



YEARLY STATUS REPORT - 2022-2023

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**

• Mobile No: **9845557580**

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

• Alternate Email ID **sudhaalameen1990@gmail.com**

• Address **Near Lalbagh main gate, Hosur Road,**

• City/Town **Bengaluru**

• State/UT **Karnataka**

• Pin Code **560027**

2.Institutional status

• 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. Mangamma H.S**
- Phone No. **08022112478**
- Alternate phone No.(IQAC) **9480739538**
- Mobile (IQAC) **9480739538**
- IQAC e-mail address **alameenbed@rediffmail.com**
- Alternate e-mail address (IQAC) **sudhaalameen1990@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <http://alameenbed.in/>
<https://alameenbed.in/wp-content/uploads/AQAR-REPORT-2021-2022.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/1GalbY18zRoiyQkvExmm4l6AzhejRCLz/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**15/06/2022****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

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. Value added course on " Life Skills" was introduced 2. Post Internship workshop 3. Energy conservation initiatives 4. Graduation Day 5. Career Carnival

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
A value added course on	An orientation was given to students in 3rd semester students and time table was prepared in such a way that all faculty members were assigned with different units and they have taught them through activities and lot of fun filled experience. A time table is prepared and certificates were issued at the end of the course
Mentoring system-revamping	Mentoring system has been introduced in the beginning of the course and each faculty is incharge of 8 -9 students. This year it was planned to have mentors from 2nd year and bright students were being selected as mentor along with the faculty This made the students to receive more joyful experiences and comfortable zone
Conducting TET/CTET CLASSES	It is the duty of the college to help students to get prepared for competitive exams like TET AND CTET. In this regard , college has organized classes keeping the syllabus of TET AND CTET exams and also invited resource persons who are experts in the field for the same
Graduation Day	A graduation day was planned with lot of systematic procedure with gown and certificates to make the students happy and proud in receiving the certificates in a convocation ceremony amidst a great personalities
Career Carnival	the placement drive titled
Inter Religious Prayer	There is a unigue procedure of

	invoking almighty from all the 3 religion viz: Islam, Christian and Hindu. this helps the students to imbibe the secularistic attitude i.e. egalitarianism
Release of College Magazine	The college releases college magazine
Energy conservation	the usage of LED bulbs and tubes are monitored and ensured. Condition and working of electrical appliances are checked on a regular basis to make sure the maximum consumption of power without leakage. Architecture of our college plays a great role in saving conventional electricity to a greater extent. 'Save Energy ' stickers are pasted on relevant places to sensitize the users on the need of saving electricity.

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

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
• Mobile No:	9845557580
• Registered e-mail ID (Principal)	alameenbed@rediffmail.com
• Alternate Email ID	sudhaalameen1990@gmail.com
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• State/UT	Karnataka
• Pin Code	560027
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• Type of Institution	Co-education
• Location	Urban
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• Name of the Affiliating University	Bengaluru City University

• Name of the IQAC Co-ordinator/Director	Dr. Mangalamma H.S				
• Phone No.	08022112478				
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• if yes, whether it is uploaded in the Institutional website Web link:	https://drive.google.com/file/d/1GalbY18zRoiyOkvExmm4l6AzhejRCLz/view?usp=sharing				
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6.Date of Establishment of IQAC			15/06/2022		
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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		

9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
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13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> 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
2022-23	07/02/2024
15. Multidisciplinary / interdisciplinary	

This College is affiliated to Bangalore City university . The university has framed the design of the course having Multidisciplinary and Interdisciplinary approach. The Teacher Education Programs have been designed for all these approaches; the holistic development of teachers and teacher educators is our concentrated pathway to enrich all these programs. Presently the multidisciplinary courses like Language Across Curriculum, Fine Arts and theatre, and Performing Arts such as Music, Dance, Drama, Paintings, Drawing, model making, etc. are included in the curriculum.

16.Academic bank of credits (ABC):

This College is affiliated to Bangalore city University and so it follows the guidelines in matter of Academic Bank of Credits from the statutory body in this direction. The college gives the instructions for the students by providing a link to them and instruct them to get registered for ABC which will help the students to credit their grades and certificates.

17.Skill development:

Skills like Life Skills , ICT Skills , Skills for Fine Arts , Skills for Performing Arts , Development of teaching skills, Class Management Skills , Observation Skills , Students' engagement skills, Time Management Skills , Communication Abilities and Skills, Language Skill , soft skills, designing lesson plans, unit tests, using videos etc are developed among the students

College plans and conducts various activities to develop the above mentioned skills by exposing students to different experiential learning strategies and also by conducting seminars, practical activities and workshops on different themes like lesson plan designing, unit test preparation , micro-teaching, innovative pedagogy, conducting lot psychology experiments, action plan proposal writing, writing reflections , observation records writing, preparing different assessment tools viz rating scale, rubrics, questionnaire, interview schedules, etc

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

Yoga and its practices are woven in Indian culture for its offering of healthy and disease free life. The subject which is in first semester titled EPC II "Understanding self and yoga" has taken necessary steps to incorporate Indian Knowledge based on traditional practices (Yoga and its significance of learning

yoga exercises, meditation, pranayama kriyas, etc) considering whole body concept integrating body and mind. We have been teaching and practicing the traditional way of leading life.

The subject EPC I in first semester titled "communication and expository writing" also emphasizes on types of texts and style of writing. They go deep into the different literatures like biographies and auto biographies and get to know the lives of different great people and the values that they adopted in their lives. The students have been asked to analyze the different literature pieces like novels, dramas and plays and learn to highlight the values involved in it.

The students learn about the culture, the way of life of people, the relationships, geography etc and thereby appreciate the literature.

The different themes and educational policies like girls' education, dowry system, persons with disabilities, transgenders, inclusive education etc are being asked to analyze and write conclusions and their reflections

Our college follows "Inter-religious Prayer" every day to begin with every day activities during the morning assembly. This gives students a feeling of oneness (Unity in Diversity)

We also teach a subject in 4th semester-value education where it talks about values concept, nature and its significance. There are few practical exercises which try to develop insight into different values and value system. The following activities have been introduced

- selecting a story/incident form an epic and analyze values integrated in it
- listing out the values integrated in any school subject
- enact a role play or a skit on valued conflict
- prepare a tool for value assessment
- organize a debate competition on value crises
- visit a school and interact with the teachers about value inculcation strategies and submit a report
- collect five folk songs and five patriotic songs and analyze the values integrated in it
- list out any five value conflicts that exists in society and suggest the method of resolving these conflicts that exist in society and suggest the method of resolving them

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

The college lays emphasis on Outcome-based education (OBE) to make the learning of students relevant and goal directed. It is education in which emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do, that is, what skills and knowledge they need to have, when they leave the school system. The teaching-learning process at this college has these aims and objectives, so there has been a central vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where preservation and assimilation of information is very easy, so there are specific outcomes of specific teaching learning programs. The course outcomes and program outcomes are clearly specified and planned by the faculty and plans for the proper strategies to realize them

20.Distance education/online education:

The college is very keen in providing online sessions for few topics and also to attend few orientation sessions through online mode. College also encourages students to get their name registered for few online certificate courses like "swayam " portal and get the benefits. The feedback forms are provided to students through google forms

The college always encourages the students to opt for short time based distance education program or education program through online mode in various subject related or/and non-subject related disciplines or areas so that their knowledge increases and becomes very much effective in their practical life. The college collects links of such courses and distributes among the students with introduction for them to understand the value and significance of the courses in building their academic and professional careers.

Extended Profile**1.Student**

2.1

145

Number of students on roll during the year

File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	50
File Description	Documents
Data Template	No File Uploaded
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	25
File Description	Documents
Data Template	No File Uploaded
2.4 Number of outgoing / final year students during the year:	49
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	49
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	50
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	638168

4.2	5
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	9
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2	03
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Al Ameen College of Education is one of the reputed College of Education in the city of Bengaluru . It is held in high regard and has a high reputation of imparting quality education according to the increasing demands of the 21ST Century Education.It is affiliated to Bengaluru City University and is run under the banner of Al Ameen Educational Society.</p> <p>The academic calendar for every session is systematically prepared with the initiation of IQAC. The committee plans and emphasizes on organization of various scholastic and non- scholastic- activities like Panel& 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. Also during each semester pre internshipschool internship and post internship activities. The college also provide the environment to students for developing</p>	

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

B. Any 5 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

B. Any 3 of the Above

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

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-7XGjlmihata04Y5TFm/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

12

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

48

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

48

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

48

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

48

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 students are provided opportunities in the institution to acquire and demonstrate knowledge, skills, values and attitude related to various learning areas. Which contributes in all round development. Through the various activities students develop critical thinking, communication skill, team spirit , collaboration with others etc. Various enrichment programmes ,awareness activities and Extension programmes are conducted by the institutions which are as follows-

Education week ,Community living camp, Educational Excursion, blood donation camp , Seminar,practicals,Pre- internship-School-internship, Post- Internship,through feedback is given. 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.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

The institution believes in the overall development of the students. Provides the environment for development of 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 HC-3 Development and management of school Education. 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(developing the teaching skills) -school internship - Internal Exam-Internal exam is the exam that is usually conducted by the faculty of the college. The students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies or Acts, Boards in India like CBSE, ICSE, State Boards, IB, Cambridge International. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned through different group activities. In this regard a departmental meeting is organized for planning activities and assigning activities to the students. For this purpose students were divided in groups randomly according to their registration numbers and a number of activities were planned: Project, Seminar, Group Discussion, Multimedia Presentation through which the task was accomplished successfully.

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 up dated and be competent, so the college faculty use many techniques and methods of teaching to develop professional skills in students. The staff provides healthy environment for teaching learning process through various activities like group discussion, demonstrations ,lesson plan workshop and many group activities. Teaching skills are developed in students through pre internship programme and preparation of lesson plan. During the third semester the school internship programme is conducted .Students prepare and take 20 lessons in each pedagogy. 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 and play a teacher's role in real situation and conduct different classroom activities, assembly,sports events and annual day celebrations and other school related co scholastic activities etc. Various activities like self awareness, social activities, motivational lectures, debate competitions, group discussions, quiz competition etc. are conducted to develop emotional intelligence, logical thinking, effective teaching and cooperative attitude among the trainees. By dividing the trainees into groups, various competitions are organized to develop healthy competition among them. Thus all these activities which move from lower to upper level prepare students for their Professional field. File Description Document Documentary evidence in support of the claim View Document

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

Three 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

17

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

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

0

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

0

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.

Admission procedure for B.Ed. in Karnataka follows the single window system for the aspirants, who wants to get admission under govt Quota on merit basis. On the other hand, students enroll for the course under management quota too.

Through induction program different Ice- Breaking sessions to induce the beginners into the course by familiarizing about the institution through virtual campus tour and general teacher aptitude related areas of training are some of the basic traits for the profession is covered to prepare them for the training. This is followed by orientation of the course-Mentor mentee allocation, orientation to various subjects and the practicum, literary activities, syllabus orientation, school visits, internship are the main areas focused.

A diagnostic test is conducted to know the level of knowledge on the course chosen by them and an aptitude test is also conducted to know the readiness to undergo the training. Based on the performances in each level of assessment, students are identified as advanced, average, and slow learners. Immediate feedback is given to the students and well-designed individual support system is adopted to meet the needs of every student.

Theory and the practicum in different semesters of the course are explained to ensure proper attainment of the learning outcomes. Mentoring is the routine practice accommodate diverse learning needs of every student.

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	Six/Five of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	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	One of the above

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

2.3 - Teaching- Learning Process

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

The teaching-learning process in any institution aims at developing competencies among each learner. The faculty provides a variety of learning experiences, which makes learning more individualized, interesting, creative, and practical.

Experiential Learning: the different activates suggested in different semesters of the B.Ed. curriculum directs for experiential learning. In 1st semester students are assigned seminar topics and practical activities fields visits, ICT projects etc., During 2nd semester, planning and practicing micro

teaching skills practice, simulated teaching, discussion sessions on different core paper topics etc., in different core papers. In 3rd semester, the internship training is purely based on giving direct experiences related to classroom teaching, preparation of TLMs, assessment tools, classroom activities. In 4th semester Students are taken for Field Visits to special schools, residential schools, so that they can gain first hand experiences.

Participative Learning:

To ensure student centered learning, conduction of activities with the involvement of students such as planning, arranging, anchoring, of different programmes and celebrations with the participation of their classmates is the best way to create participative exposure to the students. Apart from these, the activities like, making teaching learning materials, organizing Exhibitions etc. develops participative learning among students. Problem solving Methodologies, Brainstorming 'Focused group, panel discussion activities are some of the examples participative learning platforms for the students.

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	View File

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

07

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

142

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	No File Uploaded
Link of resources used	https://drive.google.com/file/d/10bmHuBShHD_vR03YQbwxf_f3bmADjY_5/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	
<ul style="list-style-type: none"> • 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, etc. are some of the exposures for students to 	

work in teams given to the students during first two semesters.

- **Dealing with student diversity:** Each mentor in their respective groups deal with the learners' learning profiles and give proper guidance to perform well with the support of their peer group. Students are persuaded to stay in harmony with their peers irrespective of caste, colour, region & religion.
- **Conduct of self with colleagues and authorities:** College has the uniform dress code for both boy and girls. Different committees and clubs are formed with their participations like anti-ragging, equal opportunity etc. so that each student can his /her identity with others and authorities.
- **Keeping oneself abreast with recent developments in education and life:** College conducting morning assembly, every day one student presents the daily news on recent developments at various aspects in education from different newspapers. Apart from these activities, students are made to attend different seminars, FDPs, workshops to get updated with recent developments in education.

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

One of the above

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

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

Case/ Activity1

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, and 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.

Case/ Activities 2

Post internship activities are the important exposure to the trainees to get the societal concerns towards growing members of the community. The trainees at 4th semester are assigned different kinds of activities under the categories of school based, community based and child centred activities, which provide practical training to the budding teachers to become an accomplished teachers of future society.

The group of students under the guidance and supervision of their respective mentors assembled for a week time. They planned and prepared the field work of visiting residential schools, special schools, old-age homes, destitute centre, etc, to make their projects to conduct practically. The Needed questionnaires, materials and documents prepared in group and got the correction from the mentors. With the complete preparation, students visit the selected institution and make an exhaustive study about same. at the end of the week they submit the report of all the activities to the concerned mentors for internal assessment.

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

2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	No File Uploaded
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 Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning

Four/Five of the above

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	No File Uploaded
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	One 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	No File Uploaded
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group	Two of the above

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	No File Uploaded
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	No File Uploaded
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 events in school Planning and execution of community related events Building teams and helping them to participate Involvement	Two of the above

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	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Two 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

The internship programme is systematically planned with the necessary preparedness

1. Selection/Identification for internship: Participative/on request

It is done by keeping in view the following parameters and on request to the schools:

- Subjects of the students are kept in mind while selecting the schools and it is well oriented & guided to both schools and students.
- Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.
- The student's medium of instruction (Hindi/ English/Kannada) is considered too before assigning practice teaching school.

3. Orientation to students going for an internship Following methods are used for orientation of the students towards internship:

- Students are informed about the school's requirements and do's & don't within the school.
- Guidelines are given to students for their apt behaviour with school authority, students, parents and dress codes as a part of their teaching practice.
- Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. to conduct these activities.

4. Defining the role of teachers of the institution The college defines the roles of teachers in the following manner:

- On the first day of the internship in the school, pupil teachers are oriented by the coordinator/principal/supervisor of the schools or colleges.

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	No File Uploaded

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

Three/Four 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	No File Uploaded

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

Teacher Educators visited the schools to facilitate and monitor the internship programme. Daily attendance of interns is maintained by the school authorities. Teacher Educators and school teachers keep a record of class observation of interns. A record of all activities including lesson plans and presentation is duly checked by teacher educators. School principal orient them about

the school and may assign different tasks and duties to them.

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

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)

Three of the above

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

2.5 - Teacher Profile and Quality

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

11

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

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

1

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

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

- In house discussions on current developments and issues in education: As all the faculty were taking class , few

initiatives for teachers to attend 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.

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

3. New policies related with teacher education related to 4 years B.Ed and its positve and negative aspects been discussed with the facultly of different insituttions,. the norms and procedures were discussed to keep the institutuion ready for applying the same

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

The Institution follows Formative and Summative Assessments. It begins as an assessment test when students join the college. Theory subjects are evaluated via Internal and pre-final exams and assignments.

The students are evaluated during their teaching practice, scholastic achievement test record and activities during the internship.

Outreach activities: are taken up in the schools and slum areas. Students submit a record of all the activities and the projects they do which are evaluated by a jury of experts. Psychology and science laboratory and mathematics lab are also assessed. The assessment for B.Ed students includes a review of a book or article, ICT-based teaching and seminar presentations and classes to the B.Ed students..

Microteaching and reflective teaching are practised under the guidance and supervision of teacher educators. Lesson plans for micro, reflective as well as macro teaching are corrected by the lecturers with feedback and marks allotted.

Internship: The student teachers are evaluated by school teachers as well as the methodology lecturer. via an evaluation tool.

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

Two of the above

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

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

At the college level, the evaluation work is done for the part I examinations. If any student feels that the marks given to him in any paper are not just, he or she can apply for revaluation by remitting the fees to the college. The students should apply within fifteen days after the declaration of the result.

The college appoints subject experts other than the previous assessor. If there is a change in score, it is corrected by the internal examination committee of the college. The college has to declare the final revaluation results within fifteen days.

The internal examination committee itself looks after the complaints or grievances related to formative tests and summative examinations. The students have the freedom to use the suggestion box to put in a note of dissatisfaction with the internal examination mechanism.

The principal in charge of the faculty keeps an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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.

At the start of each semester, students receive an orientation about the internal evaluation process. Following the Bengaluru City University guidelines for the B.Ed. curriculum, an annual academic calendar is established, outlining both educational and cultural events.

Students and teachers collaborate to ensure the smooth execution of activities outlined in the academic calendar. Evaluation in the B.Ed. program encompasses both internal and external assessments.

Internal evaluation components include assignments, class tests, essay tests, content tests, preparation of learning resources, internships, community work, action research, ability course activities, and audit courses.

Both internal and external evaluations for the B.Ed. programs are conducted on a semester basis, by the academic calendar's provisions.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 with regular planning of lessons, ICT mediated lessons, innovative lessons, 5E model-based lessons are designed with PLO to train the budding teachers well.

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. The program of action prepared by each teacher in their respective course is aligned with the CLO which is on the bases of PLO

In EPC courses, the trainees are exposed to the practical spheres of training and further 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 is given.

The value-added course/s helps in strengthening the PLO in a bigger extent in enhanced training to the students.

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

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

The PLOs of Teacher Education courses are based on the vision, mission, and purpose of the institution. These are the vision to make the students as good teachers for tomorrow's society, 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.

Each course teaching is planned according to the CLOs of the program.

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 is given.

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.

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

45

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

<https://docs.google.com/spreadsheets/d/1rCbDYeg4YLpLS0dX9x2REtmHlyrY3vwm7FhsD3LbcsQ/edit?usp=sharing>

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

Nil

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)

Nil

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

<p>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</p>	<p>One of the above</p>														
<table border="1"> <thead> <tr> <th data-bbox="86 613 539 674">File Description</th> <th data-bbox="539 613 1436 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 539 741">Data as per Data Template</td> <td data-bbox="539 674 1436 741">View File</td> </tr> <tr> <td data-bbox="86 741 539 842">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="539 741 1436 842">No File Uploaded</td> </tr> <tr> <td data-bbox="86 842 539 943">Sanction letters of award of incentives</td> <td data-bbox="539 842 1436 943">No File Uploaded</td> </tr> <tr> <td data-bbox="86 943 539 1122">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="539 943 1436 1122">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1122 539 1223">Documentary evidence for each of the claims</td> <td data-bbox="539 1122 1436 1223">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1223 539 1290">Any other relevant information</td> <td data-bbox="539 1223 1436 1290">No File Uploaded</td> </tr> </tbody> </table>	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	
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Documentary evidence for each of the claims	No File Uploaded														
Any other relevant information	No File Uploaded														
<p>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</p>	<p>One of the above</p>														

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
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

00

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

00

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

01

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	No File Uploaded

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	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	View File
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

01

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

98

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
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.

Education Week was inaugurated on 02.08.2023, teacher trainees visited the downtrodden areas and educated the people about health & hygiene. They also visited the schools, where they played skits, dramas & songs to motivate the students in education. It went on from 02.08.2023 and ended with a valedictory function.

Republic Day was celebrated in the institution. Teacher trainees participated in various activities. Republic Day is an important landmark in Indian history. On this day, our Indian constitution became a reality and thus, the date "26th January" got etched in history for eternity. Needless to say, every year Republic Day is

celebrated with great pomp, enthusiasm and glory.

inauguration of the career carnival took place, Placement officer, read out the report of the placement services.

"World Population Day" was celebrated on the significance of it was given by students another trainee presented her views through power point presentation. IV semester students gave an overview of the World Population through a display.

"Constitution Day" was observed, and teachers & teacher trainees pledged to obey the constitutional laws.

"National Voters Day" was celebrated. The principal administered a pledge along with BBMP staff and our Teachers and teacher trainees.

under the banner of the Youth Red Cross Wing. "World Aids Day" was observed on the theme "Equalize". And gave an inspiring and informative talk on "HIV/AIDS services and Scenarios"

celebrated National Youth Day in commemoration of Swami Vivekananda's Birthday.

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

00

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	
00	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
00	
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	
3	
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	Three/Four 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

Al-Ameen College of Education is renowned for its dedication to providing top-quality education to its students. The institution's success is greatly influenced by the adequacy of its teaching and learning facilities. The college features modern classrooms equipped with advanced teaching tools like projectors, and audio-visual equipment. These resources enable teachers to deliver engaging and interactive lessons that cater to various learning styles. The spacious and well-lit classrooms create an environment conducive to academic excellence.

Moreover, the college offers well-equipped laboratories for practical subjects such as science and computer science. These labs are equipped with cutting-edge technology, providing students with hands-on experience essential for their academic and professional growth. The library is also well-stocked with a vast collection of books and research materials, supporting the academic curriculum and providing students access to a wealth of knowledge.

The college has a highly qualified faculty dedicated to providing quality education and mentorship to students. In terms of infrastructure, the college provides a well-maintained campus with facilities like sports facilities, etc. The campus ensures a safe and secure environment for students, supporting their well-being and comfort. The dedicated placement cell assists students in securing internships and job placements, facilitating a smooth transition from academia to the professional world. Overall, Al-Ameen College of Education offers high-quality facilities that effectively support students' academic and personal growth. The

institution's commitment to providing a holistic education that Combines theoretical knowledge with practical skills is evident in its facilities and faculty. With a focus on excellence and innovation.

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

6

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://alameenbed.in/facilities/ http://alameenbed.in/laboratories/
Any other relevant information	No File Uploaded

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

414055

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

Al-Ameen College of Education, renowned for its dedication to providing quality education, has embraced library automation to enrich the learning experience of its students and faculty members. Library automation, also known as library management systems, is a user-friendly system designed to ensure the effective management of books in a library. At the forefront of library automation at Al-Ameen College of Education is the Libsoft Library management system. This software facilitates the seamless organization of library resources, encompassing books, journals, and digital materials. Moreover, the library automation system at Al-Ameen College of Education provides remote access to digital resources. This feature allows students and faculty members to access e-books, academic journals, and other online materials from any location and at any time. Such flexibility empowers users to engage in research, study, and learning at their convenience, without being limited by physical library hours.

Furthermore, these advanced features not only enhance the user experience but also assist library staff in making informed decisions regarding collection development and resource allocation. Overall, the library automation system at Al-Ameen College of Education serves as a valuable learning resource for students and faculty members, granting them easy access to a diverse array of educational materials and resources.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://alameenbed.in/library-services/
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

Presently Remote access is not available in the library, it will be updated in the future.

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)

5900

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

198

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/14A64wmAlRUtTmAquDd87Ev_cRIKpztRR/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	One of the above
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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

Al-Ameen College of Education, stands out for its cutting-edge Information and Communication Technology (ICT) facilities that cater to the dynamic needs of both students and faculty members. Central to the ICT ecosystem at Al-Ameen College of Education is the pervasive presence of high-speed Wi-Fi connectivity across the entire campus. This seamless network empowers students and faculty

to access the vast resources of the internet from any corner of the campus, be it in classrooms, libraries, or communal spaces. The robust and reliable Wi-Fi network ensures uninterrupted connectivity, enabling users to stay online and engaged without hindrance. Beyond the ubiquitous Wi-Fi, the college provides access to a diverse array of ICT resources, prominently featuring well-equipped computer labs furnished with the latest hardware and software.

These state-of-the-art labs house desktop computers, printers, scanners, and other essential peripherals that students can leverage for their academic pursuits. Recognizing the paramount significance of integrating ICT into the academic curriculum, the college actively encourages faculty members to infuse technology into their teaching methodologies in essence, the ICT facilities at Al-Ameen College of Education are meticulously designed to equip students and faculty members with the requisite tools to thrive in today's digital era. From seamless high-speed Wi-Fi connectivity to well-appointed computer labs and comprehensive support and training services, the college remains steadfast in its commitment to ensuring that its community is adept at harnessing the transformative power of technology for educational and professional advancement.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:2

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)

C. 250 MBPS - 500MBPS

Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	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	https://www.youtube.com/@al-ameenb.edcollege786
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/@al-ameenb.edcollege786
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)

414055

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

Al-Ameen College of Education provides a nurturing and conducive environment for its students to learn and grow. To achieve this goal, the institution has implemented a comprehensive set of policies and procedures for the maintenance and utilization of its physical, academic, and support facilities. These policies are designed to ensure that the facilities are well-maintained and efficiently utilized to support the educational activities of the college. A key aspect of the policy on maintaining physical facilities are regular inspection and maintenance. This proactive approach to maintenance helps to ensure that the facilities are kept in good condition and that any potential problems are addressed before they escalate. In addition to regular maintenance, the college has policies in place for the proper utilization of its physical facilities. The facilities are allocated based on the needs of the various academic departments and administrative units within the college. The college also has policies on the maintenance and utilization of academic facilities, such as classrooms, laboratories, and libraries.

These facilities are crucial for the delivery of quality education, and as such, they are given high priority in terms of maintenance and upkeep. Furthermore, the sports facilities are well-equipped to support the physical well-being of the students and are available for use by students and staff for recreational activities, in conclusion, Al-Ameen College of Education has established a comprehensive set of policies and procedures for the maintenance and utilization of its facilities.

File Description	Documents
Appropriate link(s) on the institutional website	https://alameenbed.in/agar-documents/
Any other relevant information	No File Uploaded
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	Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
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	B. Any 3 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	No File Uploaded
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	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
30	48

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).

3

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	No File Uploaded
Documentary evidence in support of the claim	View File
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)

9

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

Student council in college is a means to develop social and citizenship values, besides certain qualities like planning, organizing, leading and developing team spirit through participational and involvement in activities all through the academic year formation of the student council is done in the beginning of the year. We hold a talents day program in order to know the students talents and capabilities. After this program we hold elections and representatives are elected by the fair and democratic polling the student council to formed according to the votes they have fot. The president of the secretary, joint secretary and a treasurer is formed then various committees are also formed like magazine committee, C.L.C committee, Excursion committee, Cultural committee has a staff in charge and 5 members are nominated the student council provides support. The functions carried by student council are:-

1. To participate in the planning & organization of the various co-curricular activities & to carry it out under various committed throughout the year
2. To participate in the execution of these activities
3. To give information to the student regarding the events that are organized.
4. To make rules and regulations regarding the different activities
5. To encourage maximum participation
6. To help in conducting the activities as planned & in appropriate duration
7. Help in smooth functioning of the institution following democratic principles.
8. To help maintain a healthy atmosphere& discipline in the institution
9. The activities organized by the students council are guided by the faculty in-charge.

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

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

5

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

5.4 - Alumni Engagement

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

Alumni associations play a vital role in fostering industry-institute interactions, providing valuable opportunities for present students, and facilitating the overall development of higher education institutions. This article explores the significance of alumni associations in facilitating internships, placements, technology updates, mentorship, entrepreneurship networking, research collaborations, community outreach, and financial support. By understanding and leveraging the power of alumni connections, higher education institutions can enhance the educational experience for their students and create a strong network of support and advancement.

One of the primary benefits of alumni associations is their ability to bridge the gap between academia and industry. By maintaining strong ties with their alma maters, alumni can facilitate internships and placements for present students, allowing them to gain real-world experience and industry exposure. Additionally, alumni serve as valuable mentors to students, providing guidance and support, particularly during challenging periods like the first year of studies. This mentorship helps students overcome academic obstacles, especially in STEM fields and promotes their overall growth and success.

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**

Three/Four of the above

mentoring Financial contribution Placement advice and support

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.	View File

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

01

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

The college has an alumni association helping the college in its growth and development process effectively by providing positive feedback the principal of the college is the president of the Alumni Association other members include faculty and students.

The alumni contributions is 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 placement of passed out students.

It furnishes information about job opportunities in schools

Its feedback has helped in importing the existing curriculum, organizing new activities etc.

It has given many healthy suggestions for the augmentation of the college.

Helps in publicity.

Two of alumnus are in the top position in the schools of Bangalore. One is the counselor at Modern English School who was present during the career carnival. She interviewed the teacher trainees and selected them.

Another Alumnus Suraiya Salma is the content analyst at Byju's she also was present for the career carnival. She also interviewed and selected our teacher trainees.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution recognizes the abilities of its faculty and believes in decentralization of tasks. The following administrative structure is maintained and the functioning environment is with freedom and autonomy. The Principal leads the institution towards its goals, by planning the activities of the institution, forming committees, delegating powers to the in charges and co- in charges of the committees, monitoring the progress and evaluating the success of all the tasks and projects. Apart from that the principal communicates all significant information to all the stakeholders and maintains records of all the functions of the institution. Decisions about the budget, accounts of expenditure and preparing the audit report annually is

accomplished by the secretary and principal with the help of the accountant and the administrative staff. The in charge of each committee has to submit to the principal a term wise written report of the academic and nonacademic activities. These help in review and reflect on the progress and quality of the various institutional activities in alignment with Vision and Mission of the institution.

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

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

AACE follows a decentralized and participative mode of decision making in the effective management. The Apex body of the college administration is the Governing body, comprising the Patron, Manager, Principal, senior faculty. The governing body meets twice a year or as needed. The Principal presents the college activity report before the body. The body reviews the report, discusses and gives valuable suggestions. The next level includes the Principal, Faculty and Staff. The principal convenes regular meeting of the faculty and start to discuss various issues related to the academic and non academic functioning of the college.

The next level is the students union which comprises of the elected representatives of the student community. The Students Union organizes various programmes under the guidance of the staff advisor to the college union, The entire schedule of the academic events of the year is discussed and tentatively fixed in the beginning of the academic year. The members of the faculty are assigned duties of the various committees and clubs. Associations like the PTA and Alumni support the college through suggestions and expertise at various occasions. All details regarding the

office bearers are mentioned in the academic calendar.

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.

AACE maintains complete transparency and accountability with regard to academic, financial, administrative and other functions. There is a full-fledged, robust, well integrated system of internal process like admission, examination process, Internal quality assurance, library management etc. the institute has a highly secured infrastructure for stream lining the information flow.

Transparency in Academic Functions:-

AACE strictly adheres to the academic calendar that details the various activities in advance. Admission are directed by government of Karnataka in the website. All the relevant information regarding academic and other functioning are available in prospectus as well as on website.

Transparency in Administrative functioning

Admission Banner is displayed outside the college premises. Admission notice is displayed in the website. Notices are promptly shared on emails. Govt. regulations and amendments are promptly placed before the concerned bodies circulated and displayed on college website.

Transparency in Financial functions

AACE strictly follows all the rules and regulations of the Government of Karnataka its annual budget and annual accounts are prepared. Students pay their fee both in online and offline mode.

Additionally, the institution prioritizes transparent communication channels. Encouraging feedback and ensuring accessibility of relevant information to all concerned parties.

These efforts collectively underscore the institutions commitment to maintain transparency in its financial, academic, administrative and other operations, fostering trust and accountability with its community.

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

In the beginning of the academic year calendar of events is prepared and each member of the staff is made in charge of different activities along with a few students. Then the staff in charge of the activities along with members of the staff prepares the programme and it will be approved by the principal. The activity will be implemented as per schedule. Principal and staff in charge will supervise the functioning.

Micro Teaching /pre-internship the primary goal of B.Ed. program is to train every trainee as the best classroom teachers for our education system. Every year College conduct two-week workshop on pre-internship, where the faculty members orient the group on six important micro skills with proper demonstration. Trainees are made to understand the components of each skill and advised to record the observation of demonstrations using the list of components given for each skill.

Further, Student teachers are divided into groups for practicing skills under the supervision of faculty members. Proper guidance for writing episodes and presenting the same for their peers for 6 minutes duration. Thorough feedback on their presentation is given for further improvement.

After the practice of micro teaching skills integration of micro skills of teaching for the duration of 20 minutes was held. Trainees prepared and practiced episodes in their respective methodologies on integration in the same simulated group for further strengthening of their teaching competencies.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/file/d/1kxhQMMOp7uwNvitaamhS760z772XMsF1/view?usp=sharing
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

AACE has been established in 1990. It has a Governing body to monitor and achieving the vision and mission of the institution. It has an effective organizational structure which monitors and improves the institution. The organizational structure of the institution is given below.

1) Administrative setup: The Institutional Management is designed in a scientific way with transparency to get the optimum results out of it. A hierarchical sets up is established from top management to down the level clearly demarking the Duties, Responsibilities, Accountability and Authorities at every stage. The over-all structure of the Institutional Management is categorized as "ACADEMICS" and "ADMINISTRATION". Keeping in view all the stakeholders more on students an effective administrative system is structured.

2) 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/1yS02pf0k30t1McdRFcJ_DLp7yN4xIdaW/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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	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 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 college also provides important information on the website and notice board. 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	View File

6.3 - Faculty Empowerment Strategies

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

In our institution staff welfare is given most importance. In connection with this, existing welfare measure for teaching and non-teaching staff is as follows:-

- 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.
- Internet and free Wi-Fi facilities are also available in campus for staff.
- Faculty development programs (FDP) for faculty members on regular basis
- skill development courses are organized for non- teaching staff to enhance their skills in work environment.
- Automation of attendance and leave using biometric system.

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	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
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 objective to evaluate the performance as per established norms. The success of any institution depends on the quality of its teaching and non-teaching staff. Both the teaching and nonteaching staff are 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.

Clarifications or adjustment to address concerns, resolving objections promptly is essential to maintain financial integrity and regulatory compliance. Clear communication and co-operation between auditors and the organization facilitate a smooth audit process and contribute to the overall reliability of financial reporting, during the year 2022-23 no objections submitted from the auditors.

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)

806000/-

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	No File Uploaded
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.

Budgeting and auditing procedures are regular and standardized.

The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial

management. It budgets all items of expenditure which remain transparent. In the financial sphere it honours all the legal limits and maintains transparency

The college is self-financed and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college.

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-Aameen college of education has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality

The college formulated and established a Seven member internal Quality Assurance Cell (IQAC) in 2023 so as to respond to the changing educational, social and market demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time ie. from beginning to the end of the course. This cell also examines and addresses the suggestion received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College.
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to

adopt the required knowledge and technology for participatory teaching and learning process.

- Arrangement for feedback responses from students, parents and other stakeholders on quality- related institutional processes.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities of the College, leading to quality improvement.
- Development of Quality Culture.

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

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

Al-Aameen college of education is sensitive to the quality of education as well as to educational, social and market demands. The college has Internal Quality Assurance Cell which assess the performance of programmes approved by it. The quality is reflected in the implementation of the academic program and quantum of target achieved. The college takes utmost care in planning and implementation and the pre programmes. The college academic programines, the stakeholders' feedback and the previous year' result benchmark for further improvement.

The college makes all out efforts to

- Ensures adherence to academic calendar with the help of schedule for all activities Supervises content delivery by faculty, through Principal
- Ensures high performance of students in internal examination academic.
- Monitors attendance of students and also keeps the students informed on quarterly basis.
- 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 digital library, Internet facility is also provided to the students in the library.
- Evaluating teaching-learning methodology periodically through student feedback. The college does not have any control over the syllabi and these are implemented as direction of the Bangalore City University, Bangalore.

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

6

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

Three 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/1wNpctImIjF920MmLk6peHB4UQVhboQL7/view?usp=sharing
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://alameenbed.in/wp-content/uploads/AQAR-REPORT-2021-2022.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	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

A number of post accreditation quality improvements have been taken during the last years in AACE: conducting and organizing Induction program, Guest lecture, workshop and Seminars, Mentoring system-revamping, Distribution of saplings to public, Conducting TET/CTET CLASSES Celebration and conducting different important days of national and international days ,Azadi Ka Amrit Mahatsav,Certificate course and value added course: Spoken English and Personality Development ,conducting Seminars, Post internship, CLC (community living camp),Career Carnival, Feedback from different stake holders With the help of above mentioned programmers we easily track of the incremental improvements achieved in academic and administrative domain of its functioning through quality assurance initiatives within the institutions since the previous accreditation.

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.

Energy conservation and its wise usage has always been a motto of AACE. This year also the usage of LED bulbs and tubes are monitored and ensured. Condition and working of electrical appliances are checked on a regular basis to make sure the maximum consumption of power without leakage. Architecture of our college plays a great role in saving conventional electricity to a greater extent. 'Save Energy ' stickers are pasted on relevant places to sensitize the users on the need of saving electricity. Authorities ensure that the lights and electrical appliances are switched off when not in use and this practice has been instilled in the students as part of their behavior. Electrical appliances operational in the institution are mostly energy efficient and are of good star ratings. Air-conditioned rooms are properly sealed to avoid high load and stabilizers are fitted. Desktops are LED screened. All these practices are continued on a timely manner as a policy for preserving and conserving the energy in an effective way.

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.

Educational institution generates wastes consisting of biodegradable and non biodegradable contents. All kinds of wastes are segregated at the source for the effective and judicial disposal of the same. Wastes of biodegradable type is channelized

to the vermin composting pits which within a matter of months gets converted into clean bio manure that are used as fertilizer for the herbal garden. College campus is declared 'Single Use Plastic Free". Like the previous years, two bin system is followed in college with one for plastic wastes and second for paper wastes and a three bin system is followed in common adding biodegradable waste bins to the series. With a view of integrating judicial waste management practices into the lifestyle of the students and staff, awareness programmes on waste management are conducted , this also aids in effective disposal of non biodegradable wastes. AACE has always adopted a good, safe and eco-friendly measures for the proper segregation and disposal of the generated wastes 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	View File
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	No File Uploaded

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 maintains the cleanliness and sanitation programmes as usual as the previous years. Locally generated wastes are effectively disposed and recycled as in congruence with the policy of "my waste my responsibility" is fulfilled..

Cleanliness: 1. The support staff maintains daily cleanliness and sanitation. 2. Broken furniture is stored separately for repair or replacement. 3. Regular campus cleaning takes place. 4. Boards with cleanliness reminders are displayed throughout the campus. 5. Colour coded Dustbins are placed strategically to prevent littering. 6. Furniture is well-organized in classrooms and lecture halls. 7. Staff and students are trained to maintain order and cleanliness.

Sanitation: 1. Toilets are provided on every floor of the college and hostel buildings. 2. Separate washrooms are available for staff and trainees. 3. Well-maintained lavatories are available for women. 4. Separate bins are provided in ladies' toilets. 5. Toilets are cleaned twice daily with disinfectants. 6. Adequate water is always available in all the toilets.

Green Cover:

1. The college maintains a pristine natural environment in its campus, a full time gardener to look after the plants and trees and watering them. 2. Fallen leaves are used as natural manure. 3. Guest lectures and activities are conducted on environmentally significant dates.

Healthy Environment:

1. World Environment Day is celebrated annually. 2. RO purified drinking water is available in the college. These measures contribute to a clean, green, and healthy campus environment.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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)

0

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

College engages in various activities that enhance the students' learning experience and contribute to the community. our college is situated very close to Lalbagh. This locational advantage is utilized by us, it is very informative and refreshing to see the various colours of flora and a walk inside this beautiful garden gives an energy and oxygen boost Every year at Lalbagh, Flower Shows are organised for Independence Day and Republic Day, which is one of the most awaited events in Bengaluru. The 212th edition of the Independence Day Lalbagh Flower Show themed on Kannada matinee idol Dr Rajkumar and his son Puneeth Rajkumar. our students were taken to this significant event on 12/08/22

The students got to see different kinds of flowers and plants which were displayed at the Glass House which had nearly 800 aesthetic exhibits. There are different stalls which give information on bee-keeping, local farming practices, special crops of each district from Karnataka and new innovations in the agricultural field. The students thoroughly enjoyed their Field trip to Lalbagh, and this also helped them in learning about the diverse agricultural practices, and brought them close to nature.

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

i) Title of the practice: celebration of Azadi Ka Amrit Mahotsav

Azadi ka Amrit Mahotsav was an initiative of the government of India to celebrate and commemorate 75 years of independence and the glorious history of its people, culture, and achievements. As a part of this celebration, the "Har Ghar Tiranga" campaign was organized. The government had instructed to hoist the National Flag on the roof tops of the institution consecutively for three days. Our college celebrated this event with a lot of zest and fervor and every day the flag hoisting was done in the morning and retreated in the evening.

our teacher trainees had prepared a documentary on freedom struggle. A talk was organized on "history of freedom movement in india" given by Dr. Satya Prakash, Retd. Principal, Vidhyavarthaka school, Rajajinagar, B'lore.

ii) title of the practice: organizing yoga workshop on International Yoga Day

It is the regular practice of our college to organize yoga workshop for the overall health and well being of our students and

faculty members. Every year on international day we invite renowned yoga master Dr. Vishwa Bandhu Nagesh who conducts the yoga workshop along with some of his students. During the workshop all the trainees and our college faculty are made to practice many different yogasanas and meditation in our college auditorium. we also have a half day yoga session during our community living camp. It is practiced 3 hours a week even during college hours.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

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

TITLE OF THE PRACTICE: HELP AND SUPPORT IN CAREER PURSUIT AND PLACEMENT.

Placement cell in our college is very active and organizes various events at the end of the 4th semester to assist students with almost any aspect of their career from reviewing resumes to helping students decide what jobs they will pursue after graduation, as well as guide students to discover specific job positions that match their interests and abilities. Often, students may not realize the range of careers available based on their degree program and experience. various programs are organized in this regard.

1. A guest lecture was organized on 14/1/23 on the topic 'YOUTH and CAREER choice' presented by Dr.T.N.Raju former principal BES college, on the occasion of national Youth Day.
2. A career expo was held on 28/1/23. Mrs. Aamina Ruhi ahmed founder, and director Cocoons training solution, conducted a live workshop on resume writing and facing interviews.
3. Career Carnival was conducted from 13/2/23 to 15/2/23, where 10 institutions were invited for conducting interviews and selecting students.

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