



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF JSS INSTITUTE OF EDUCATION C-17448

**Sakaleshpur
Karnataka
573134**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	JSS INSTITUTE OF EDUCATION Sakaleshpur Karnataka 573134	
2.Year of Establishment	1986	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	6	
Departments/Centres:	8	
Programmes/Course offered:	1	
Permanent Faculty Members:	13	
Permanent Support Staff:	16	
Students:	185	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The functional space of the building adequate number of classrooms laboratories multi utility rooms 2. The Seamless infrastructural facilities such as ICT Library sports games yoga art and drama 3. The waste management and water management systems are functioning effectively	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 05-06-2025 To : 06-06-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. VENKATESAN MURUGESAN	Professor of Universities/Colleges at level 14 of 7th CPC,Indian Institute of Foreign Trade New Delhi
Member Co-ordinator:	DR. NASRIN NASRIN	Professor of Universities/Colleges at level 14 of 7th CPC,Aligarh Muslim University
Member:	DR. SUHAIL AHMED KHAN	FormerPrincipal,MARATHWAD A COLLEGE OF EDUCATION
NAAC Co - ordinator:	Dr. Vinita Sahu	

Section II:Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Planning
1.1.1 QIM	Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. The planning of the curriculum is made as per the guidance given by the principal and by discussing with the faculty members and training teachers. There are adequate choices with the students pedagogy, optional and elective courses. These all courses are implemented as per the norms of the university. It is good that the institute provides opportunities for trainee teachers to acquire and demonstrate knowledge, skill and values. Much more emphasis is given on human, moral, spiritual, modern values and their relationship with education. These all are taught through perspective courses. The curriculum transaction are done by providing provisions of different types of schools, learning approaches and diversified requirements of the school. The microteaching, simulation lessons and ICT lessons are organised to develop skills and desirable attitudes among trainee teachers. School internship is provided with hands-on experience. They have a good practice of developing unit plans, lesson plans, create and maintain resources and organise academic and co-curricular activities particularly during the internship. The main focus is given on development of skills and competences of trainee teachers as per the university syllabus.
1.3	Curriculum Enrichment
1.3.1 QIM	Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas The college provides various student-centric pedagogical methods for fostering the learning among the student-teachers. The methodologies used by teachers are experiential learning, problem solving method, active learning strategies, participative learning, collaborative learning, blended learning, role playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies for enriching their students' perspective. They also use various ICT resources in providing a variety of learning experiences to the students. Students use ICT support for various activities that include practice teaching, internship, preparation and presentation of assignments. Workshops, seminars, guest lectures are conducted for students to provide exposure to various aspects related to education. Models of teaching and innovative strategies in advanced pedagogy are practiced by the students to enhance their teaching skills and nurture creativity and intellectual abilities. Bilingual approach by the teachers is used where the medium of instruction is Kannada and English. The faculty members identify, reflect and engage with diverse learner's by providing appropriate learning environment that helps to maintain an effective mentoring relationship. The students are provided maximum help from the side of the teachers and excellent efforts are being made to flourish the personalities of the students.
1.3.2 QIM	Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective. There are fifty students in one unit and the intake of B. Ed. Programme is 100 students per year that is two units are being run by the JSS institute of Education. 75 percent of student enrolment is done through the common admission cell (CAC) administered by the Government of Karnataka, following the rules and regulations of the university and NCTE norms. 25 percent selection is done by the management quota based on merit. Most of the students are from rural areas among them 60 percent are female and 40 are male. The suitable facilities are provided by the institute to

	the students as there are labs, common rooms, toilet facilities and curriculum resource centre in the form of music, drama, dance and other art activities are also promoted by the infrastructural facilities therefore student diversity is maintained by providing various choices to the students as to flourish their talents. An emphasis is given to the marginalised section of the society as to provide opportunities to weaker section, females and students belonging to different states. There should be ramps and instruments for disabled students also to make them feel included.
1.3.3 QIM	Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme The trainee teachers are also encouraged by doing action research projects. The sample of these projects are drawn from the same institution by selecting those students having problems in learning various school subjects. They are also encouraged to construct the research tool in order to collect the required data. They are also guided by using suitable statistical techniques and draws conclusions at the end. The remedial measures are also used to solve the learning problems. In this way research culture is promoted in the institution. The institution has a good relationship with primary and secondary schools which are laboratories for trainee teachers during school internship.

Qualitative analysis of Criterion 1

The institute is following the curriculum prescribed by the University. The improvisation is done while making program learning outcomes and course learning outcomes. There are dedicated faculty to teach all methodology courses for the program. The curriculum planning process involves all stakeholders such as faculty members, principal, practice teaching schools, employers, experts, students and alumni. The PLO and CLO are properly displayed in the college website, shared among students during orientation program and interacting program with alumni etc. The curriculum is offering flexibility to students to choose elective courses and value added course. The trainee teachers are exposed to DIET, BEO, BRC besides various residential schools, private schools, special schools etc. The trainee teachers are encouraged to take research projects action research, internship etc., which would help them in developing analytical skills. There is a structured feedback system from all stakeholders helps the management to go with the corrective measures.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Honoring Student Diversity
2.2.1 QIM	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.. The evaluation system is systematic and objective. It is both formative and summative in nature. To achieve stated PLOs and CLOs continuous internal assessment and suitable pedagogical approaches are utilised. College holds full transparency in evaluation system. All records of attendance, internal and external examination are documented. The pass percentage is hundred percent during the last five years. 90 percent of the students have secured more than 70 percent in internal assessment.
2.3	Teaching- Learning Process
2.3.1 QIM	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 The college provides various student-centric pedagogical methods for fostering the learning among the student-teachers. The methodologies used by teachers are experiential learning, problem solving method, active learning strategies, participative learning, collaborative learning, blended learning, role playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies for enriching their students' perspective. They also use various ICT resources in providing a variety of learning experiences to the students. Students use ICT support for various activities that include practice teaching, internship, preparation and presentation of assignments. Workshops, seminars, guest lectures are conducted for students to provide exposure to various aspects related to education. Models of teaching and innovative strategies in advanced pedagogy are practiced by the students to enhance their teaching skills and nurture creativity and intellectual abilities. Bilingual approach by the teachers is used where the medium of instruction is Kannada and English. The faculty members identify, reflect and engage with diverse learner's by providing appropriate learning environment that helps to maintain an effective mentoring relationship. The students are provided maximum help from the side of the teachers and excellent efforts are being made to flourish the personalities of the students.
2.3.5 QIM	Continual mentoring is provided by teachers for developing professional attributes in students The institute is practicing its mentor system. Mentoring is a system wherein every teacher is assigned a group of students to constantly monitor them throughout their training period in the institution. By mentoring it is possible to have a closer connection with the students' lives emotionally, physically and mentally which leads to their holistic development. A continuous effective mentoring system shows tremendous improvement in the overall performance of the students. It leads to a remarkable improvement in the attendance and positive attitude of students towards teaching profession. A mentoring system is in place in the institution where each teacher constantly mentors students on academic, professional, and personal aspects. During the commencement of the academic year, students are divided into groups and a mentor is owned to each group. The main role of the mentor lies in providing any kind of guidance in enhancing the professional performance and development of the mentee. The group meets on different occasions to discuss the needs of individual students with regard to their personal and academic growth. As a team work, the institution engages students in different mentoring programs.
2.3.7 QIM	Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.. The institute attempted to develop such activities and strategies which could nurture develop

creativity, innovativeness, empathy, life skills, intellectual and thinking among students. Innovative teaching practice is an important aspect of the teaching program. Student teachers practice different innovative methods and approaches during internship programme. The various innovative teaching methods that faculty follow to make their classes more interesting are:

1. ??Experiential learning: Experiential Learning is the process of learning by doing. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations. The students develop new ideas to design a wide variety of working models, charts and teaching aids.
2. ??Field visits: The primary aim of a field visit is to gather geographical details. Reinforcing experiential and relational learning is the key goal of conducting a field trip for students. Field trips are a way of improving learning in the classroom by creating links to the real world. The institution also organizes field visits for the students in order to promote participative learning.
3. Apart from this seminars, co curricular activities, life skills, drama and art in education are also being used judiciously to make the teaching learning process focused on creativity, innovativeness, rational thinking, acquisition of life skills and inculcation of values, teaching pedagogies have been altered overtime to facilitate innovation, use of ICT enabled devices on preparation of lesson planning. Along with this effective use of ppts, projectors and multimedia is being used in teaching.

2.4 Competency and Skill Development

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

QIM The institution's academic plan outlines internship program commencement dates, with staff meetings and timetables prepared. Schools are selected based on proximity, infrastructural facilities, and English or Kannada medium schools. Teacher-in-charges visit schools with consent, and faculty members request syllabus allocation. Students are allotted schools based on medium of instruction, capacity, and subject-wise requirements.

An orientation is given to the School Principals/Headmasters/Co-operative Teachers or mentor teachers about the roles and responsibilities that are to be shouldered by the interns in the respective schools. The assessment and monitoring process of various activities and tasks is mentioned during the meeting.

Institution also conducts orientation to students going for internship and the intern is informed to follow the instructions given below:

1. ??Be regular and punctual to the assigned school. In case, of emergency, call the incharge of Practice Teaching or the principal.
2. ??Maintain the dress code as professionals.
3. ??Submit all lesson plans to the teacher educators/subject teacher before teaching.
4. ??Make sure that your classes are observed and collect feedback from the teacher educators/subject teacher.
5. ??Involve themselves in different activities of the school including action research and co-curricular activities in that schools including national festival celebrations etc.

Before the commencement of internship programme students go to different schools to observe regular classes of the teachers of the school by developing good rapport with the teachers and students to do practice teaching by using skills and techniques learnt through practice in the B.Ed.

	programme. Institution gives proper suggestions and guidance before sending students to internship programme.
2.4.11 QIM	Institution adopts effective monitoring mechanisms during internship programme. JSS Institute of Education, Sakaleshpur conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating body, University of Mysore and Hassan University. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the practicing schools of proximity. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. The observation can be done by following means like peer observation, teacher educator observation, co-operative teacher observation, feedback by students and teachers etc. The teacher educator is sent to each school and he/she coordinates with school principals, school mentors and the teacher trainees. The duty of teacher educator is to check the lesson plan and approve it to be taught in the classroom. The teacher educator assesses the teacher trainees, their lessons, activities, involvement in school activities. He/she gives suggestions orally and also writes suggestions in their lesson plan book for their improvement. In charge of the internship programme allots the timetable and distributes the syllabus and other work. The principal of the school instructs the subject teachers to cooperate with the teacher trainees and the internship is duly certified by the head of the practicing school after ensuring that each student has completed the internship programme. The classroom performance is observed and evaluated by the mentors.
2.5	Teacher Profile and Quality
2.5.4 QIM	Teachers put-forth efforts to keep themselves updated professionally through • In house discussions on current developments and issues in education • Sharing information with colleagues and with other institutions on policies and regulations JSS Institute of Education allows the faculty members to attend orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposia hosted by government and nongovernmental organisations. They also write articles and contribute chapters in edited books and research papers as well. Institution has brought one day National Level Seminar articles in the form of book titled "The perspectives of teacher education in nurturing the talents of 21st century learners". They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and in education. Faculty members are allowed to do academic tasks including assessment/valuation work, paper setting, invigilation of exams, etc. Each year, the University of Mysore, Mysuru and Hassan University assigns a few of our faculty members to serve on several special duties like syllabus revision, B.O.E. members. Faculty members are permitted to carry out university duties such as valuation work, paper setting invigilation work in the university theory examination. A Faculty Development Programme (FDP) is a strategic initiative aimed at enhancing the skills, knowledge, and competencies of educators within an academic institution. Discussions on past policies like Right to Education Act,

	Technology in Education, Gender issues, and NPE Draft have increased teachers' confidence and interest in education trends, fostering sharing of information among teachers.
2.6	Evaluation Process
2.6.1 QIM	Continuous Internal Evaluation(CIE) of student learning is in place in the institution JSS Institute of Education affiliated to University of Mysore, Mysuru/Hassan University and the institution follows continuous internal evaluation as prescribed by the university which is monitored by keeping the records of the performance of each student in the each activity. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester through orientation. It covers assessment from all aspects to develop necessary teaching competencies and skills. Formative evaluation is done through class tests, assignments, seminar presentations, practice teaching lessons and internship programme, community work, learning resources and skills are achieved through teaching learning like communication skills, micro-teaching skills, group discussion, leadership skills, evaluation workshop etc. Summative evaluation is done through university examination. There is internal evaluation in each of the theory paper as well as teaching papers which is based on class attendance, class discussion, written assignment, class test, general behaviour, group discussion, seminar performance. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The internal assessment criteria of University of Mysore, Mysuru/Hassan University is followed for the distribution of marks in each subject. Question paper is prepared by teaching faculty regarding their subjects as per the pattern of university. The answers scripts are evaluated by concerned subject faculty. Practical aspect of school subjects are assessed by the teacher educators by reviewing periodical attendance and general behaviour of the students, practical and co curricular activities are also assessed.
2.6.3 QIM	Mechanism for grievance redressal related to examination is operationally effective The Institution has an organized mechanism for grievance redressal related to internal evaluation. At the commencement of the B.Ed Programme, faculty address the students about the various components of the evaluation process. The students have the flexibility to approach the faculty, in charge of internship, test and examination committee and the Principal to redress their examination related grievances. The examination committee also resolves any grievances related to internal examinations in timely manner Grievance may be there due to typing error in question, incomplete question, out of syllabus and error in distributions of marks. Related to grievance of internal assessment in examination students discuss in groups and ask queries to the concerned staff. The students are permitted to check their consolidated internal marks. If they have any grievance they may solve it with the help of the faculty.
2.6.4 QIM	The Institution adheres to academic calendar for the conduct of Internal Evaluation JSS Institute of Edusation follows the calendar of events issued by the university and plans all its activities including the conduct of Continuous Internal Evaluation (CIE). The institute prepares an institute-level annual academic plan. Institute annual academic plan includes details like the total number of working days and holidays, the date of commencement, last working day of the semester, Internship schedule and dates for semester-end examinations. The academic calendar of institutions significantly impacts both students and faculty by structuring the flow of the academic year, including scheduling classes, exams, and breaks. A well-planned calendar can enhance educational outcomes by providing balanced periods of instruction further influencing institutional effectiveness and student success Internal Assessment, tutorials, workshops, EPC, Field visit, Internship, Theoretical, and co- curricular activities are part of Internal Evaluation of student-teachers. There is a well-defined process for the conduct of continuous Internal Evaluation as per the calendar of events. The course instructors prepared internal exam question paper based

	on the syllabus. At the end of the each semester the marks of the continuous internal evaluation is done.
2.7	Student Performance and Learning Outcomes
2.7.1 QIM	The teaching learning process of the institution are aligned with the stated PLOs and CLOs. The institution follows University of Mysore syllabus, empowering student-teachers in content and pedagogy, developing teaching competencies and communication skills through internships, and understanding teaching as a profession. The programme includes comprehensive coverage of all areas of the teaching-learning process and is aligned with PLOs and CLOs through developing academic, professional, ICT, pedagogical skills, professional ethics, environmental awareness and social citizenship ethics are emphasized in the PLOs and CLOs among students. In addition, students will learn a variety of life skills, including problem-solving, cognitive abilities etc. CLO's are developed in student-teachers through all courses. Such as • Apply constructivist and co-operative learning principles for teaching-learning process. • Analyze contexts and the relationship between school curriculum, policy and learning. • Apply knowledge of the cultures, policies and practices that need to create an inclusive school Course • Use information and communication technology for enhancing learning-teaching process • Use drama and art for development of personality of learners • Relate knowledge about gender, school and society with learning • Develop professional attitude towards teaching.
2.7.3 QIM	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 Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. Internal Assessment is evaluated by both internal and external examiners for the Practical examinations, appointed by the University. The external theory examination (perspective papers, pedagogy papers and elective papers) will be of three/two hour's duration. The Paper with 100 marks are added into two parts- 80 marks for external written examination and 20 marks for Internal assessment. Pedagogy papers with 50 marks are divided into parts - 40 marks for external written examination and 10 marks for internal assessment. For EPC papers, the external practical will be of 20 marks based on the field work and viva voce to be evaluated by the examiner appointed by the university. In internship/school engagement: The student progress on various components of school engagement/pre-practice/demonstrations/simulation. The progress in all areas of school engagement is evaluated in terms of the set criteria and assessments are made to give credentials to the holistic development of student teachers as competent professionals. Assignments/demonstrations: Students are given assignments in perspective as well as pedagogy subjects, the planning of lessons, demonstration, internship, micro teaching, simulated teaching, which are monitored and supervised by the teaching faculty, peers and the practice of teaching schools.
2.7.5	Performance of students on various assessment tasks reflects how far their initially

QIM	identified learning needs are catered to. The institution follows various assessment task according to learning needs of students from 1st to 4th semesters are - • Entry behavior test- Institute conducts entry behavior test as diagnostic test of every subject at the entry level. Faculty member understood subject knowledge of the student and guides them properly. • Micro teaching- Institution has arranged workshop on micro-teaching. All teaching skills related to lesson are introduced in it. Teacher gives demo on every skill. • Preparation of teaching aids- There is workshop on preparing teaching aids. Faculty members guides students about preparing teaching aids. Faculty members give demo about creating teaching aids. Student prepare teaching aids related to their method. • School visits- Students visit different schools in groups and they get information about school organization, management and administration. • Simulation teaching- Institution arranged workshop on simulation teaching. Student get experience of classroom teaching. • EPC- There is EPC Course (Enhancing Professional Capacities) for students. There are various activities for students in EPCs, PDC and EWF (Engagement with Field activity). With help of that students improve their professional capacities. • Internship- Students understand rules and regulation of schools. They know about school management, teaching skills and develop their planning skill
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Qualitative analysis of Criterion 2	
The B.Ed. Program admission procedures stringent and also follows reservation policy. Students are provided with mentors and academic counseling facilitators. Special and remedial classes are arranged regularly for needy students. The experiential learning, participative learning focused group discussion, online mode learning sessions are helpful for students. The audio and visual aids used in the classroom, ICT platforms and the access to use library resources through EASY Lib software make the learning process easier for the students. Teachers are helping students to arrange special lectures, book reading sessions, use of experiential learning, field visits, life skill sessions, seminars and drama and art education make it more interactive and also providing a chance for the students to explore their own strength and areas for improvement. The continuous evaluation system and feedback system helps students to get to about their strengths and weakness.	

Criterion3 - Research and Outreach Activities (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.3	Outreach Activities
3.3.4 QIM	Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development The management has motivated all the faculty members to pursue their doctoral degrees and as a result of which 6 have been awarded Ph.D. Degrees and 2 faculty members are pursuing Ph.D. Degree program. All faculty members are provided with Wi-Fi connection to enable them to carryout research activities and publication of papers. Faculty members are encouraged to participate and present papers in conferences, seminars, workshops and symposia and update them self to the latest areas of research. The institution offers access to the library in order to encourage staff and students to engage in teaching and research activities. The Psychology laboratory is equipped with various tests and materials for exploring the unexplored areas in the research. The trainee teachers are encouraged to do action research project by taking a sample of students wire facing problems in learning various school subjects. At this stage trainee teachers will be instructed to construct the required and relevant data collecting tool so that they can gather information about their action research project. The trainee teachers will further do an analysis of data collected during school internship by using suitable statistical techniques and draws conclusions at the end by either accepting or rejecting the hypotheses formulated. The institute organised 33 outreach activities at regional level,14 programs at National level and 2 awards in the field of research at local level. 1 award in academic excellence at National level was achieved by the institution.

Qualitative analysis of Criterion 3

There are 13 peer reviewed research articles and 17 publications in the form of books and chapters published by the faculty members in last five years. The total number faculty research publication for the past five year is 30 where meeting the bare minimum expectation. More faculty members are submitting their proposal for a minor project from JSS Management which is a good initiative. The faculty participation in national and International Conferences, FDPs, Seminars, and Workshops are not very encouraging and need more initiative from faculty and more financial support from management. There is lot of room for faculty members to publish from quality publications in UGC Care and Scopus list of journals. The management, principal of the college and IQAC may look in to this matter as matter of concern. Students are encouraged in conducting outreach programs and the outcomes are visible from the students' confidence level.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	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 The institution has adequate facilities to support teaching-learning processes. Well-equipped classrooms provide a conducive environment for academic activities, while state-of-the-art laboratories enable hands-on experience and experimentation. These facilities cater to the diverse needs of students and support the various programs offered by the institution. The institution also provides facilities for physical education and wellness, including sports fields and a fitness center. Additionally, adequate computing resources, including hardware and software, are available to support academic and research activities. A comprehensive sports complex further enhances the institution's facilities, promoting extracurricular activities and overall student development. These facilities collectively create an environment that fosters academic excellence, creativity, and overall growth, ultimately supporting the institution's mission and objectives.
4.2	Library as a Learning Resource
4.2.1 QIM	Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software The institution has adopted automation of its library using easylib an Integrated Library Management System (ILMS) .This system enables efficient management of library resources, including cataloging, circulation, and inventory control. The automation process need improvement .The overall functioning of the library, making it easier for users to access and utilize library materials. By automating library operations, the institution enhances the overall efficiency and effectiveness of its library services, supporting the research and learning needs of its students and faculty. This ultimately contributes to a more productive and conducive learning environment.
4.2.2 QIM	Institution has remote access to library resources which students and teachers use frequently The institution provides remote access to its library resources, enabling students and teachers to access academic materials, journals, and books from anywhere. This facility is frequently utilized by the academic community, promoting flexibility and convenience in research and learning. By offering remote access, the institution supports increased flexibility in study and research schedules, allowing students and faculty to access resources at their convenience. This facility enhances productivity and facilitates academic pursuits, ultimately contributing to a more efficient and effective learning environment.T
4.3	ICT Infrastructure
4.3.1 QIM	Institution updates its ICT facilities including Wi-Fi The institution regularly updates its ICT facilities, including Wi-Fi infrastructure*ICT Facilities and Wi-Fi* The institution regularly updates its ICT facilities, including Wi-Fi infrastructure, to support the evolving needs of students, faculty, and staff. This ensures seamless access to digital resources,

	online learning platforms, and communication tools, fostering an environment that promotes academic excellence, innovation, and connectivity. The updated ICT facilities enable efficient use of technology, enhancing the overall learning experience and institutional operations., to support the evolving needs of students, faculty, and staff. This ensures seamless access to digital resources, online learning platforms, and communication tools, fostering an environment that promotes academic excellence, innovation, and connectivity. The updated ICT facilities enable efficient use of technology, enhancing the overall learning experience and institutional operations.
4.4	Maintenance of Campus and Infrastructure
4.4.2 QIM	Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place The institution has established systems and procedures for maintaining and utilizing physical, academic, and support facilities. This includes laboratories, library, sports complex, computers, and classrooms, ensuring that these resources are well-maintained and efficiently utilized to support the institution's academic and extracurricular activities. Regular maintenance and monitoring of these facilities enable optimal use of resources, promoting a conducive learning environment for students and faculty. By having these systems in place, the institution ensures that its facilities are leveraged effectively to enhance the overall educational experience.

Qualitative analysis of Criterion 4	
The infrastructure facilities provided by the institute such as Classroom, ICT, Fully equipped Library, Computers, Science, mathematics, psychology and language Laboratories, are enabling the students in understanding the theoretical and practical concepts at ease. The pedagogical methods such as experiential learning, simulation, participative learning, and case discussions require adequate space in classrooms, laboratories along with fully functional audio visual aids, and the institute has provided all of them. The space provided by the institute is adequate in conducting sports, games, and yoga, art and drama sessions for students. The medical room, wash room and hostel facility for girl students are also situated in the campus premise.	

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.3	Student Participation and Activities
5.3.1 QIM	Student council is active and plays a proactive role in the institutional functioning The institution prioritizes student support and progression through its Student Council, which comprises student representatives selected based on their academic achievements, talent, and service motto. These representatives are part of various committees and cells, providing valuable suggestions on teaching-learning processes. This approach enables students to contribute to the institution's decision-making process and develop leadership skills.
5.4	Alumni Engagement
5.4.1 QIM	Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution. The institution's Alumni Association is not registered but plays a vital role in student mentoring, support, and recognizing talent. Alumni members share their experiences and success stories, motivating students and providing guidance. The association works closely with faculty to improve teaching methods and organize events that inculcate confidence in students to take responsibility and meet challenges.
5.4.4 QIM	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. The Alumni Association meets regularly to discuss college betterment and provides valuable suggestions and guidance. Eminent alumni members are invited to share their experiences and success stories, motivating and grooming students for the teaching profession. The association also supports student development and progression by providing directives and advice on development, admission, placement, guidance, and mentoring.

Qualitative analysis of Criterion 5

Personal and Career counseling sessions are organized to monitor the welfare of the student. Grievance redressal system is place to look after academic grievances. The institute has a mechanism to involve students in various club, cell and committee related activities and duly monitored by the faculty members to encourage various curricular and co-curricular activities in ensuring and developing leadership qualities, team spirit, socio-economic environmental and political awareness among students. Students are also actively involved in action research. The majority of the passing out students are pursuing their higher education and research from various state universities and few of them are preparing themselves for state level competitive exams. The involvement of Alumni in delivering guest lectures, providing financial assistance to needy students, interacting with students in orientation programs, guiding and supporting practice of teaching sessions, demonstration classes, internship programs are adding value to students.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission : Effective Governance and Leadership

	The institution's governance reflects effective leadership and a participatory mechanism that aligns with its vision and mission. The leadership promotes a culture of collaboration, transparency, and accountability, ensuring that all stakeholders are involved in decision-making processes. This approach enables the institution to achieve its goals and objectives while fostering a sense of ownership and commitment among its stakeholders.
6.1.2 QIM	Institution practices decentralization and participative management The institution practices decentralization and participative management, empowering various stakeholders to contribute to decision-making processes. This approach promotes transparency, accountability, and collective responsibility, ensuring that all stakeholders are involved in shaping the institution's policies and programs. Decentralization enables the institution to respond effectively to changing needs and circumstances, while participative management fosters a sense of ownership and commitment among stakeholders. By involving faculty, staff, and students in decision-making, the institution creates an environment that values collaboration, innovation, and teamwork, ultimately supporting its overall T
6.1.3 QIM	The institution maintains transparency in its financial, academic, administrative and other functions The institution maintains transparency in its financial, academic, administrative, and other functions. This is achieved through regular audits, public disclosure of information, and involvement of stakeholders in decision-making processes. Transparency in financial matters includes timely and accurate accounting, budgeting, and auditing. Academic transparency involves clear communication of curriculum, assessment methods, and academic policies. Administrative transparency ensures that stakeholders are informed about institutional decisions and actions. By maintaining transparency, the institution promotes accountability, builds trust among stakeholders, and ensures that its operations are fair, efficient, and effective. This transparency also helps to prevent corruption and ensures that resources are utilized optimally.
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed The institution has a well-defined strategic plan that is effectively deployed to achieve its goals and objectives. This plan is aligned with the institution's vision and mission and involves collaborative efforts from all stakeholders. Specific targets and timelines are outlined, enabling the institution to track progress and make adjustments as needed. The leadership plays a crucial role in driving the plan's implementation, ensuring all stakeholders understand their roles and responsibilities. Resources are allocated efficiently to support the plan, and regular reviews and updates ensure it remains relevant and effective. The institution's ability to adapt to changing circumstances is reflected in its willingness to revise and refine the strategic plan.

	Through effective deployment, the institution achieves its objectives, enhances its reputation, and positively impacts its stakeholders. This strategic approach ensures the institution's long-term sustainability and success.
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. The institution's administrative setup is designed to ensure effective and efficient governance. The policies, procedures, and service rules in place facilitate smooth operations and decision-making. The institution's organizational structure is well-defined, with clear roles and responsibilities assigned to each department and personnel. This clarity enables efficient functioning and minimizes confusion or overlap. The institution's appointment and service rules are transparent and fair, ensuring that the best talent is recruited and retained. The procedures for recruitment, promotion, and employee development are well-established, promoting a culture of meritocracy and professionalism. The institution's administrative setup is responsive to the needs of its stakeholders, including students, faculty, and staff. The effectiveness and efficiency of the institution's administrative setup are reflected in its ability to implement policies and procedures in a timely and efficient manner. The institution's leadership plays a crucial role in driving administrative reforms and ensuring that the institution remains responsive to changing needs and circumstances. Overall, the institution's administrative setup is geared towards achieving its goals and objectives, while promoting a culture of transparency, accountability, and efficiency.
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions. The institution's various bodies, cells, and committees are effective in achieving their objectives, as evident from the minutes of meetings and implementation of their resolutions and decisions. These bodies play a crucial role in governance, decision-making, and policy implementation, ensuring that the institution's goals and objectives are met. The minutes of meetings demonstrate that the institution's bodies, cells, and committees are actively engaged in discussing important issues, making decisions, and implementing resolutions. The implementation of decisions and resolutions is tracked, and follow-up actions are taken to ensure that the desired outcomes are achieved. This level of transparency and accountability ensures that the institution's decision-making processes are effective and efficient. The effectiveness of these bodies, cells, and committees is also reflected in their ability to address the needs and concerns of various stakeholders, including students, faculty, and staff. By providing a platform for discussion and decision-making, these bodies help to foster a culture of collaboration and teamwork, ultimately contributing to the institution's overall effectiveness and success.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	Effective implementation of welfare measures for teaching and non-teaching staff is in place The institution prioritizes the well-being of its teaching and non-teaching staff by implementing

	various welfare measures. These initiatives demonstrate the institution's commitment to creating a supportive and conducive work environment. The welfare measures in place include health and wellness programs, financial support, and other benefits that cater to the diverse needs of staff members. The institution's welfare measures for teaching staff may include professional development opportunities, research support, and recognition of outstanding performance. For non-teaching staff, the institution may provide training and skill development programs, ensuring they are equipped to perform their duties efficiently. These initiatives contribute to staff satisfaction, motivation, and overall well-being. The effective implementation of welfare measures is reflected in the institution's efforts to monitor and evaluate the impact of these initiatives. Feedback from staff members is taken into consideration to identify areas for improvement and make necessary adjustments. By prioritizing staff welfare, the institution fosters a positive work environment, promotes job satisfaction, and enhances the overall quality of work life for its employees
6.3.5 QIM	The institution has a performance appraisal system for teaching and non-teaching staff The institution has a well-established performance appraisal system for both teaching and non-teaching staff. This system is designed to evaluate employee performance, identify areas for improvement, and recognize outstanding contributions. The performance appraisal process is fair, transparent, and based on predefined criteria, ensuring that all staff members are assessed objectively. For teaching staff, the performance appraisal system may include evaluations of teaching effectiveness, research output, and contributions to the institution's academic mission. Non-teaching staff are assessed based on their job performance, adherence to institutional policies, and contributions to administrative and support functions. The appraisal process provides valuable feedback, enabling staff members to reflect on their performance and set goals for professional growth and development. The institution's performance appraisal system plays a crucial role in promoting accountability, enhancing employee performance, and informing decisions related to promotions, training, and other personnel matters. By regularly assessing staff performance, the institution can identify areas for improvement and provide targeted support, ultimately contributing to its overall effectiveness and success.
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal or/and external financial audit regularly The institution conducts regular internal and external financial audits to ensure transparency and accountability in its financial management. These audits are an essential part of the institution's governance and help to maintain the integrity of its financial systems. The internal audit process involves a thorough review of the institution's financial transactions, accounts, and records, while the external audit provides an independent assessment of the institution's financial statements. The institution's financial audit process is designed to identify any discrepancies or irregularities, ensure compliance with relevant laws and regulations, and provide recommendations for improvement. The audit reports are reviewed by the institution's management and governing body, and necessary actions are taken to address any issues or concerns raised. By conducting regular financial audits, the institution demonstrates its commitment to transparency,

	accountability, and good governance. The institution's regular financial audits also help to build trust and confidence among its stakeholders, including students, parents, and funding agencies. By providing a clear and transparent picture of its financial position, the institution can demonstrate its financial stability and responsibility, which is essential for its long-term sustainability and success
6.4.3 QIM	Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. The institution has developed effective strategies for mobilizing funds and utilizing resources optimally. These strategies are designed to ensure the financial sustainability of the institution and support its academic and administrative activities. The institution's fund mobilization strategies may include generating revenue through tuition fees, research grants, and other sources, as well as seeking funding from government agencies, corporate sponsors, and alumni. The institution's optimal utilization of resources is ensured through a systematic process of budgeting, allocation, and monitoring of funds. The institution's leadership plays a crucial role in overseeing the allocation of resources, ensuring that they are utilized efficiently and effectively to achieve the institution's goals and objectives. The institution also has mechanisms in place to review and evaluate the effectiveness of its resource utilization strategies, making adjustments as needed to ensure optimal outcomes. By having effective strategies for fund mobilization and resource utilization, the institution is able to achieve its academic and administrative objectives, while also ensuring its long-term financial sustainability. The institution's ability to mobilize funds and utilize resources optimally enables it to provide high-quality education and services to its students, faculty, and staff, ultimately contributing to its overall success and reputation.
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies The Internal Quality Assurance Cell (IQAC) has played a significant role in institutionalizing quality assurance strategies within the institution. The IQAC is responsible for developing and implementing quality initiatives, monitoring academic and administrative processes, and ensuring that the institution meets its quality objectives. Through its efforts, the IQAC has contributed to creating a culture of quality within the institution, promoting continuous improvement and excellence in all areas. The IQAC's contributions include developing and implementing quality policies, conducting regular audits and reviews, and providing feedback and recommendations for improvement. The cell also facilitates the collection and analysis of data on various quality parameters, enabling the institution to make informed decisions and take corrective actions. By institutionalizing quality assurance strategies, the IQAC has helped the institution to enhance its academic and administrative effectiveness, improve student outcomes, and maintain its reputation for quality education. The IQAC's efforts have also led to increased accountability, transparency, and stakeholder satisfaction, ultimately contributing to the institution's overall success and sustainability. By prioritizing quality assurance, the institution demonstrates its commitment to delivering high-quality education and services, meeting the expectations of its students, faculty, and other

	stakeholders.
6.5.2 QIM	The institution reviews its teaching-learning process periodically through IQAC or any other mechanism The institution reviews its teaching-learning process periodically through the Internal Quality Assurance Cell (IQAC) or other designated mechanisms. This review process is essential to ensure that the institution's academic programs are effective, relevant, and aligned with its mission and objectives. The IQAC plays a crucial role in monitoring and evaluating the teaching-learning process, identifying areas for improvement, and recommending corrective actions. The periodic review of the teaching-learning process involves collecting feedback from students, faculty, and other stakeholders, analyzing academic performance data, and assessing the effectiveness of curriculum delivery, pedagogy, and assessment methods. The institution uses this information to make informed decisions about curriculum revisions, faculty development, and resource allocation, ultimately enhancing the quality of education provided to students. Through this periodic review process, the institution demonstrates its commitment to continuous improvement and quality assurance, ensuring that its teaching-learning processes are effective, efficient, and student-centered. By regularly evaluating and refining its academic programs, the institution can respond to changing educational needs and trends, ultimately benefiting its students and stakeholders.
6.5.5 QIM	Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives The institution keeps track of incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives. This involves monitoring and evaluating the impact of quality initiatives on various aspects of institutional functioning, including teaching-learning processes, research, student services, and administrative operations. The institution uses a range of metrics and indicators to track incremental improvements, including academic performance, student satisfaction, faculty development, and administrative efficiency. By regularly assessing these metrics, the institution can identify areas of strength and weakness, and make informed decisions about where to focus its quality improvement efforts. Through its quality assurance initiatives, the institution is able to demonstrate tangible improvements in academic and administrative domains, such as enhanced student learning outcomes, improved faculty productivity, and more efficient administrative processes. By tracking these incremental improvements, the institution can showcase its commitment to continuous quality improvement and its dedication to achieving excellence in all areas of its functioning.

Qualitative analysis of Criterion 6

The institute management, management committee, Principal and IQAC Team members are ensuring the governance aspect of the institute, especially in reassuring the quality and content aspect of the education, seamless infrastructure facilities, various outreach activities etc., The institute has constituted various clubs, cells and committees, they are striving to achieve the vision and mission of the institute through their co-curricular and extra-curricular activities on a regular basis. The diligent IQAC cell is making their effort in confirming quality education through organizing seminars, conferences and workshops for the students and

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements The institution has implemented various initiatives to streamline its energy usage and meet its power requirements. Energy conservation is a key focus area, with the institution promoting energy-efficient practices and using energy-saving appliances. This approach not only reduces energy consumption but also contributes to a more sustainable environment. The institution likely has mechanisms in place for monitoring and managing energy usage, although specific details about these processes are not specified. Nevertheless, the institution's commitment to sustainability suggests that it is proactive in exploring opportunities to reduce its environmental footprint. Some of the initiatives undertaken by the institution include using LED lighting and energy-efficient equipment, promoting energy-saving habits among students and staff, and potentially exploring opportunities for using renewable energy sources. By adopting energy-efficient practices and promoting sustainability, the institution sets a positive example for its students and the broader community.
7.1.2 QIM	Institution has a stated policy and procedure for implementation of waste management The institution has a stated policy and procedure for implementation of waste management, which plays a crucial role in maintaining a clean and healthy environment. The policy includes segregation of waste, ensuring that dry, wet, and e-waste are handled and disposed of appropriately. This approach minimizes the environmental impact of waste and promotes sustainable practices among students and staff. The institution promotes the principles of reduce, reuse, and recycle, encouraging students and staff to adopt sustainable habits and minimize waste generation. By adopting responsible waste management practices, the institution sets a positive example for its students and the broader community. The institution's waste management system is well-defined, with procedures in place for collection, segregation, and disposal of waste. The institution's commitment to waste management is reflected in its efforts to raise awareness and educate students and staff about the importance of sustainable practices. By promoting a culture of sustainability, the institution contributes to a cleaner and healthier environment, aligning with its broader goals of environmental stewardship and community responsibility.
7.1.5 QIM	Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment The institution is committed to maintaining cleanliness, sanitation, and a green cover, providing a pollution-free healthy environment for its students and staff. This commitment is reflected in its efforts to keep the campus clean and well-maintained, with regular cleaning and maintenance activities undertaken to ensure a hygienic environment. The institution prioritizes green cover, with a focus on planting trees and maintaining gardens on campus. This not only enhances the aesthetic appeal of the institution but also contributes to a

	healthier environment by reducing pollution and promoting biodiversity. The institution's commitment to a pollution-free environment is further evident in its efforts to minimize waste, reduce energy consumption, and promote sustainable practices. By providing a clean, green, and healthy environment, the institution creates a conducive learning atmosphere that supports the well-being and academic success of its students. The institution's commitment to environmental sustainability and cleanliness demonstrates its dedication to the welfare of its students and staff, and its responsibility towards the broader community.
7.1.8 QIM	Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. The institution puts forth efforts to leverage the local environment, locational knowledge, and resources to enhance its academic and community engagement initiatives. By utilizing local resources and knowledge, the institution fosters a deeper connection with the surrounding community and promotes sustainable practices. This approach enables the institution to develop contextually relevant programs and activities that address local needs and challenges. The institution's efforts to leverage local environment and resources also demonstrate its commitment to community engagement and social responsibility. By working closely with local stakeholders, the institution can identify and address community challenges, promoting positive change and development. This collaborative approach enhances the institution's impact and relevance, while also providing opportunities for students to engage in experiential learning and community service. Through its efforts to leverage local environment and resources, the institution promotes a culture of sustainability, community engagement, and social responsibility. This approach not only benefits the local community but also enriches the institution's academic programs and research initiatives, fostering a more holistic and impactful learning experience for students.
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC format given on its website) The institution puts forth efforts to leverage the local environment, locational knowledge, and resources, community practices, and challenges to create a more impactful and relevant learning experience. By tapping into the local environment and resources, the institution develops contextually relevant programs and activities that address local needs and challenges. This approach enables students to engage with real-world issues, fostering experiential learning and community engagement. The institution's efforts to leverage local knowledge and resources also demonstrate its commitment to community engagement and social responsibility. By working closely with local stakeholders, the institution identifies and addresses community challenges, promoting positive change and development. This collaborative approach enhances the institution's impact and relevance, while providing opportunities for students to develop practical skills and apply theoretical knowledge in real-world settings.

	Overall, the institution's efforts to leverage local environment, locational knowledge, and resources reflect its dedication to creating a more inclusive, sustainable, and community-focused learning environment.
7.3	Institutional Distinctiveness
7.3.1 QIM	Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Institutional Distinctiveness The institution excels in specific area, e.g., innovation, sustainability, community service, etc., aligning with its vision, priority, and thrust. This area of distinctiveness showcases the institution's commitment to related value or mission and demonstrates its ability to make a positive impact. Some notable achievements in this area include: - Specific initiative or program - Innovative approach or outcome - Recognition or accolades received By focusing on this area of distinctiveness, the institution reinforces its mission and values, setting itself apart as a leader in related field or discipline.

Qualitative analysis of Criterion 7

All teacher educators, employees and teacher trainees of the institute have shown their concern for the society and environmental sustainability and demonstrated the same through various activities. Especially the “Science Club” has taken lot of initiatives in conservation of electrical energy through activities such as sustainable use of resources, minimizing wasteful practices, re cycle and re use of materials which ultimately benefits the individuals, groups, organization and society as a whole. The conscious effort taken by the institute in managing water waste, e waste, bio waste, food waste and recycle them and re use them through different form certainly make everlasting impact on students.

Section III:Overall Analysisbased on Institutional strengths,Weaknesses,Opportunities & Challenges(SWOC)

Overall Analysis

Strength:

1. Providing affordable quality teacher education for socially and economically backward students of Hassan district
2. The total infrastructure facilities of the institute is appropriate for teacher education program.
3. The faculty and teacher students learning ambiance is very encouraging for investigation and research.
4. The teacher students’ involvement in various clubs, cells, and committees enable them in decision making process and empowering them in governance.
5. The library facility and ICT facilities are suitable for enhancing the curricular activities of teacher education.
6. The science, mathematical and psychology laboratories provide experiential and authentic learning among teacher education students.

7. The large playgrounds, auditorium, seminar halls and appropriate utility halls enable co-curricular activities.
8. The proactive management committee and enthusiastic and influential alumni support provide much needed support for the institute.
9. The sprawling campus with lush green cover of the institute and spacious classrooms with appropriate audio visual teaching aids enabled the curricular and co-curricular activities calmer.

Weaknesses:

1. The number of faculty research and sponsored and funded research projects could have been better.
2. The number of academic conferences, faculty development programs, workshops, could have provided much needed networking and external support.
3. The ICT architecture is in progress, especially in students enrollment and other related activities, utilization of library related activities and science & arts laboratory related activities.
4. Funding from UGC and State Government and student admission fee is not enough to meet the running cost of the institute.
5. There are no technical assistants in science and arts laboratories which may lead to delay in updating and procuring laboratory equipment and other related materials,

Opportunities:

1. The teacher education students are strategic resource for the institute and they may be helpful in conducting action research.
2. The library facilities with EASY Lib software is promising for young teacher educator in both arts and science streams.
3. The science and arts laboratories, and various clubs provide ample opportunities to develop knowledge, skill sets and attitude among teacher educator.
4. The “capacity building for developing teacher’s professional competencies” enable teacher students to develop a positive mindset in working with multi-cultural environment, holding professional ethics and values in their respective workplace.
5. The teacher educator who indulges in community related services and also being socially responsible behavior, enable them to have a broader outlook of the society,
6. The E-governance, Waste management and community outreach practices would make teacher educator as a responsible citizen.

Challenges:

1. The democratic divide, location and torrential rain are playing critical factors in enrollment of students from other districts of Karnataka and outside Karnataka.
2. The phenomenal increase in number of teacher educational institutions in the state is another reason and challenge to overcome.
3. The management is deliberating the status quo of the institute and pondering the ways to implement NEP 2020
4. The continuous demand for launching of other undergraduate programs and post graduate program in education by the alumni and other stakeholders.
5. Mobilizing students from other backward regions and rural areas has continuously posing challenge for the institute.

Section IV: Recommendations for Quality Enhancement of the Institution

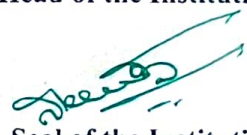
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Introducing integrated programs and post graduate program in education with the additional infrastructure facilities and faculty strength would be more helpful for the region.
- The IQAC team need to be more proactive in conducting seminars, conferences, and workshops enhancing teaching, research, and training.
- The quality of research and publications of faculty and teacher students need to be improved.
- Library needs to be fully automated and digitalized
- Hostel facility for boys need to be provide

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution




Seal of the Institution
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