connectivity to all student and the staff members of the college. All the departments of the college are provided with computer and other related accessories. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of digital device.

Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities. Following are some basic facilities for updating:

Computer is formatted in regular basis.

College itself formats the computer without no fees and by the help of computer operator.

Anti-virus is regularly installed in computer. All computer has anti-virus

Wi-Fi connectivity is available as mentioned in 4.1.1, i.e., in Principal chamber, Office-room,

IQAC room, various departments, library and laboratories.

CCTV is installed in every classroom.

Website is maintained by College itself.

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

4.3.2 - Student – Computer ratio during the academic year

2:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**E. < 50 MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

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

Classroom management: Classroom being the most primary and important work space, it is managed with proper systems and procedures as recommended by the Management and the University.

Laboratory the College has Langauge Lab, ICT Lab, Psychology Lab, Chemistry Lab, Biology Lab the same is maintained by the college.

Library

the library, it is divided into following five main sections

1. Acquisition/ Processing Section

2. Circulation Section

3. Serial Section

4. Reference Section

5. ICT and Digital Section

The library of the college has its own mechanisms and system in place to identify the purchases based on the courses offered, check on the facilities to be provided for the students and the

staff. Generally, the norms conform to the institutional policies and the policies of the parent body.

Sports

Sports committee looks after maintaining the sports ground and sports equipment. Committee organizes various indoor and outdoor sports competitions for students at intra and intercollegiate level. For holistic development, students are encouraged to participate in the competitions.

Computers

Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Regular Safety checks and Maintenance for computers, copier machines, software, CCTV, Fire extinguisher, garden, security are in place.

File Description	Documents
Appropriate link(s) on the institutional website	http://alameenbed.in/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**D. Any 1 of the above**

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
38	43

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

6

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

Report on Student Council

Al-Ameen College of Education having various student council and doing their activities with healthy involvements. They extend their support during the implementation of other extension activities. Various activities of the student council representative represents the views of the student-teacher to the head of the institution. They assist in organizing programmes in sports and cultural committee, Anti Ragging Committees, Discipline Committee, Eco Club, YRC are help in maintaining discipline within the campus and they involve themselves in keeping the campus clean and plastic free. Youth Red Cross wing conducted the various services to the public through Blood donation camp, Physical and Health Club, Psychology Club were organized the international yoga day. It helps to strengthen the mental health and enthusiasm of students and teachers. Humanity club given the awareness to the students about human rights, national unity and duties and rights of the voters. Language club, Mathematics club, science club conducted the various worksops, seminars, guest lectures to the students for improving their skills in all technical and non-technical sources. Students grievance Redressal cell guided the students and rendered their grievances immediately. The student council of the college functioning in full-fledged manner under the guidance of the teacher educators, coordinators representatives of the various cells and clubs.

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

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

0

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

5.4 - Alumni Engagement

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

Al-Ameen College of Education, started their Alumni Association in the year 2012 , Alumni Association is the back bone of the every institution. As per this statement our alumni members are pro-active, support present batch of students in their career and other academic and non-activities. We very proudly wants to say that they have achieved a lot and have occupied very high passions in central, state governments and private sectors. The principal of the college is the president of the Alumni Association. Other members includes faculty and students.

The alumnis contributions in the growth and development process are given below. The Alumni helps in establishing networking with all students. It helps the college in updating about the placements of pass out students. It furnishes information about job opportunities in schools. Its feedback has helped in improving the existing curriculum, organizing new activities, etc. it has given many healthy suggestions for the augmentation of the college. The alumni are invited to motivate the student trainees and to give a brief orientation about the course. They are also invited to deliver lectures, speeches and talks, on various topics. Alumni working in different schools are invited to inspire the teacher trainees about the innovative methodologies and techniques followed in their schools. They also help student trainees during internship by giving demonstration.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

1

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

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

Alumni Association acts as on effective support to the institution. Alumni supports the institution by motivating them to the course. Mrs. Nayeema Sultana, Aluminus of the institution spoke to the student trainees about the functioning of the B.Ed course. She gave demonstration in Physical science pedagogy.

Mr. Nadeem Afroze presented soft ware to the institution which was of great use. Mr. Muniraju was invited to give demonstration in Kannada. Miss Tanzia Bano gave demonstration to the student trainees in Kannada. Dr. Asma Parveen gave a demonstration in Biological Science. Mrs. Mubeen Taj gave demonstration in Urdu.

The alumni also helps the institution and supports the institution in informing the student teachers about the vacancies in their schools. As soon as they get notification. It is passed on to our student teachers in the group. They correspond with the schools online and try to get appointment.

Hence AACE institution gets very vibrant nurturing, furthering, special talents from its Alumni

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The college follows its vision and mission to serve for the betterment of students, the governance of the college matches the vision and the mission of the college

Vision:

Imparting quality teacher education is the prime motive through which the community attains self reliance to meet the social and economic challenges of the society.

Mission:

- Meeting the demands for quality teachers in the society
- Developing a unique teacher community which would strive to be equalitarian

The principal delegates responsibilities to faculty for effective and efficient functioning of the college to realize the set goals keeping in view the vision and mission of the college. Staff meetings are conducted on regular basis to plan and conduct activities as per calendar of events. The faculty participate in planning and execution of various activities as member of various Committees. The effective leadership and participation of staff and students help in achieving the vision and mission.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution practices decentralization and participative management and it is reflected in all the activities of the college. The college has IQAC, Placement Cell, Red Cross Wing, Grievance Redressal Cell , counseling cell, anti ragging cell, anti sexual harassment cell, Library Committee, Magazine Committee, Cultural Committee , Sports Committee, Community Living Camp, Excursion Committee, literacy club, grievance cell and Parent Teacher Association. Each staff is made in-charge of the committee along with a five students as members. Senior faculty are the members of the governing council, At the beginning of the

academic year, the principal along with IQAC and members of staff prepares the academic calendar. Then the faculty along with a few students representatives are made in-charge of monthly activities and

they plan and organize the programmes (both curricular and co curricular) as scheduled in calendar of events. Due to pandemic lockdown all the activities were conducted Online.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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

Al-Ameen College of Education maintains complete transparency and accountability with regard to academic, financial, administrative and other functions. .

Financial Functions:- Our College functioning as self-finance institution. Salaries for management staff and other expenditures are directly controlled by the Trust management. Funds collected from the students fee as per norms as a part of a self-generated resource that is spent for the salary. Fee and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through bank accounts and students pay their fee both in online and offline. All the Scholarship forms are filled online, Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic Functions;-our institution strictly adheres to the academic calendar that details the varies activities in advance. All the relevant information regarding academic and other functioning are available in prospectus as well as on website.

Administrative functioning:- The college offers B.Ed.,course with the intake of 50 students , Admission are directed by government of katakana in the website , it is done as per the guidelines issued by the university from time to time. college strictly follows all the rules and regulations of the Government of

Katakana.

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

6.2 - Strategy Development and Deployment

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

The college takes initiatives in this regard in planning and formulating course of action for better utilization of available human resources and infrastructure, students, academic Excellency, their empowerment and welfare is of prime importance to the institution. The teachers are placed incharge of the various programmes like awareness programmes, blood donation camp, Yoga, women's day, Practice teaching/ school internship, education week. School based programme, community based programme, environmental based programme, sports and cultural activities were organized for the betterment of the institution. during the academic year 2020-21, the institution was closed due to pandemic covid-19. The teaching-learning mode shifted from offline to online mode.

Ex:-Internship program:-

Intership/Practice teaching is an important activity of teacher education program. Internship program lasts for 4o days our institution selects 7 to 8 schools closer to the school. The student teachers are instructed to attend the schools from the commencement of the school and stay till the end. Meanwhile, 5 series of demonstration are given lesson plans are corrected and feedback is given to the student trainees by observing their classes. Criticism lessons are oriented which the trainees are to do. That the time, innovative lessons are planned practical exam happens after 2 months of internship.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/file/d/17QvyTWsSm-JMnn_3X02dJIA8mlsrMuin/view?usp=sharing
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The College organ gram shows a decentralized governance in college administration. The top most layer of the organizational structure consists of governing council. The council is responsible for apex level decision making. This cell meets twice in a year to discuss and deliberate upon the institutional requirements and unanimously take crucial decisions for the betterment of the organization. The principal is responsible for running day- today administration and ensures smooth academic performance. He is supported by the staff members. Functional Committees like Admission Cell, Anti Raging Committee, Placement Cell, Red Cross Wing Library Committee, Magazine Committee, Cultural Committee and Sports Committee, Community Living Camp, Excursion Committee, literacy club, grievance cell, counseling cell, anti sexual harassment cell etc. and Parent Teachers Association is in vogue. It includes senior staff member as its convenor. The office work is looked after by the senior clerks.

Service rules: The institution follows its own service rules, recruitment and promotion policies which are closely monitored by the governing council.

For appointment:- advertisements are published in state level newspapers. After short listing, interviews are conducted, a panel is constituted for such purpose. Panel consist of chairman, principal of the college and one member from the university

File Description	Documents
Link to organogram on the institutional website	https://drive.google.com/file/d/1GeGQpqa9ZqXFewnM7igME3gxJMAuvPlK/view?usp=sharing
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Three/Four of the above

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

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

The institution has various committees. These committee organize meeting for different agenda for quality education and enhancement of faculty and students . Following are the outcomes are implemented through these meetings.

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meeting are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the state Higher Education Department, Bengaluru City University and the vision and mission of the college. It is based on feedback

and suggestions in meetings with stakeholders such as college student, teachers and members of the parent teachers Association (PTA), alumni and IQAC. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	[View File](#)
Action taken report with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

Provident fund (PF) contributions are diligently managed securing the financial future of employees.

- Maternity leaves are granted to foster work-life balance.
- Allowing staff to attend personal commitments,
- Comprehensive medical leave provisions prioritize health; ensuring employees can take necessary breaks without concern.
- A well equipped canteen facility is in place, providing nutritious meals at subsidized rates.
- Timely salary crediting to employees bank accounts is a priority enhancing financial stability.

These measures are implemented through a structured framework with clear communication channels and efficient administrative processes. This holistic approach under sources the institutions commitment to the well-being and satisfaction of both teaching & non-teaching staff.

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

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

2

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

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

The performance of each employee is assessed annually after completion of one year of service. The success of any institution depends on the quality of its teaching and non-teaching staff. Both the staff is the backbone of the institution cannot achieve its goals without their support. Performance appraisal is one of the tool through which management measures the efficiency and performance of their staff. At entry level institutions follow minimum qualification procedure during service performance of every faculty is measured and a consolidated report is prepared annually, besides academic activities, duties assigned to the teachers in different activities conducted in the institution. Institution accords appropriate weightage for these contributions in their overall assessment and performance review.

Through performance appraisal our institution assesses the potential of their faculty and assists them to carry out their duties more effectively appraisal reports are also a feedback for faculty and provide insight for their further development and help

them to identify ways to improve their knowledge and skills for annual performance appraisal, institution is having a formal way of analysis of their performance final appraisal report is prepared.

The system promotes accountability, professional growth and overall enhancement of educational and administrative quality within the institution.

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

6.4 - Financial Management and Resource Mobilization

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

Audit report is the final judgement of external auditors to the financial statement. The external auditor is appointed by our Management to issue the report. Audit report is the hallmark to third parties at the time of decision making.

It is a process involves in depth analysis and evaluates our financial records by an independent accountant or external auditor to determine whether institution financial statements are fair and correct considering the institution financial position.

The audit will be done every financial year i.e., from 1st April to 31st March every year. All the receipts, payments along with vouchers and supporting bills duly signed by Principal and Accountant and approved by the Secretary/Chairman will be physically verified and issue the financial audit report along with Balance sheet and Income & expenditure copy by the Auditor with signature. There was no objection raised by the auditor in the 2020-2021.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

242500

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	No File Uploaded

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

The optimum utilization of resources allows an organization to move forward. It is not important how much fund is available but how the fund is used effectively and efficiently so that optimum utilization of the available resources can be done in sound way and better services to the students fraternity and society as a whole can be delivered. The mobility of the fund is therefore essential for organizational growth. The institution strategies in allocation of fund to meet the capital investment needs as well as day to day operating of the business. The main source of revenues for the organization is tuition fee collected from the students. The allocated funds are use for student development and organizational infrastructural and technical development.

The institute plans a budget well in advance, which is approved by the Chairman & Honorary Secretary.

The budgeted funds are spending in the following area:-

- Salaries to management teaching and non-teaching staff.

- Purchase of books, software's etc.
- Sports and cultural activities
- Electricity and internet charges.
- Purchase of furniture
- Stationery.

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

6.5 - Internal Quality Assurance System

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

Al-Ameen College of Education is a student centric institution, and always ensures the benefit of students in all spheres of life establishment of IQAC is a concrete step towards development of students. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. It gives suggestions from time to time i.e., from beginning to the end of the course.

IQAC cell has contributed significantly for institutional aliasing the quality assurance strategy. The cardinal principles of IQAC are to promote quality consciousness among stakeholders. Faculty members maintain attendance record of students. If a student for absents for the class, then the list of absentees is shared in what's app group and also the parents are informed about the same. To enhance the overall performance of the students, Principal and staff decided to give exposure to the students in the institutional activities such as anchoring the programme, being the chief guests and acting as president and paper presentations..

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

The IQAC continuously reviews and takes steps to improve the quality of teaching learning process. The academic calendar is prepared in advance. All newly admitted students attend the orientation programme compulsorily in which they are made aware of the philosophy and the uniqueness of the education system, the teaching-learning process, the system of continuous evaluation, various co-curricular activities, discipline and culture of the institution etc..

Feedback forms are also collected from students individually by teachers for their respective courses and students are also free to approach the principal of the institution for feedback and suggestions. Maintains and ensures stock verification. LCD projectors have been installed in various classrooms for a better learning process. Remedial classes are organized as per the requirement and feedback of the students. To make the library student friendly the institution has taken the measures to digitalize the library. Internet facility is also provided to the students in the library. Evaluating teaching-learning methodology periodically through student feedback.

The teaching learning process is reviewed and improvements are implemented based on the IQAC recommendations.

- **Some of the initiatives are included in the following:**
- **Curriculum development in subjects such as value added courses.**
- **Green initiatives in campus tree plantation.**
- **Education of the community**
- **Writing of reflective journal**

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

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

11

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://drive.google.com/file/d/17DAoAqT-V_GLi1PpHARI4C51beH5MZNU/view?usp=sharing
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://assessmentonline.naac.gov.in/public/index.php/postaccreditation/generateHTML_aqar/eyJpdiI6IjM5ajk0NGVvNHpVZ053RzlwVHJ5SUE9PSIsInZhbHVlIjoiVVgwVmFiWGxyaS9CbXBaVk9keGxUQT09IiwibWFjIjoiNjcwZWVjNjI4NGMzZGQyOTMxYTM3YTIwNzEzYWQzZDQ1MjY3MjBlOWQ1Y2RkYmIzZTA5OTQzNzljMmViNDg0YiIsInRhZyI6IiJ9
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	**No File Uploaded**

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Example 1: In the second accreditation cycle, the institution demonstrated notable stride in faculty development. A comprehensive training program was implemented, teaching on innovative teaching methodologies and the integration of technology in the classroom, this initiative resulted in a measurable increase in student engagement and performance. Faculty members actively participated in workshops, enhancing their pedagogical skill and fostering a dynamic learning environment. The accreditation review highlighted the positive impact of this incremental improvement on the overall educational experience, affirming the institutions commitment for continuous enhancement.

Example 2: The remedial measure includes conducting remedial courses for slow learners. From the first semester students are identified and categorized as slow learners, moderate learners and fast learners based on their academic performance and on communication skills. Customized inputs are designed for different learning ability levels. IQAC ensures at the beginning itself the effectiveness of mentoring system to have a close look of student performance.

To compete in the corporate world, students need to be effective communicator, thus IQAC pays special attention towards developing communication skills of students. At regular IQAC calls meeting with mentors and guides them to take students to next level. This is ensured through regular mentor mentee meetings and analysis of mentor ship reports thereof with mentors and IQAC in presence of principal of the institution.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college is committed to constant improvement in its awareness as part of a wider commitment to sustainability and social responsibility. Recognizing that in pursuing the vision and mission of the college, there is a need to protect the college's immediate environment, therefore, utmost care and attention is given to all our activities to ensure sustainable use of resources, discouraging wasteful practices, minimising pollution and re-using material for benefit of individual and society at large.

The college currently uses a 250 KVA generator as an alternative source to meet its power requirements. In addition there are UPS for non interrupted power supply for the computer systems. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has

considered to work seriously on it. This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. As the college infrastructure is naturally ventilated with adequate natural light, the campus is conducive for energy efficient practices. Installation of solar panels is in process.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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

Policy Statement Al-Ameen College of education will adopt the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the delivery of its waste management services. The College recognises the importance of meeting these legal pre-requisites and deal with its waste responsibly, diminish the volume of waste sent to landfill. College realizes sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching, non teaching staff ,students and visitors.

Purpose:To ensure proper disposal of waste from activities conducted by or overseen by facilities management staff.,To minimize waste generation at source and facilitate repair, reuse and recycling over the disposal of waste in a cost effective manner.

Solid waste management: Institute will apply a waste hierarchical approach to reduce, reuse, recycle and recover waste products, Solid waste will be segregated, Staff are responsible for depositing their waste in the nearest appropriate dustbin,Metals including alluminium, steel, copper can be deposited in the bins, Cardboard should be flat and placed next to any recycling receptacle,Single use plastic is strictly prohibited in the campus.

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

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

Two of the above

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Three of the above

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

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

College has a clean and green campus where environmental friendly

practices and education combine to promote Sustainable environment. Institution's vision is to create awareness among young students and public about various environment related issues through education and innovations. To maintain Cleanliness, the students and staff members are given instructions to maintain the campus clean several quotes related to the importance of clean and green environment are displayed on the campus. Segregation of waste into dry and wet waste from the separately allotted dustbins is done in strategic location. Thus maintaining the campus clean and eco-friendly.

Every year in the college campus, with the help of eco club World environment day is celebrated on June 5 by conducting various competitions among students and also expert talks by eminent people to bring awareness. Eco friendly environment is maintained College has a beautiful green campus a range of medicinal plants and old trees ,make the campus Air pollution Free Indoor plants like aglonima, snake plants are also there. Due to covid-19 the college made efofrts to bring about maintenance of santization and hygiene to ensure the protection of staff & students, hand sanitizer dispensers were installed,.maskswere provided.

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

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	*View File*
Circulars and relevant policy papers for the claims made	*View File*
Snap shots and documents related to exclusive software packages used for paperless office	**No File Uploaded**
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

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

Nil

File Description	Documents
Data as per Data Template	*View File*
Income Expenditure statement on green initiatives, energy and waste management	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

programme to support physical and mental health of community during covid-19 pandemic, is the best practice of the college.

Context

The corona virus pandemic has exposed students and community to anxiety, trauma of illness, financial hardship and stress. To cope with changing educational dynamics, Institute has provided additional help to strengthen the students support by conducting students.

- **To create a Learning community. 2. To maintain student's**

mental health during covid-19. 3. To make the students feel connected with college environment and teachers during pandemic situations.

- It was a great challenge for Institute to connect with community persons and students due to lockdown period and unavailability of internet and other facilities.
- During pandemic situations our community was looking towards online learning platforms to continue with the process of education, which allowed students of community to attend classes from any location of their choice. The objective was to offer teachers an efficient way to deliver lessons to students of various community. To allow students and community to access the learning material at a time of their comfort. To create paperless learning environment which is more beneficial to community environment. To create a perfect learning environment to the needs of community.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

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

7.2 - Best Practices

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

1. Creating Google meetlinks for all subject classesand Uploading videos, PPTs, Assignments, Practicals created by faculty according to timetable. It is said that teacher is a Social engineer who shapes the destiny of students. Now a days learning through technology is very common and essential. Mobile is integral part of everybody's life .Even teachers can use different educational Mobile Apps for teaching and learning. our staff easily adapted to technology based teaching-learning process, which became a necessity during the pandemic, our technical staff delivered an excellent job by rendering support in creating links for classes in google meet, zoom etc.

2. Various activities / programs conducted throughout year leading to their multifaceted personality development. Our college always emphasises on all rounded development of students, so various programmes are organised keeping this in mind.

- a. To Comprehend the concept of social service.

b.To Participate in various social service activities.

c. To Develop positive attitude to serve community in different ways.

Due to the pandemic howwever we have conducted only online programs.

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

7.3 - Institutional Distinctiveness

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

1. We take care of the personality development of students through curricular co-curricular activities.

2. College has active alumni cell.

3. We Provide opportunity to work in different urban and rural set ups during practise teaching, community living camp, post internship activities and excursion.

4. Rearrange group whole year to benefit student by each teacher and build healthy relation between teachers and students.

5. Institution aims at imparting quality higher education to deprived sections of the society to make them competent and self dependent to face global challenges by inculcating the values of patriotism, healthy citizenship, democracy, social equality, justice, and humanitarianism among them.

6. Encouraging students to write and present research papers in seminars and writing articles for College Magazine.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	**No File Uploaded**