



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JSS INSTITUTE OF EDUCATION

JSS INSTITUTE OF EDUCATION, POST BOX NO 26, SAKALESHPUR-573134,
HASSAN DISTRICT, KARNATAKA

573134

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About JSS MAHAVIDYAPEETHA, MYSURU.

The origin of JSS Mahavidyapeetha (JSSMVP), a formidable educational movement, can be traced to the establishment of a small hostel in 1928 to cater to the accommodation needs of students pursuing higher studies in Mysore. His Holiness Jagadguru Dr. Sri Shivarathri Rajendra Mahaswamiji established the Jagadguru Sri Shivarathreshwara Mahavidyapeetha (JSSMVP) in 1954 and it was registered under the Societies Registration Act 1960. Education for all and a decent standard of living, the indicators of Human development, have been the underlying philosophy of Jagadguru Sri Veerasimhasana Mahasamsthana Math, Suttur Srikshethra, for centuries. Under the untiring efforts of Jagadguru Dr. Sri Shivarathri Rajendra Mahaswamiji and the present President His Holiness Jagadguru Sri Shivaratri Deshikendra Mahaswamiji., Sri Suttur Mutt, Mysore. JSS Mahavidyapeetha has witnessed enormous growth in the field of education and today has over 350 institutions under its fold, from kindergartens to postdoctoral research centres catering to the educational needs of more than 1,00,000 students in humanities, science, medical and technical disciplines. Its educational efforts span crèches for toddlers of working rural women, schools to impart primary and secondary education, Colleges, Polytechnics, Technical, Medicine, etc. For realizing its mission, it has equipped itself with an extensive infrastructure and an army of dedicated and highly qualified human resource.

Vision

Inculcating and enhancing professionalism in order to meet the socio-economic challenges of the society by imparting quality teacher education

Mission

- Meeting the demands for qualitative teachers in the society.
- Empowering the trainee teachers especially from rural background with a quality teacher training programme.
- Providing unique learning experiences which will enable the students to realize their potential and mould their overall personality.
- Enhancing skills and competencies in teaching among trainee teachers.
- Preparing prospective teachers for empowering them to succeed in the changing competitive world.
- Nurturing creativity, independent thinking and lifelong learning among trainee teachers.
- Making trainee teachers to recognize and to be proactive to the multi-cultural aspects of the society.
- Inculcating leadership qualities in trainee teachers.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Infrastructure:

- Recognised institution for teacher education for the students of rural and backward areas of Hassan District.
- College situated on the banks of river Hemavathi and located at beautiful hilly region.
- Well-equipped infrastructure providing conducive environment for the implementation of quality education.
- Ably established and student supportive library with an impressive collection of Books, Journals, Periodicals, Newspapers.
- Sports facilities with indoor games and a spacious playground for outdoor games.
- Well-designed auditorium for conducting Stage Programmes, Celebrations and other Co-curricular activities.
- ICT facilities with Wi-Fi connection and a total of 40 computers are available for staff and the students.
- Green and clean campus with high priority in developing green canopy.
- Highly supportive and co-operative alumni association.
- Committed and inspiring management support in full fledges for the infrastructural development.

Institutional Weakness

- To strengthen structured feedback mechanisms.
- To build collaboration with international, national and local agencies.
- Most of the students are from rural areas lag behind in communication skills.
- Due to effect of covid, less collaborative work with other organizations.
- Delayed sanction of scholarships adversely affects the students and the college.
- Less scope is given to experimental studies with innovative practices.
- Need to restrict to the curriculum framed by University of Mysore.

Institutional Opportunity

- To extend collaboration with other colleges and teacher training institutions.
- Organize capacity-building programmes for student-teachers, parents and local authorities.
- Taking support from the management in improving the quality of education.
- To organise, extend and outreach programmes.
- Enhanced alumni engagement in academic activities.
- To have digital library and book-bank facilities for the students.
- Shifting to E-governance, office automation and paperless office.
- To motivate teaching staff to work on research areas and projects.
- To inspire staff to publish papers in peer reviewed journals and other reputed international journals.
- To have training programmes for staff on teaching, learning and assessment.
- To develop educational CDs and documentaries.
- To plan strategies to implement green practices and make provision for disposal of E-waste.

Institutional Challenge

- Suitable strategies to sustain the adverse climatic conditions of hill station regions.
- Implementation of NEP-2020 recommendations.
- Infrastructural improvements to meet the needs of inclusiveness.
- The rising cost of education and mushrooming of teacher education institutes.
- The attitude of the entrant towards the teaching profession.
- Demand for other professional courses.
- Strengthening research opportunities and increase the in-house research publications from the faculty members and student teachers.
- Majority of students are from rural and economically backward areas.
- To cater the increasing demands for Science, Mathematics and English teachers.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

JSS Institute of Education is a premier educational institute located in the rural area and hilly region of Sakleshpur and was affiliated to University of Mysore, from academic year 1986-87 to 2022-23, and Hassan University, from the academic year 2023-24, and follows the University curriculum.

The program learning and course learning outcomes (PLOs and CLOs) of B.Ed. program are stated in the website and are communicated to students through Student induction programme. The planning of the curriculum is made as per the guidance given by the Principal and by discussing with the faculty members and trainee teachers.

The students have adequate choices to select Pedagogy, Optional and Elective courses and are implemented as per the norms of the University. The institution provides opportunities for trainee teachers to acquire and demonstrate knowledge, skills, and values. Various values such as human, moral, spiritual, modern values and their relationship with education are taught through perspective courses. Provisions are made for curriculum transaction to study different types of schools, learning approaches and diversified requirements of the schools.

Trainee teachers are provided opportunities to derive relevant understandings and develop them into professional insights. Collaborative tasks namely, micro-teaching, Simulation Lessons, and ICT lessons are organized to develop skills and desirable attitudes among trainee teachers. School Internship is a skill improvement as well skill development process with hands-on experience. During the Internship, trainee teachers are trained to develop unit plans, and lesson planning, create and maintain resources, and organize academic and co-curricular activities.

A full focus will be given to the development of skills and competencies of trainee teachers as per the university syllabus.

Teaching-learning and Evaluation

a) Student Enrolment and Honoring Student Diversity:

The institution offers two years B.Ed., program. The intake of B.Ed. programme is 100 each per year. 75% of student enrolment is done through the Common Admission Cell (CAC) administered by the Government of

Karnataka, strictly adhering to the rules and regulations of the University and NCTE norms. 25% selection is done by the Management quota based on merit.

b) Teaching-Learning Process, and Skill Development:

The College resorts to various student-centric pedagogical methods for fostering the learning among the student-teachers. Teachers utilize experiential learning, problem-solving methodologies, 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 teachers, no gender discrimination in any aspect etc. The faculty members identify, reflect and engage with diverse learners by providing appropriate learning environment that helps to maintain an effective mentoring relationship.

c) Continuous Evaluation Process:

The evaluation system is both systematic and objective. It is both formative and summative in nature. The students are given a clear idea of evaluation at the beginning of the two year B.Ed. programme itself during the orientation programme and through the annual academic plan. To achieve stated PLOs and CLOs, Continuous internal assessment and suitable pedagogical approaches are utilized. College holds full transparency in dissemination of basic details of each and every enrolled student which further helps in boosting enrolment and upgrading the quality of teacher education programme. All records of attendance, internal and external examination are documented. The pass percentage is 100% during the last five years. 90 % of students have secured more than 70% in internal assessment.

Infrastructure and Learning Resources

Physical Facilities:

The institution was established in 1986, with a built-up area of 5381.49 sq. mts. of land. The institute is equipped with functional workspaces to create an excellent ambience and atmosphere for teaching-learning. The institution offers 2 years B.Ed. programme. The college provides excellent facilities for teaching and learning as per the NCTE norms, the college has adequate number of classrooms, laboratories, sports field, library and other facilities for the execution of teaching-learning process.

Library Facilities:

The library of the institution was established in 1986, since then library has made consistent progress in terms of collection of text books, reference books, periodicals, journals, newspapers and magazines. The library has installed 'Easylib', library automation software which covers information on the available text books and instructs trainee teachers to get registered for National Digital Library (NDL) so that they can have access to

various e-resources. This reduces the manual workload for library staff, freeing them up to focus on more specialized tasks.

ICT Facilities:

Institution keeps its IT infrastructure up to date. Upgrading Wi-Fi infrastructure ensures better internet access for students, faculty, and staff, supporting seamless online learning, action research activities, and administrative tasks. Desktop computers, multimedia seminars, projection systems, language laboratories, and various applications for these have all been purchased. To promote students' mastery of basic IT skills, the college IT lab is fitted with 27 computers runs on Windows 7 and 10. The college has a high-speed internet access and a Wi-Fi network. Faculty and students both make extensive use of the ICT services.

Institute continuously updates its IT facilities. Purchased IT equipment includes desktop computers, digital lectures, projection systems, furnished with language labs its software .The college has internet connectivity 200MBPS and Wi-Fi facility. ICT facilities are used extensively by both faculty and students.

Other Facilities:

Washrooms and restrooms for boys and girls, hostels for girls, drinking water, guest house, vehicle parking, canteen, CCTV surveillance, and Wi-Fi facility.

Student Support and Progression

Student Council:

Student teachers are active representatives of academic and administrative bodies and committees of a college. Student members have been selected based on their performance in talent search activities, academic achievements, area of interest, and service motto of Student teachers from both the years are instructed to be part of every committee and cells of the college and their suggestions are considered with regard to teaching-learning processes.

Alumni Engagement:

The college has an Alumni Association. JSS Institute of Education, Alumni Association, Sakleshpur, plays a crucial role in its functioning through student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become a successful and efficient human resource for the institution. The institute has an alumni association that works coherently with faculty in devising methods to improve teaching methods, muster resources, and organize events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during the course.

Alumni Association:

The institution has a good rapport and network with alumni. The college convenes meetings of alumni association members and invites their valuable suggestions for the betterment of the college. To motivate and nurture the special talent of students, the institution has made it a point to invite eminent alumni members on various occasions, like seminars, workshops, orientation, annual day, etc. During these programs, the alumni share their valuable experiences and success stories to motivate and groom the students for the teaching profession.

Alumni members via Alumni association meetings seek directives as well as advice on development, and students' support for admission, placement, guidance as well as mentoring.

Governance, Leadership and Management

Institutional Vision and Leadership:

JSS Institute of Education, (Government Grant-in-aid) Sakleshpur, Hassan, is located in a picturesque location, on the banks of the river Hemavathi. Our college is one of the oldest education college among the Mysore university which is having the history of 37 years. The college has given the contribution to the field of education in its highest level by serving more than three thousand potent and creative teacher educators to the society. The college is affiliated with the University of Mysore, recognized by the National Council for Teacher Education (NCTE), and receives grant-in-aid from the Government of Karnataka. The vision of our college is to inculcate and enhance professionalism in our student teachers, equipping them to meet the socio-economic challenges of society through quality education.

Strategy Development and Deployment

The extensive goals of strategic plans are associated with JSS Institute of Education, which is committed to providing quality higher education and skill-oriented human resources and the plan is accordingly focused on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the perspective plan.

The College has a well-defined organizational structure to ensure efficient governance and management through effective decision-making. Different committees, clubs, cells and associations are constituted with an organizational structure in a democratic way.

The institution has welfare measures for both teaching and non-teaching staff. In order to promote a healthy and successful working environment, welfare measures are effectively implemented for both teaching and non-teaching staff in the institution. Well-being of the staff is important for effective functioning of the institution.

Financial Transparency:

The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors verifying and certifying the entire income and expenditure and the capital expenditure of the Institution every year.

Faculty Empowerment Strategies:

The institution has Performance Based Appraisal System (PBAS) for teaching and non-teaching staff which strictly follows the UGC regulations for the appointment of teachers and other academic staff in the institution. For the Maintenance of Standards, amendments are made there in from time to time, for teaching and non-teaching staff. The performance of each employee is assessed annually after the completion of one year of service.

Internal Quality Assurance System (IQAC):

Since our institution is going for first academic and assessment accreditation visit, we have informal set up of Quality Assurance Cell and working as per the guidelines of academic and assessment agency. This cell will be officially convert to Internal Quality Assurance Cell (IQAC) after the accreditation. IQAC plays an important role in assuring quality in all aspects of institutional functioning. IQAC meetings are conducted regularly to take decisions on matters pertaining to quality in academic and administrative activities.

Institutional Values and Best Practices

The institution aligns its values and best practices with its vision and mission to foster the holistic development of students, guiding them toward making positive contributions to society. Central to this approach is a comprehensive policy on energy, waste, water, and green cover management. This policy reflects the institution's dedication to maintaining a clean, green, plastic-free, and pollution-free campus, in line with sustainable development goals. Various initiatives ensure a healthy, pollution-free environment, such as organizing seminars on health and hygiene to raise awareness among students and staff.

The institution has implemented a highly efficient waste management system that emphasizes the segregation of dry, wet, and e-waste. Waste is handled and disposed of following the principles of reduce, re-use, and re-cycle, ensuring that environmental impact is minimized. Green practices are a priority, with energy conservation measures embedded into the institution's eco-friendly policies. For instance, rainwater harvesting system and underground water storage tanks are used to meet the water needs of day scholars, while vermi-composting is employed to process biodegradable waste. The institution also encourages staff and students to use bicycles, promoting sustainable transportation and reducing the institution's carbon footprint.

To foster environmental stewardship, the institution organizes a variety of programs aimed at raising awareness about sustainable practices. These include theme-based assemblies, extension lectures, workshops, cleanliness drives, and competitions. These initiatives aim to instill eco-consciousness among students and encourage them to adopt sustainable practices both within and beyond the campus. Moreover, the institution focuses on the development of teacher competencies by encouraging the use of locally available resources. This not only enhances teaching quality but also aligns with the institution's goal of integrating community engagement with academic pursuits. As part of this objective, students and faculty participate in visits to places of scientific and historical significance, soil testing demonstration, and trips to rehabilitation centers and special schools.

In addition to environmental initiatives, the institution promotes civic responsibility through awareness

programs such as the Jatha Programme, which highlights the importance of electoral rights and the right to vote. The institution also observes significant days and organizes camps for causes such as blood donation, thereby fostering a spirit of active community participation among students and staff.

Furthermore, the institution ensures that all stakeholders, including students, teachers, non-teaching staff, and the principal, adhere to a well-defined code of conduct, which is publicly available on the institution's website.

The distinctiveness of the institution lies in its unwavering commitment to promoting the integrated personality development of students. By equipping students with the knowledge, skills, and values required for personal growth and societal contribution, the institution provides a dynamic and responsible educational environment that is both progressive and rooted in sustainability.

Research and Outreach Activities

The management has motivated all the faculty members to pursue their doctoral degrees and as a result of which out of 9 faculty members 4 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. Accordingly, faculty members have participated in national and international conferences and seminars and presented the papers.

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 who are 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. Further trainee teachers will suggest remedial measures to be taken up so as to solve the learning problems if any.

The institution encourages trainee teachers to do action research related to class room teaching and learning problems and promote research culture among them. The institution works closely with primary and secondary schools in order to train trainee teachers for their future endeavor.

The institution plans and carries out extension activities like blood donation camp through its red cross wing. In addition, the institute organizes various outreach activities for community development and participates in government initiatives such as Road Safety awareness, health awareness, tree plantation, environmental awareness, Voter's Day and so on in collaboration with the community and social clubs like Lions Club, Rotary Club, Municipal Corporation, and so on. The institution has connections with various B.Ed. institutions and schools to give teaching training to our trainee teachers so that they can be placed to start their career.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JSS INSTITUTE OF EDUCATION
Address	JSS Institute of Education, Post Box No 26, Sakaleshpur-573134, Hassan District, Karnataka
City	Sakaleshpur
State	Karnataka
Pin	573134
Website	www.jssioebedskp.org.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Karnataka	Hassan University	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	23-07-2021	12	We have continuation of permanent recognition

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	JSS Institute of Education, Post Box No 26, Sakaleshpur-573134, Hassan District, Karnataka	Rural	10	5381.49

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				10			
Recruited	0	0	0	0	0	0	0	0	9	1	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	3	0	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	13	3	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	5	0	0	6
M.Phil.	0	0	0	0	0	0	7	1	0	8
PG	1	0	0	0	0	0	8	1	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	77	0	0	0	77
	Female	108	0	0	0	108
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	8	10	12	11
	Female	36	32	25	27
	Others	0	0	0	0
ST	Male	7	8	17	23
	Female	2	5	5	6
	Others	0	0	0	0
OBC	Male	24	17	18	43
	Female	64	51	65	74
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	1	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		141	123	143	185

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic & multidisciplinary curriculum. Its biggest impact would be the change in the learning environment and
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the learning process for the students. In order to fulfil the Objectives of NEP, JSS institute of education sakaleshpur is affiliated to Hassan University to draft a roadmap for incorporating the features of NEP 2020 in Teacher Education program. The Institution has a vision to inculcating and enhancing professionalism in order to meet the socio-economic challenges of the society by imparting quality teacher education. As per NEP's (2020) recommendation, all the standalone Teacher Education Institutions have to convert themselves to Multidisciplinary Institutions by 2030. In view of this, the institution has discussed this matter with the management, Governing Council, and Faculties. It has been decided to work on the possibilities of converting the existing Institution to a Multidisciplinary Institution. In future the College is getting ready for multidisciplinary integrated teacher education programme. Faculty members are encouraged to participate in various online webinars and offline workshops on NEP 2020. JSS institute of Education, Sakaleshpur already using different innovative methods and technique like Blended learning, team teaching, co-operative and participative learning to provide multidisciplinary experiences to the prospective teachers. The institution offers various pedagogy papers like Pedagogy of English, Kannada, Chemistry, Physics, Biology, Mathematics, History, Commerce, and Geography. UDP Languages, Social Sciences, Science, Commerce. Optional Courses/Electives like Health and Physical Education, Value Education and Guidance and counselling for B.Ed., Programme.

2. Academic bank of credits (ABC):

It is a credit facility originally envisioned by the Government of India/Karnataka in the National Education Policy (NEP) 2020. The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. Students often face difficulties in obtaining copies of their certificate / mark sheets whenever they lost or destroyed. Maintaining academic award in a digital depository would enable educational Institution, students and employers' online access / retrieval / verification of digitalized academic awards and climate fraudulent practices such as forging certificates and mark sheets. Institution is taking initiative to deposit the students earned credit for all

	the B.Ed., programmes. Academic flexibility will be ensured by allowing students to attend one course from another institution of similar repute. Being an affiliated college the institution is in the process of studying the guidelines of UGC, Central Government, State government & Universities and will redesign the future Curriculum in keeping with the norms for the easy implementation and transfer of Academic bank of credits.
3. Skill development:	JSS Institute of Education, Sakaleshpur makes the best effort to strengthen the soft skills and life skills of students in alignment with national skills frame work. The institution is providing value - based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, constitutional, and universal human values of truth, righteous conduct, peace, love, non- violence, scientific tempers, citizen ship values by conducting morning assembly. It comprises of activities such as (I) Gurustuti prayer, (ii) State Anthem and National Anthem (iii) News Paper Reading (Local, National, International) and thought for the day by the student teachers. Important practice adopted by the institution to develop skills among the learners as and when required. Intensive micro teaching, evaluation workshop, internship programme, writing of lesson plans with different approach, reading and reflection, creative writing skills, Understanding Drama and Art in Education, use of ICT, communication skills, problem solving and leadership skills are developed through various co-curricular activities organized by the institution.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	JSS Institute of Education, Sakaleshpur makes the best effort to preserve and promote Indian Knowledge system into the curriculum offline with special reference to Perspective Courses and EPC 1 to 9 (Enhancement of Professional Courses), PED c1 to 7 (Pedagogic Courses), EWF 1 to 7 (Engagement with Field Courses) of B.Ed. Programme. Where the students become aware about their own country its ethics, values proposed by different schools of philosophy. Through this course, the students will delve into the historical, philosophical, scientific and cultural achievements of India, gaining a deep appreciation for the country's intellectual heritage. The College is flexible in its approach to promoting Multilingualism. The future Curriculum in Schools

	based on NEP (2020), recommends the introduction of an engaging course as an elective to secondary school students on "Indian Knowledge systems". 1. Students are given opportunity to exhibit their talents like folk songs, prayer song and patriotic songs. 2. Institution conducts Yoga Camp for student teachers to practice Yogasanas and meditation 3. All the above mentioned are taught bilingually (Kannada and English) in the college in offline mode thus making appropriate integration of Indian Knowledge System in view of NEP 2020.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. The traditional system of education focuses on teachers' inputs and presume that learning has occurred. OBE is focusing on "what the students are capable of doing". There is clarity on what is to be achieved and that achievement (outcome) is pre-determined. With regard to the PLOs and CLOs Learning Outcomes have been clearly defined in the B.Ed. Programme. As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes, workshops, webinars, seminars, guest lectures, training, etc. The Institution ensures the curriculum in B.Ed. programs is operationalized according to stated PLOs and CLOs. B.Ed program encourages outcome-based education through all the curricular and co-curricular activities. The focus is on the holistic development of the student-teachers. Outcomes are encouraged in knowledge, attitude, skill, and competency levels.
6. Distance education/online education:	JSS Institute of Education also played a vital role. The management and staff of the college are committed to using ICT in education. The management is very supportive of upgrading the facilities of ICT to online teaching and evaluation. Besides regular classes, a number of webinars, workshops, and special events were conducted through Google meet, Google classroom as well as Zoom. The internet connectivity in the institution was

enhanced to meet the growing requirements of the students and faculty. Institute has successfully imparted its course content delivery in online mode during the pandemic Covid -19 also conducted online classes. Institute motivate students to enhance their knowledge and professional skills.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our institution established an Electoral Club/Electoral Committee on 08-03-2023, with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct awareness programmes on linking Aadhar to Voter EPIC No, poster presentations, jatha programmes, debates, elocution, essay writing, and other programs which create awareness regarding electoral procedures. To follow the ELC initiatives and activities we have formed Electoral Club/Committee. The office bearers of the committee are President: Dr. Nanjundappa S., Principal, JSS Institute of Education, Sakaleshpur Co-ordinator: Dr. Dinesh M K, Assistant Professor, Staff Member: Mr. Swamy K N., Asst. Professor, Mr. Jayaprakash B.R., F.D.A., Student Nominee Members are: Harijana Padmavathi, Taradevi M.R., Mahesh., Manjunatha K.K., Amit Hulkund, Lokesh.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institution has the ELC functional with the following office bearers of the year 2022-2023. President: Dr. Nanjundappa S., Principal, JSS Institute of Education, Sakaleshpur Co-ordinator: Dr. Dinesh M K, Assistant Professor, Staff Member: Mr. Swamy K N., Asst. Professor, Mr. Jayaprakash B.R., F.D.A., Student Nominee Members are: Harijana Padmavathi, Taradevi M.R., Mahesh., Manjunatha K.K., Amit Hulkund, Lokesh.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	The Electoral Club/Committee takes initiatives that are socially relevant to electoral-related issues and participation in electoral processes. a) Our student-teachers participate in Voter Awareness Jathas aimed at educating the rural mass in the nearby Kowdahally

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	village. b) To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner c) To educate the targeted populations about voter registration, the electoral process, and related matters through hands-on experience 1. National Voters Day 25-01-2024 2. SVEEP Quiz 20-01-2024 3. Voters Rights Awareness Jatha 12-04-2023 4. Electoral Club/Committee formation 08-03-2023
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC takes initiatives that are socially relevant to electoral-related issues especially awareness drives, their contribution to advancing democratic values, and participation in electoral processes. a) Our student-teachers participate in Voter Awareness Jathas aimed at educating the rural mass in the nearby Kowdahally village. b) To develop a culture of electoral participation and maximize informed and ethical voting and follow the principle 'Every vote counts and 'No Voter to be Left Behind'. c) To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner d) To educate the targeted populations about voter registration, the electoral process, and related matters through hands-on experience 1. National Voters Day 25-01-2024 2. SVEEP Quiz 20-01-2024 3. Voters Rights Awareness Jatha 12-04-2023 4. Electoral Club/Committee formation 08-03-2023
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct awareness programmes on linking Aadhar to Voter EPIC Number, poster presentations, jatha programmes, essay writing and other programs which create awareness regarding electoral procedures.

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
157	149	131	127	130
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
57	62	70	60	55
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
57	62	70	60	55
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	87	61	67	75
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	9	11	12	13
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	14	14	14	14
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
32.37	20.36	24.16	19.06	28.09
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 40

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

JSS Institute of Education is a premier educational institute located in the rural area and hilly region and was affiliated to University of Mysore, Mysore (from academic year 1986-87 to 2022-23). It is now affiliated to Hassan University (from the academic year 2023-24). The academic year will start in the month of December/January and ends up in the month of November/December and accordingly, the present academic year is 2023-2024.

The Institution follows the curriculum as prescribed by the University. At the beginning of the academic year, the principal and faculty members finalize the college academic plan with reference to the University calendar of events. Subjects are allocated to faculties based on their subject expertise and interests well in advance. Time Table for every academic year is prepared usually by the senior faculty member in consultation with the principal with a balanced distribution of the workload.

A systematic plan for curriculum delivery is made and followed during each semester for successful completion of the course. Work will be distributed to faculty members and they conduct the work concerned to their department and maintain records of students. Faculty members have been insisted to use techno-pedagogy apart from traditional chalk and talk method of teaching.

The entire approach of curriculum transaction is student-centric. The curriculum is enhanced through the conduct of various curricular activities like Induction and orientation programs, Communication skill workshop, Microteaching program, Simulated lessons, interaction with different types of schools, Block educational office, District Institute of Education and Training, Residential school etc. The institute also conducts evaluation workshop, demonstration of lessons, and school internship program along with regular classes and tests.

The institution organizes a variety of co-curricular activities such as celebrations of youth's day, republic day, competitive examinations workshop and training, awareness programs such as health awareness, right to vote awareness, environmental awareness, anti-ragging awareness legal awareness programs etc. and community living camps to enrich the curriculum.

Critical thinking is encouraged through various debates, role-playing, brainstorming approach, and class discussions. Majority of classrooms are ICT-equipped and Wi-Fi enabled. This helps student teachers to get interactive classroom learning. The student teachers are assessed through regular tests, seminar presentations, assignments and semester end examinations. The college also focuses on competitive

examinations on teacher placement like Common Eligibility Test (CET) for teachers and spoken English classes for trainee teachers. The institution also collects feedback from the student teachers, alumni, and Head Masters of internship schools.

The institution has subscription to various educational journals so that both student teachers and teacher educators can keep abreast of changing trends in their respective subject areas. The institution also has subscription to National Digital Library which enable student teachers to access e-books and e-journals. In case, available resources are not sufficient for maximal learning outcomes, it will be reported to the librarian who ensures a quick follow up of the demand.

Organization of workshop, seminars and conferences by the college is also the part of planning.

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

1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**

6. Students

7. Alumni

Response: B. Any 4 of the above

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

1.1.3

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

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

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 69.57

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	16	17	17

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

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

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2

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

Response: 0.2

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

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

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document

1.2.3

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

Response: 26.51

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

2023-24	2022-23	2021-22	2020-21	2019-20
184	0	0	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

A fundamental or coherent understanding of the field of teacher education:

It is the duty and responsibility of an institution to give detailed information about the course pattern. At the beginning of regular classes, newly joined trainee teachers (entrants) are given a comprehensive understanding of a two years B.Ed. program through induction program and course orientation. During this program, students are oriented towards the objectives and activities to be undertaken during the session. Entrants are made aware of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

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

The institution facilitates the student-teachers to gain the knowledge and skills for different levels of school education through innovative techniques and hands-on experiences such as micro and macro teaching, school internship, field engagement, field trips, laboratory work and extension activities. The faculty of the institution uses different strategies and techniques like demonstrations, group discussions, Power Point presentations and the use of audio and video web links for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills in teaching during the internship program.

Values like basic human values, spiritual values, modern values etc.

There are courses namely,

1. Philosophical and Sociological bases of Education, which gives information on various values such as human, moral, spiritual and its relationship with education,
2. Knowledge and Curriculum, which give information on modern values (Equity, Equality, Individual Opportunity, and Social Justice) and its relationship with education, and
3. Value education which gives information on concept, nature, significance of values, classification of values, various types of values, basic human values such as truth, beauty, love, peace etc.
4. The institution organizes community living camp through which qualities like values, ethics and socially responsibility are inculcated among trainee teachers.

Capability to extrapolate from what one has learnt and apply acquired competencies:

The knowledge gained is of no use until it is applied to the welfare of the society.

1. Observations of demonstration lessons and classroom lessons given by experienced teachers in the schools during school visits and internships program help student-teachers to acquire knowledge and skills, and put them into practice.
2. Orientation on writing of lesson plans will be given to help student-teachers for school internship

program and in their teaching careers.

3. Spoken English classes are conducted to develop better communication skills.

4. The institution conducts yoga camp in order to enable trainee teachers physically fit for their future.

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

A full focus will be given to the development of skills and competencies of trainee teachers through microteaching, simulation practice and School internship. Enhancing Professional Competencies (EPC) Courses such as Drama and Art in Education, Understanding Self, Personality and Yoga, ICT Basic and Applications, Reading and Reflections, develop emotional intelligence, critical thinking, negotiation and collaboration skills among trainee teachers. Student-teachers are provided opportunities to assume responsibilities in various activities of the Institution.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2

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

Response:

Student-teachers of teacher education programs are made familiarized with the diversities in the school system in India by providing theoretical as well as practical knowledge. The theoretical course, Contemporary Education in India provides clear understanding about types of school in India like aided, unaided, residential and special schools and their administration set-up and functioning.

A comprehensive idea about development of school education and its impact on society at large will be obtained by the trainee teachers through the course Philosophical and Sociological basis of Education. The institution follows student-centric approach to focus the needs of the trainee teachers. The institution promotes inductive teaching, cooperative learning, group discussion, seminar presentations by students, project based learning by students to ignite them with scientific and literary temper so as to integrate 21st century skills. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. Innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches to promote diversity.

Student-teachers are made aware of the functioning of schools through various activities of field engagement programs. Various systems of schools like Navodaya Vidyalaya or Morarji Desai residential

school, special schools etc. are made known as per the activities prescribed in the syllabus. During the first to fourth semester, student-teachers are made to visit Government schools, private aided schools, residential and special schools as part of their field visit.

During these visits, experienced teachers /Heads from the schools are requested to take a class and give a brief description of the pattern, syllabus, mode of instruction, and facilities provided by the government and other organizations. Student-teachers observe, note down, interact, and receive clarifications by understanding the work pattern, type of students, and role of parents, and differentiate among the various forms of school systems. They are also facilitated to know the rules, regulations or norms of the different school systems.

Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. During the school visit program, student-teachers are assigned to prepare a report about the pattern of schools, infrastructure facilities, admission system or procedure, role and responsibilities of the teaching and non-teaching faculty and accordingly they observe and perceive the differences among government schools, private aided and unaided schools of rural and urban areas and prepare a detailed report on their school visit on the basis of the type of the school to which they visit. Trainee teachers are exposed to different pedagogical practices of various practice teaching schools of rural and urban areas during the internship program and are trained in a way to formulate specific learning outcomes.

Variations in diversities of school system are made familiarized to trainee teachers by incorporating the ideologies and approaches of various philosophies through the syllabus of educational philosophy, educational sociology and educational psychology and there by trainee teachers are made to understand the foundations and functions of international system of schools. Provisions are made for curriculum transaction to study different types of schools, learning approaches and diversified requirements of the schools.

File Description	Document
Documentary evidence in support of the claim	View Document

1.3.3

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

Response:

The vision, mission, and motto of our institution are to provide a holistic education to trainee teachers since its inception. The institution provides a congenial learning environment in order to articulate the curriculum. It is providing a variety of learning experiences to the trainee teachers to enable the trainees to gain knowledge, understand them and put the acquired knowledge into practice, and apply them efficiently in their teaching career. Theoretical inputs on teaching methods, skills, communication, and evaluation ensure that the trainee teachers are well-equipped for their teaching careers.

The institution not only ensures imparting knowledge but equips prospective teachers and teacher educators with the necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through practicing skills at the micro and macro level. Initially, students are acquainted with the theoretical and practical aspects of microteaching and its skills. Then, students are provided a platform for practicing micro-teaching skills during which they practice and master the teaching skills in their pedagogy subjects.

The trainee teachers are made aware the roles, responsibilities and proper functioning of schools through visits to schools like residential school, special school and places like District Institute of Education and Training (DIET), Office of Block Educational Officer (BEO) and Block Resource Centre (BRC).

After equipping the trainee teachers with micro teaching skills, they are sent to schools for their internship program as per the syllabus prescribed by the university with an objective of maximum professional understanding. During the internship program, interns consolidate the relevant understanding of different subjects by achieving maximum learning outcomes of students of the allotted practice teaching schools.

During the internship program, trainee teachers also motivated to identify below average and organize remedial teaching for them. It ensures that below average can cope with other students in their studies. Thus, teaching practice is a skill improvement as well skill development process with hands-on experience. Besides this, trainee teachers will participate in all curricular and co-curricular activities to assist the teachers and head masters of practice teaching schools. The institution provides ample of opportunities for the professional development of trainee teachers by involving them in the preparation of articles, to prepare reflective diary, writing lesson plans innovatively, participating in surveys, preparation of test materials and etc.

Also, trainee teachers are encouraged to do action research project by taking a sample of students who are facing problems in learning various school subjects like English, science, mathematics and social sciences. 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. Further trainee teachers will suggest remedial measures to be taken up so as to solve the learning problems if any.

File Description	Document
Any other relevant information	View Document

1.4 Feedback System

1.4.1

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

various stakeholders.

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 78

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

2.1.2

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

Response: 59.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
34	34	25	31	24

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

2.1.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve learning and teacher training. Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional educational programme and also the academic support provided to students.

- **Admission counseling for student's preparedness for professional programme.**

During the time of admission, Principal interacts with the students to assess their needs and aspirations. The candidates are interviewed based on questions related to their stream, their family background and interest level with which they have opted for the course. They are familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution.

Admission Procedure & Reservation Policy: The government selects the candidates for B.Ed. programme through online application. Selections are made on merit cum roaster system. 75 candidates are selected out of fixed intake of 100 students to the institution through Centralized Admission Cell on based on reservation policy. Out of fixed intake of 100 students 25 students are from management quota. Candidates for B.Ed. programme through this quota are admitted by direct approach. Candidates from Karnataka and other states are also admitted.

The institution organizes the Induction program of the syllabus and orientation program for the students at the commencement of the new batch every year. Students with good co-curricular background are identified through 'Talent Search Program' organized by the institution. Based on their interests, students are grouped into different clubs and committees activities.

The teachers assess learner by using teacher aptitude entry behavior test, teacher's attitude test, communication skill and interest and pedagogical content test is conducted at entry level to identify different learning needs. To form this as a basis for teaching, entry behavior test is conducted in the beginning of the course in order to judge the language and content competency.

After assessment of these tests, Specific teaching-learning methodologies are used to discover the different needs of students. The College always gives academic support to students to identify their study needs based on their progress. The needs of students are taken into consideration in the teaching-learning activities and accordingly, they are given curricular and co-curricular activities.

For academic support, college provides the library and Computer lab facilities. Seminars and workshops are also arranged for them. Teachers recommend several books to pupils in order to improve their comprehension of the subject. The College Library is partially automated with Easy Lib software. The Library has more than 17,671 books and other resources to help the learners to broaden their horizons.

For explanations and discussions, a bilingual approach Kannada and English language is used to reach out to each and every students learning. Personal, academic, and career counseling is provided whenever necessary. They are given an opportunity to practice for micro teaching skills in the class as well as making individual presentations. The co-curricular activities at the start of each session really helpful to identify talent in the fields of Art, Drama, Dance. Indoor and outdoor games are also encouraged for students.

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

2.2.2

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: B. Any 4 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 17.44

2.2.4.1 Number of mentors in the Institution

Response: 9

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The academic plan of JSS Institute of Education is in accordance with the student teachers needs and interest. Multiple mode approach to teaching and learning is adopted which includes experiential learning, participative learning, problem solving approach, brain storming, online mode, focused group discussion and lecture discussion and seminar presentation etc., for enhancing students learning. The following methods are employed to develop varied skills and competencies.

Experiential Learning

The student teachers are given experiential learning by different means - Demonstration of

Experiments/Instruments and to provide first-hand experience of classroom, lab activities, exams, field visit like visit to DIET, special school, residential school, B.E.O. etc. These pre-internship and internship programs are structured on the premise that students need to gain Experiential learning and hands-on training.

For promoting experiential learning the college has the following facilities/activates:

- **Educational Technology Facilities:**

The institution has a well-equipped Educational Technology with internet and wi-fi Facilities.

- **LCD Projector :**

LCD projectors are used to facilitate effective teaching and learning.

- **Co-curricular activities:**

The institution is organizing number of activities through the different clubs namely Humanities, Science and language.

Community living camp:

Every year college is conducting Community Living Camp to pave for natural experience of rural life. All the staff and the students attend the camp for three days and conduct shramadana (swatchatha abhiyana) within and proximity of the camp.

Library:

Institution has a library facility with 17,671 books with accession numbers titles and good reference books, periodicals, journals. Books are available both in English and Kannada versions and English version. The library is spacious and forty teacher-trainees can be accommodated comfortably. The library is providing a conducive learning environment for student-teachers.

- **Field Trip:**

The institution is conducting field trip to Indian Cardamom Research Centre and Munzrabad Fort located around 5 kms from the institution.

Participative Learning:

Participative learning is integrated into courses through various methods, facilitating self-construction of knowledge and student-centred learning. Teachers use ICT, discussion, seminars, communication skills, and practice teaching methods. Co-curricular activities and psychological experiments further enhance this approach.

Problem-Solving Approach

The institution uses the problem-solving approach to help students in developing their creativity, critical thinking, reasoning skills, logical thinking, ability to make decisions, and scientific attitude. Academic activities such as seminars, workshops, lectures, etc. are being conducted. Special lectures/seminars/workshops are planned to inspire and motivate students. Students are given action research projects, club activities and classroom activities.

Brainstorming method

In theory classes, teachers encourage student teachers to focus on a topic through brainstorming, a discussion where students generate diverse perspectives or solutions, often starting with a question or problem.

Focused Group Discussions

Teachers use focused discussions in-class lectures to organize learning and discover ideas or experiences on a particular topic.

Online mode

The institution has a partially automated with "Easy Lib" software with internet facility. Library uses National Digital Library (NDL) facility and Library has subscribed to journals and e-journals from APH publications in order to nurture creativity and critical thinking, the students are also encouraged to participate in online seminars.

Lecture Discussions and seminar Presentations

Teachers use the lecture-discussion method to teach theory. This is followed by seminar presentations where teachers present topics that keep discussions constructive and positive.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

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

Response: 27.78

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	6	0	0	0

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3

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

Response: 117.83

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

Response: 185

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

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

6.Field sports

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

The institute is practicing is 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 our institution where each teacher constantly mentors students on academic, professional, and personal aspects.

a) Working in teams:

During the commencement of the academic year, students are divided into groups and a mentor is assigned 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. Dealing with student diversity:

At the entry-level, orientation programs are organized by the institution in which pupil teachers get the opportunity to interact with the faculty members, Arts and Science background and inter districts students. The faculty members identify, reflect and engage with diverse learners in order to maintain an effective mentoring relationship. If any knowledge gap in student teachers are identified by the teachers which are removed by the entry behavior test courses that are designed for newly admitted students in

order to fill the gap between subjects studied in previous classes and subjects that they would be studying in new courses.

Our institution provides several opportunities for mentor-mentee relationships to cater with students diversity. The faculty identify gaps if any among the students and get them filled. The institution also conducts a variety of activities for students to further develop their interests and intellectual abilities. Yoga Camp, Spoken English Classes, Communication Skill, Micro-teaching workshop and ICT lab activities etc., helps the students to enhance teaching skills and competencies.

The institution encourages all students for participation in competition or contests. Providing internet facilities with the list of subject related websites. Undertaking action research projects, survey, etc. Students are encouraged to go to the library for further and deeper study in the subjects. They are motivated to participate in the seminar. Students are given assignments and are encourage for self-learning by using library, internet and other ICT tools. Students are encouraged to participate in co-curricular activities like essay, debate, sports and games and problem solving exercises.

Working in groups has always been an important aspect of our institution. Teachers guide and assist their pupils and form the strong bonds necessary for a healthy interaction among team members (team spirit). Our institution offers a wide range of academic, cultural, and recreational opportunities, which helps in all round development of pupil teachers. Institution also conducts CET/TET classes.

Mentoring through association activities are guided and assisted by the teachers. Every day half an hour is set before class in morning assembly to present; thought of the day, newspaper reading and morning prayers are Gurustuti, Shanthi mantra, Naadageethe followed by National Anthem.

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

2.3.6

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

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

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 our faculty follow to make their classes more interesting are:

- **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.
- **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.
- **Seminars:** The institution organizes workshops, seminars and extension lectures in order to develop creative and innovative minds.
- **Co-curricular activities:** The institution encourages students to participate in various competitions like debates and other CCA programs, sports and games etc.
- **Use of ICT:** The institution promotes the teaching-learning process through the effective use of PPTs, projector and multi-media, and various equipment in the ICT laboratory.
- **Preparation of lesson plans:** Faculty encourages the students to prepare the ICT lesson plans during internship programme.

- **Brain storming session:** During theory classes, the teacher educators encourage the student teachers to focus on a topic and contribute to the free flow of ideas. Brainstorming session is a gathering in which a group of students focuses on generating new ideas or solutions surrounding a particular topic. Each idea is noted, explored and evaluated by the group without judgment or criticism.
- **Life Skills:** Life skills are defined as “a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and Yoga camp helps in managing stress, improves strength, balance, flexibility, self-discipline, self-control, and emotional stability and also improve mental health and physical health leading to immense amount of awareness, concentration and higher level of consciousness
- **Drama and Art in Education:** Dramatic Arts education is an important means of stimulating creativity. It can challenge students’ perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that might not otherwise have the means to express. Hence, Dramatics play an important role in imbuing creativity, innovativeness etc., among the student teachers Drama and Art in Education enhance critical thinking, develop good communication improve facial expression, gestures and improves stress and intonations in better communication in classroom situations.

All the facilities available in the college is being used judiciously to make the teaching learning process focused on creativity, innovativeness, rational thinking competency inculcation, acquisition of life skill and inculcation of values teaching pedagogies have been altered over time to facilitate innovation, use of ICT enabled devices by the colleges helps in producing efficient teaching learning outcomes.

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

2.4 Competency and Skill Development

2.4.1

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement

8.Facilitating Inclusive Education
9.Preparing Individualized Educational Plan(IEP)

Response: A. Any 8 or more of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

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:

- Be regular and punctual to the assigned school. In case, of emergency, call the incharge of Practice Teaching or the principal.
- Maintain the dress code as professionals.
- Submit all lesson plans to the teacher educators/subject teacher before teaching.
- Make sure that your classes are observed and collect feedback from the teacher educators/subject teacher.
- 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 give proper suggestions and guidance before sending students to internship programme. During the school visit students-teachers collect units to prepare lesson plans and get corrected and approved by the respective method teachers to practice the actual lessons in the internship programme.

Practicing in teaching programme goes on for a period of 52 to 60 working days. Teacher-educators are allotted and sent to those schools to supervise the lessons of the trainees. The student-teacher trainee's lessons will be observed and suggestions will be given by the supervised teacher-educator at the end of the each day.

The observation records will be maintained by the trainees during training. Every student teacher will be provided record book to record feedback of group of trainees in a particular school and subject. After the completion of teaching a unit. Unit test will be administered to test their teaching competencies and the extent of level of effective learning that has been taking place among the student's teachers. The valedictory session is helpful in improving and sustaining the reciprocal relationship with the practice teaching schools, authorities and teacher training institution.

The teacher educator evaluates the lesson plan book of the pupil teachers from time to time. The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. By the end of internship programme it is duly certified by the head of the practicing school. While planning internship programme the institutions takes care of providing exposure of variety of activities that can be undertaken in schools to interns. Student teachers perform various internship activities in schools with systematic supervisory support and suggestions as feedback from faculty.

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

2.4.9

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

Response: 8.14

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

Response: 7

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

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.

Role of Teacher Educators:

For monitoring purposes, teacher educator is sent to each school. Teacher Educator is the one who coordinates with school principal, school mentors and the interns. The school mentors also keep the college teachers informed about the performance of interns. The methodology teachers approve the lesson plans of interns to be taught in the internship programme. The Teacher Educator visits the school regularly during the internship program without prior information to the interns. The teacher educator assesses the interns their lessons, activities, involvement in school activities, TLM and others. The teacher educator also gathers information from the subject teachers and head of the schools about the details of the responsibilities and participation of the interns in every activity of the school. Teacher educator gives suggestions orally and also wrote suggestions in their lesson plan book, this helps the trainees for their improvement in teaching performance.

Role of Internship Incharge:

The incharge of internship programme allows the Mentor Teacher Educators with a group of students

who will be responsible for assessing the interns overall performance in the respective internship schools. In charge of the internship program allot the timetable and distribution of syllabus/units and other work.

Role of School Head Masters/Principal:

School Principal on his/her part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and assist the intern for effective teaching. They observe the class and give their feedback for better teaching learning process and also for the professional growth of interns. In addition to this school teachers along with their staff helps the intern to plan and organise curricular and co-curricular activities for the students. The internship is duly certified by the head of the practicing school after ensuring that each student has completed the internship programme.

Role of school teachers/co-operative teachers:

The pupil teachers are under the supervision of senior teachers of the school who act as mentors. The classroom performance is observed and evaluated by the mentors. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc.

Role of peers:

Peers observe lessons delivered by each pupil teacher and provide feedback, which helps the pupil teachers to be aware of their strengths and weaknesses. Hence he/she can improve him/herself. During internship programme peer groups collectively performs various assigned duties of co-curricular events for its successful completion.

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

2.4.12

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

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

(* ‘Schools’ to be read as “TEIs” for PG programmes)

Response: B. Any 4 of the above

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

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 77.14

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

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

Response: 55.56

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

Response: 6

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

2.5.3

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

Response: 2.22

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

Response: 20

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

JSS Institute of Education allows the faculty members to attend orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and nongovernmental organisations. Staff members are also permitted to act as resource persons in seminars, workshops, and other events at the university, colleges, and schools, and they also participate in college activities as resource persons. Staff members are encouraged by the Principal to deliver papers in national, international, and state-level conferences and workshops. For this reason, teachers can avail duty leave. The administration provides support and encourages article writing and to publish their articles in reputed Journals. 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. By enhancing teachers’ skills and methodologies, faculty development programs indirectly influence student motivation. This program typically includes workshops, training sessions, and seminars focused on various aspects of teaching, research, and professional growth. The institute encourages staff to enhance their qualifications for professional growth, offering opportunities for higher education through the Faculty Development Programme (FDP). The principal encourages Ph.D. and NET examinations, with six faculty completing degrees and one clearing UGC-NET and KSET.

The institution encourages all the faculty to update professionally through in-house discussions on current developments and issues in education. With the following purposes.

- To make themselves aware about recent changes and development in education system.
- To create awareness regarding issues of policies and regulations.
- To strengthen the base of students according to change in system.
- To get ready for changes in education system.
- To provide solution of queries related to different issues and challenges of the education system
- To make the teachers aware about the changes going in the education system, hold discussion sessions on recent policies and regulations which are issued by the government at regular intervals. Thus, efforts are made in this direction to remain updated with the scenario.

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.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

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.

Pedagogy of school subjects is very important aspect for student-teachers they prepare learning resources based on their pedagogy. They also prepare teaching aids for their practice teaching lessons. This helps them to develop creativity and interest. Reflective diary helps the students to develop reading habits, language, writing skills, critical thinking. Through UDAE course- 'Drama and Art in Education' and 'Understanding Self and Yoga', students are involved in various activities, assessment is done accordingly.

Institution has adopted the following measures to maintain the quality of Internal Assessment.

- Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.
- Under the formative approaches teachers generally assign marks to the students on their assignments, practical's, co-curricular activities and their regularity in the classroom is being monitored.

- The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co-curricular activities.
- Internal assessment is done for all students as per the university criteria.
- The faculty is personally involved to help the students to prepare the assignments Corrections and modifications are constantly done.

Continuous assessment in practical aspects this includes micro-teaching, evaluation workshop and internship programs. Assessment like the observation of school practice, Practice in teaching, internship, school lessons, and reflective diary. The performance of students is measured through tests, Micro teaching, seminar presentations etc., where students are equipped with knowledge of integrating teaching skills and simulation of lessons which improves their abilities, skills and expertise in their teaching profession. During the Teaching practice, students are assessed for their content mastery, transaction of the content, and consistency in using tools and techniques in developing the lessons and they are also trained in using various tools and techniques of evaluation.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The 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.

Functions: To make all necessary arrangements for receiving representations/ complaints/grievances from students relating to examination and evaluation.

To examine the grievances.

To make necessary recommendations to the Principal.

To hand over grievances related to examination and evaluation.

To take suitable action to overcome the grievance or solve it.

Grievance related to internal assessment and examination: The institution conducts tutorials, assignments, tests, seminar presentations, group discussions, etc. to assess the performance of students. The college test and examination committee executes its internal exams in a meticulous manner. While organizing the internal examination for students institution follows a systematic procedure in the preparation of question papers. Students discuss in groups and ask grievances or queries to the concerned staff. The students are permitted to check their consolidated internal marks and if they have any

grievance related to it, they can solve it with the help of the faculty. After this the faculty members in charge of various theory papers consolidate the internal marks which comprise of all the tests, assignments done by the students throughout the Semester. The university Semester examination is conducted by the examination committee the norms of university are strictly followed by the institution. If the students have any grievance related to their marks, they can approach the Controller of Examinations for suitable remedy. Students can apply for revaluation if they have grievance regarding evaluation.

Grievance related to Assignment works: Students are given assignments after teaching the subject matter and assessed on basis of certain criteria followed by a presentation by individual students. These marks are entered along with final exam marks. Students can approach the in charge of the examination, faculty or the Principal in case of any doubts or grievances related to the marks allotted. Students also have the provision of a suggestion box to put in a note of dissatisfaction or any kind of grievances that are genuinely related to academics if any.

Grievance related to the Internship Programme: As a part of the B.Ed programme internship is mandatory work. While allowing the students to intern schools will consider their request for convenience to go to schools. The internship in charge and principal explain the details of the internship programme. At times practice students face problems regarding adjusting to the school system and adjusting with the peer interns and it will give them a chance to them resolve under the supervision of mentor teachers and the principal. The entire mechanism for grievance redressal is deliberated by the Principal along with grievance redressal committee members which follows transparency and is strictly time-bound.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

JSS Institute of Education 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 each semester the marks of the continuous internal evaluation are done.

The curricular and co-curricular activities are conducted in adherence to the calendar of events except unforeseen circumstances. In order to facilitate the teachers and update them about all the activities to be conducted for the academic year with regard to the internal evaluation process, the academic calendar is prepared and circulated to all the faculty members and put it on the notice board as well as on the website.

Internal Assessment tests (IA), assignments, and seminars are part of the Continuous Internal Evaluation (CIE) of students. There is a well-defined process for the conduct of CIE as per the calendar of events. Teacher Educators prepare IA question papers. The internal assessment test timetable prepared by the test and examination committee is announced to student teachers well in advance. The dates for practice in teaching, internship and field assignments are also considered with an intensive discourse between the faculty and the Principal. The academic calendar also highlights the need to conduct Library work and practicum in a time-bound manner. The institution incorporates the necessary changes accordingly in case of any changes or modifications. The academic calendars help faculty members to plan their corresponding course delivery and academic and co-curricular activities. After all, the discussion on the academic plan of the institution is displayed on the website and helps to complete the academic work effectively.

For transparency of functioning, both the University and the institution academic plans are placed on the college notice board and websites all information is reinforced during orientation of new students at the beginning of academic session. The Principal conducts meetings with the Teacher-in-charge and entire Staff including non-teaching to ensure smooth implementation of the activities as scheduled. For the purpose of conducting Continuous Internal Evaluation, teachers prepare list of assignments and seminars, class tests in accordance with their allotted time table keeping the academic calendar and plan co-curricular activities of the college. The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations of seminar, as well as their final internal assessment marks. Criteria for assessment is also shared with the students. Academic calendar bears testament to the diverse arenas in which our students enthusiastically contribute and excel.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

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.

Programme Learning outcomes and Course Learning Outcomes:

The student teachers will be able to -

- To promote capabilities for including national values and goals as enshrined in the constitution of India.
- To prepare professionally competent teacher to perform their roles as a teacher at secondary and higher secondary stage.
- Develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
- Appreciate that all teaching is directed at learning, and that the learner is at the center of teaching.
- Be familiar with theoretical issues and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- Reflect on the nature and role of disciplinary knowledge in the school curriculum.
- Understand the perspective and pedagogical bases of their own chosen school subject.
- Identify various dimensions of the curriculum and their relationship with the aims of Education.

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.

The institution is using the following strategies to realize the outcome of PLOs and CLOs throughout the semester:

- All the PLOs and the CLOs have been prepared and displayed it on the institution website.

- Teacher's induction programmes are conducted to map the learning outcomes and how to attain it.
- Through orientation programmes, classroom discussions, guest lectures and Internship programme are conducted for student teachers.
- The faculty members are also encouraged to update their subject knowledge along with changing trends in teaching methodology and participate in seminars, workshop as it enhances the effective attainment of PLOs and CLOs.
- Continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic progress.
- Periodical tests and universities theory exams help to ensure alignment of stated outcomes.
- Participation in various co-curricular activities such as organizing morning assemblies, legal awareness programme and health awareness programme etc., Community engagement activities such as visits to special schools, Jatha awareness programme, community living camp, shramadana, blood donation camp etc.
- Participation in various classroom activities such as group discussions and seminars, End semester test and final exams also help ensure the concordance of stated results and also in co-curricular activities such as morning assembly and sports and games, tree planting programmes, awareness programmes, Socio economic status survey etc.

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

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
57	62	70	60	55

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

2.7.3

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

Response:

The institution has designed PLOs/ CLOs in such a manner that they lead progressively to the development of professional and personal attributes in student teachers. The framed PLOs and CLOs cater to the cognitive and professional attributes of the students. The progress of student performance evaluated in terms of the Perspective papers and Pedagogic courses enhance teaching methodologies. Students are assessed through tests, seminar, micro teaching, and practice for integrating skills. Mastery of content, teaching principles, technology, psychology, and ICT skills are emphasized during teaching practice.

The Methods of measuring attainment:

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University semester Examinations, internal, assignments, class tests. Throughout the year the faculty records the performance of each student on all the semesters.

1. Minimum attendance of student teachers shall be 85% in all the four semesters and practicum 90% for school internship.
2. Minimum pass marks are 40% in each paper, Practical and School Internship in each semester, however, the promotion from semester I to II and from III to IV shall be as per University of Mysore, Mysuru/Hassan University regulations for semesters. Pass marks will be 40% in Aggregate.
3. Students under university examination are evaluated for 80% of total marks and institution for 20% marks as internal assessment.

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 divided into two parts- 80 marks for external written examination and 20 marks for Internal assessment. Pedagogy papers with 50 marks are divided into two

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 file 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.

ICT Skills in the use of media tools: Students employ ICT skills during seminars, CCA activities, micro-teaching and simulation lessons delivery. The use of videos and supplementary teaching learning materials, Ms word, Ms excel and power point etc., Students are taught ICT basics in the first semester and ICT applications in the second semester.

In all semesters, student-teachers participate in curricular and co-curricular activities, including personality development and Action Research. Clubs events like Science Club and annual activities are organized. Students provide feedback to enhance performance academically and professionally.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 57

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

2.7.5

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

Response:

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.

Upon admission, the institution assesses students learning needs and aspirations. Student-teachers in the B.Ed. program focus on academic performance. The academic performance of a student-teachers can be measured using variables such as entry behavior test, communication skills, microteaching skills, evaluation workshop, periodical test, practice teaching/internship programme assessment, participation in spoken English classes, mock interview and mock CET test, ICT assessment, mentoring report, participation in sports and yoga, participation in clubs/committees programmes, attendance, Morning Prayer and other co-curricular activities.

- The institution organizes an orientation program for the students at the commencement of a new batch every year. New entrants are acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institute.
- Talent search programs and various clubs and committees programmes help the students to show their hidden talents and it helps us to identify students for different clubs and committees on the basis of their talents.
- Entry behavior test is administered in their pedagogics subjects to test the knowledge the understanding in their subjects and teaching aptitude test and communication skill and interest towards teaching and entry level, attitude towards teaching profession tests also conducted at the entry-level is a valuable tool that facilitates content mastery in a particular subject area through an initial assessment of knowledge and skills and prepares for in-service teaching.
- The mentor-mentor interaction keeps faculty in constant contact with students, helping them academic and personal issues and stimulate the general development of the student's personality.
- To enable the students to learn ICT at the application level and to adopt the use of Ms Word, Excel, Power Point, etc., the construction and preparation of achievement test question papers.
- Students are engaged in project works, action research, ICT-based lessons.
- During internships, student teachers are evaluated by supervisors on teaching proficiency, with peer groups also offering feedback. Assessment considers record-keeping, action research, and co-curricular activities.
- Faculty members assess student learning through tests, seminar presentations, and assignments to measure performance and knowledge.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.95

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: D. Any 1 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	8	0	0	3

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

3.2.2

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

Response: 1.76

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	2	1	5	8

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

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

Response: 6.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	16	15	1	0

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

3.3.2

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

Response: 82.56

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

the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
184	143	119	127	0

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

3.3.3

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

Response: 82.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
184	143	119	127	0

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3.4

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

Response:

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. Accordingly, faculty members have participated in national and international conferences and seminars and presented the papers. 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 who are 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. Further trainee teachers will suggest remedial measures to be taken up so as to solve the learning problems if any.

The institution organizes various outreach activities for the multifaceted development of student teachers and the welfare of the community as well. These activities are performed in collaboration with internship schools, local community, government institutions, advocates' association with the active participation of faculty and trainee teachers.

The institution being conscious about its responsibilities in shaping trainee teachers into responsible citizens of the country organizes programs such as blood donation camp, environmental awareness, health awareness, tree plantation, world water day, soil testing, plastic eradication, voters' awareness, water conservation, women empowerment, legal awareness, yoga workshop, essay and quiz competitions etc. These activities have made a good impact on trainee teachers and enabled them in developing organization skills, leadership qualities and self-confidence.

During pandemic situation, our institution has organized Jatha program to bring awareness about importance of COVID vaccination among village or community people and paid tribute to the corona warriors to salute their selfless service and developing an ability to fight against COVID pandemic.

The institution organizes Community Living Camp (CLC) for student teachers in nearby local places and spreads awareness about cleanliness, health and hygiene, social equality and conservation of natural resources. The coordinator of CLC selects a nearby place or village or town and involves the local community in various activities of camp. Field visits and experiences by visiting cardamom research center will create an enriching life experience for the student teachers.

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

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4.2

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

3.4.3

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution was established in 1986, with a built-up area 5381.49 sq.mts. The institute is equipped with functional workspaces to create an excellent ambience and atmosphere for teaching-learning. The college provides excellent facilities for teaching and learning as per the NCTE norms, the college has adequate number of classrooms, laboratories, sports field, library and other facilities for the execution of teaching-learning process.

The development and maintenance of infrastructure and learning resources are managed by the funds received from the management.

Classroom Facilities: All classrooms are spacious and well-ventilated, fitted with a sufficient number of lights, fans, green board and other equipment's. The institution has two seminar hall and 6 classrooms with adequate seating capacity, which are used to organize workshops, seminars and conferences.

The ICT facility: The ICT facility like projector and smart classrooms are available to enhance the quality in teaching learning process.

Computer facilities: The institution has 40 computers with Wi-Fi connectivity, out of which 27 are installed in computer laboratories, 6 in the library, 2 in NAAC office and 2 in administrative office, 2 in classrooms and 1in auditorium. The computer laboratories are well furnished with a LAN connection, internet and Wi-Fi facility for both students and teachers.

Sports Facilities: The institution has Health and Physical Education Resource Centre and sports materials which caters to the diverse needs of the students in sports activities. The institution provides adequate space, sporting equipment's and infrastructural facilities for sports to conduct indoor and outdoor games for student teachers. The institution has playgrounds for badminton court, kho-kho, volleyball, throw ball and for indoor games.

Psychology laboratory: Institution has psychology laboratory with sufficient psychological tools and tests which are used by the teacher educators and student teachers.

Language laboratory: Institution has well-furnished 10 computer systems with LAN connection, headphones, interactive board, Internet and a Wi-Fi Connection Pedagogical Subject Laboratories: The Pedagogical subject's laboratories including Biological Sciences, Social science and Physical sciences cum Mathematics resource centre function under the supervision of a teacher in charge.

Seminar Halls: Two Seminar halls are equipped with LCD projectors which are used for the seminars,

workshops and conferences and other meetings. Auditorium and Board room: Institution has an auditorium with well-ventilated seating capacity of 200 members.

Library: The library seating capacity is 40 with a library cum reading room for the students/teachers with printer cum scanner and photocopier facility. Access to Institutional Easylib software for the purpose of issuing books and maintaining records.

Other Facilities available in the institution are:

- Washrooms for male (04) and females (04)
 - Canteen (01)
 - Medical/First Aid Room
 - Hostel for girls
 - Safe drinking water
 - Guest House
 - Spacious vehicle parking shed
 - CCTV surveillance
 - 24x7 internet and Wi-Fi
 - Fire Extinguishers
 - Generator for power back up with the capacity of 62.5 KVA
-
- The use of a public address system makes it easier to communicate crucial information to students. Internal and external surveillance system (CCTV) cameras, as well as two LCD monitors, are installed for security and administration.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 80

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

Response: 4

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

Response: 5

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

4.1.3

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

Response: 16.32

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

2023-24	2022-23	2021-22	2020-21	2019-20
15.43	1.55	.27	1.39	1.60

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library of the institution was established in 1986, since then library has made consistent progress in terms of collection of books, periodicals, EASY Lib Software -16.4a Cloud version and other services. Integrated Library Management System automates routine tasks such as cataloging, circulation, acquisitions, and serial management. This reduces the manual workload for library staff, freeing them up to focus on more specialized tasks.

The institution library is enriched in terms of availability of textual resources consisting of textbooks, reference books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopaedias, dictionaries and newspapers. For the ease of the users, the library is divided into various sections - General Reference Section, Periodical Section, Photocopying Section, Subject Wise Books Section, with Reading section. The up gradation of library software is done time to time. Now, the college library is partially automated and operates under the “Open Access System”, which gives a user friendly interface to its users for searching resources in the library.

It is functional with proper internet and Wi-Fi connectivity. The library provides services like computerized issue/return, new arrival display, subscription of journals- Print and e-resources access for all users in an effective manner. The scanning and photocopying facilities are available for the students and faculty. Library cards are issued to all student teachers. All the students and faculty are allowed to access internet free of cost. The college has appointed a full-time librarian, one librarian assistant and one library attender. Proper maintenance of registers are done from time to time. The library is under CCTV surveillance security.

Our college library is partial automation using Easylib Software of version 16.4a Cloud Version in all the model wise, acquisition, circulation and serial control with barcode. It is an integrated multiuser, user friendly library management software package. All library routines and high-level documentation services are possible and user-friendly manner. This package has been designed to handle large volumes and speed those saving man power and this windows based software. It is functional with proper internet and WI-FI connectivity.

Along with Easylib software facilities. The library is also subscribed to APH Publications. (Total 37 Journals), subscription for UGC, NCERT, APH + NIPA Journals (total 16 Journals) is a well-known publisher in India, particularly recognized for its contributions to academic and educational publishing. They focus on publishing research-based books, reference materials, and academic textbooks in the field of education.

The institute has subscribed to the National Digital Library (NDL) of India, it offers access to a vast repository of educational resources, including books, research papers, articles, videos, and more, across multiple disciplines. It caters to students, researchers, and academicians by providing free access to high-quality content from top institutions. Students download, and manage resources according to their academic needs. The NDL is a valuable tool for lifelong learning, supporting a wide range of academic levels from school to postgraduate and research programs.

Library Resources:

Name of Resource	Number of resource
Books	17671
Journals	59
e - Journals	10
Magazines	09
Encyclopedias	166
Dictionaries	62
Newspapers	04
Reference Books	166
CDs	33
CD Rams	05

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

4.2.2

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

Response:

The library is an effective source of information of all kinds to be shared by people of all kinds. The library of the college serves as a gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. The library offers free Internet access with high-speed broadband, and Wi-Fi facilities which are required by students, and faculty for conducting action research, writing research papers. Our college is having unique resource centre, which is having a huge collection of around 17671 books pertaining to different literature. This resource centre is open for all student teachers, teacher educators, and for community people and other interested students and researchers.

The library of our institution has subscription to various educational journal. The library has subscription to National Digital Library (NDL) which enable student's teachers to access E-books and E-journals.

Our college is trying to make available to the students and staff access to the library through the College website.

The library has made consistent progress in terms of collection of books, periodicals, EASY Lib Software -16.4a Cloud version and other services. This reduces the manual workload for library staff, freeing them up to focus on more specialized tasks. The library has 4 computer systems for browsing purpose student teachers can access to E-journals and broaden their mental horizons.

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

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.18	0.77	0.62	0.16	0.18

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

4.2.5

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

Response: 33.99

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

Response: 592

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

Response: 1038

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

Response: 1132

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

Response: 1315

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

Response: 1565

File Description	Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Institution keeps its IT infrastructure up to date. Upgrading Wi-Fi infrastructure ensures better internet access for students, faculty, and staff, supporting seamless online learning, research, and administrative tasks. Desktop computers, multimedia seminars, projection systems, language laboratories, and various applications for these have all been purchased. To promote students' mastery of basic IT skills, the

college IT lab is fitted with 27 computers runs on Windows 7 and 10. The college has a high-speed internet access and a Wi-Fi network. Faculty and students both make extensive use of the ICT services.

Institute continuously updates its IT facilities. Purchased IT equipment includes desktop computers, digital lectures, projection systems, furnished with language labs its software .The college has internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and students.

ICT facilities

ICT cum Language Lab: The institution has 27 computers with Wi-Fi connectivity. The ICT cum Language Lab are well furnished with a LAN connection, internet, headphones, language lab software and Wi-Fi facility for both students and teachers. A power backup of inverter 5 KVA capacity is available. Updating ICT infrastructure often leads to the development of smart classrooms and computer labs, where interactive technologies can be used for enhanced teaching methods.

Library+ Resource center: There are 6 computers, Xerox machine with scanner LAN for each computers available for the student-teachers to access to e-resources with internet and Wi-Fi connection.

Educational Technology (ET) Lab: ET Lab has 1 Computer with LCD projectors, 35 CDs and DVDs, speakers, camera and video camera.

General Classrooms: General Classrooms have 2 computers with Green boards, 2 LCD projector with screen and audio system for teaching- learning purpose. During class instruction, teachers ask students to make use of their mobile phones to Google search meanings, deviations, concepts etc. for conceptual clarity. The Wi-Fi enabled classrooms support and scaffold student learning. Students are encouraged to watch videos related to teaching methodologies done by their respective teachers.

Administrative Room: Administrative block have 2 computers system, ups, 2 printers, LAN connectivity.

IQAC Room: IQAC Room has 1 computer Wi-Fi router, 1 printer.

Auditorium + Multi-Purpose Hall: Auditorium + Multi-Purpose Hall 1 computer projector sound system Wi-Fi and Handy camera.

Accessibility: The staff and students have an access to internet with a separate user name and password. In the college LAN and Broadband internet connections are connected to the Principals office, Staffroom, office, library, and computer lab. Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities. Power point presentations, seminars and assignments etc are possible through the ICT facilities. ET equipment is used for preparing teaching learning materials, ICT facilities to enhance teaching competencies and for research.

Software: The institution uses predominantly Windows 7 and 10, MS office 2013, Adobe reader and EasyLib.

During covid-19 conditions conferencing apps were installed to conduct online classes smoothly. Google meet and ZOOM platforms were extensively used.

The college has traversed from normal internet to high speed internet and an additional leased line. Upgraded from bandwidth speed of 200 Mbps. Normal classes are transformed into Smart Classrooms.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.93

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

4.3.3

Internet bandwidth available in the institution

Response: 200

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

Response: 200

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

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 33.46

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

2023-24	2022-23	2021-22	2020-21	2019-20
6.66	6.39	6.44	13.65	8.36

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

4.4.2

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

Response:

Physical Facilities:

The college has an established system for maintenance and utilization of physical, academic and support facilities. In every academic year, adequate budget is sanctioned by the management of the college to ensure the maintenance and augmentation of various facilities in the classrooms, laboratories, library, sports etc. The college makes effective arrangement for repair and replacement of furniture and other equipment available in the campus. For the smooth functioning of the system, various cells and committees have been formed, which constantly monitor and evaluate the requirement of maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students, teachers and faculty members regarding infrastructure maintenance. The respective heads and concerned members discuss these issues with the principal.

Academic Facilities:

The classrooms are laid out with adequate infrastructural facilities for carrying out academic activities. The college laboratories are fully functional with all necessary materials, apparatuses and equipment and are also equipped with fire extinguishers. All the equipment is purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy. Stock registers are maintained for every laboratory. In Physics, Chemistry and Biology laboratory, safety measures are taken by keeping hazardous chemicals with precautions. Both computer laboratories have adequate number of computers with required component configuration and also loaded with antivirus software (Kaspersky and Avast). Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Campus Wi-Fi facilities are maintained by the service provider. Free access to internet is provided to faculty and the students.

The college campus is well maintained i.e. General cleanliness, facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing and water tank etc. is maintained regularly. In case of disruption in power supply, the diesel generator having a capacity of 62.5 KVA functions as the substitute source. All the electronic gadgets like projectors, computers, printers, photocopiers etc. are regularly serviced and reused. For any repair beyond the scope of college administrator, external agencies are called.

Sports Facilities:

The college provides facilities for organizing cultural programs, we have an auditorium with an sound system. The college provides sporting provides sporting equipment and infrastructural facilities to conduct indoor and outdoor games for students.

The responsibility to augment and maintain sports facilities (both indoor and outdoor) for the students. The maintenance of the sports courts and playgrounds then P Ed is done on regular basis.

The green cover of the campus is maintained by the supporting staff of the college. The regular maintenance and cleaning of classrooms, laboratories, seminar rooms, library etc. are done by supporting staff who are made available during day time in all days.

Other IT accessories on a daily basis, and non-repairable systems are disposed appropriately.

Other Facilities:

Washrooms and restrooms for boys and girls, hostels for girls, drinking water, guest house, vehicle parking, canteen, CCTV surveillance, and Wi-Fi facility.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 3.62

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	2	2	7

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

5.2.2

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

Response: 12.28

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 7

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

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

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

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

Response: 13.49

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	15	7	7	12

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

Student teachers are active representatives of academic and administrative bodies and committees of a college. Student members have been selected based on their performance in talent search activities, academic achievements, area of interest, and service motto. Student teachers: from both years are instructed to be part of every committee and cells of the college and their suggestions are considered with regard to teaching-learning processes.

The process of selection of students in different committees is briefly highlighted here below

1. **Sports:** Students who have good track records in sports achievements are chosen as student nominee for this unit.
2. **Cultural:** Students are chosen based on the talents of students in cultural activities, i.e., drawing, painting, singing, dancing, mono acting, etc.
3. **Red Cross:** Based on their leadership abilities, students are selected, who wish to be part of this unit are also considered to be the part of Red Cross Unit.
4. **Language club Committee:** students who have performed excellently in elocution, and debate are considered for this forum.
5. **Library Advisory Committee:** College has formed a Library Advisory Committee. The Library Advisory Committee is responsible for providing strategic guidance and recommendations to enhance library services, resources, and code of conduct to meet the needs of the academic community.
6. **Humanities and Science Club:** The club is entrusted to plan and organize visits to historical places, quiz competitions, scientific interest places seminars, etc.
7. **Field Visit Committee:** Representatives of this committee need to organize educational excursion under the guiding principle and staff.

In addition to these, we have a student membership in Anti-ragging, women Anti- Harassment committee, Grievance Redressal Cell, Magazine Committee, cultural committee, Test and Examination committee, and internship committee and SVEEP Committee and electoral literacy club, etc.

The function of the college is based on institutional guidelines. Members of the Student club serve as a bridge between the students and the administration. Not only do they ensure that the grievances of the student population reach the authorities, but they also act as the students' representatives in the process of making important decisions. The Students also assists clubs / members as well as in-charge faculty in conducting and organizing various co-curricular and outreach activities or events, such as dance, Music, General Knowledge, Essay writing, Debate, , Plantation, Health awareness programme, Blood donation camp, awareness programs about water, E-wastage management, Communicable diseases, etc. Feedback from the students is valued for better functioning.

The sole aim of their club and committee significantly affects the smooth functioning and growth of the institution. All the committees hold meetings and table their recommendations through proper channels to the Principal for approval and execution of the same in the best interest of the institution.

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

5.3.2

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

Response: 12.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	12	21	12	7

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

5.4 Alumni Engagement

5.4.1

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

Response:

The college has Alumni Association. JSS Institute of Education, Alumni Association, Sakleshpur, plays a crucial role in its functioning through student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become a successful and efficient human resource for the institution. The institute has an alumni association that works coherently with faculty in devising methods to improve teaching methods, muster resources, and organize events to inculcate confidence in students to take responsibility and successfully to meet the challenges posed to them during the course. For example, preparation of lesson for classroom teaching, presentation, and also participation in personality- oriented events like debate competitions and performing arts, etc. Alumni members, via Alumni association meetings, seek directives as well as advice on CA and CCA activities. This association works as the ultimate watch dog that keeps the institute on track to meet pre-set targets in a timetable.

The association regularly meets and interacts with the institution and contributing to the institutional development of the college. It is the flag bearer of the development of the college.

The aims and objectives of the Association shall be:

1. Bring the old students of JSS Institute of Education, Alumni Association, Sakleshpur, under one forum for the exchange of experience, dissemination of knowledge and talents amongst its members.
2. To conduct seminars, workshops, special lectures, demonstration classes and other academic activities and also to keep in touch with one another of the B Ed College faculty, non-teaching staff and students.
3. To create and establish Alumni endowments for granting scholarships, prizes to students showing high proficiency in their studies and honoring former students of the B Ed College.
4. To collect funds by subscriptions, contributions, donations, and gifts from members, non-members.
5. To render financial aid to deserving poor students studying at B Ed College.
6. To bring out magazines, highlighting the activities of B Ed College and its alumni.
7. To help the alumni to get advice from the B Ed College on various job opportunities that they may come across in their work and real life.

The association helps maintain a sense of community, encourages alumni engagement in institutional growth, and provides a platform for sharing professional expertise, ultimately strengthening the reputation and impact of the institution.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**

6. Financial contribution

7. Placement advice and support

Response: C. Any 2 or 3 of the above

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

5.4.3

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

Response: 3

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

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

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

5.4.4

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

Response:

The institution has a good rapport and network with alumni. The college convenes meetings of alumni association members and invites their valuable suggestions for the betterment of the college. To motivate and nurture the special talent of students, the institution has made it a point to invite eminent alumni members on various occasions, like seminars, workshops, orientation, annual day, etc. During these programs, the alumni share their valuable experiences and success stories to motivate and groom the students for the teaching profession. They not only motivate the students to seek teaching programs but also act as role models and torch-bearers for the teacher aspirants. During orientation programs, the students get the opportunity to interact with eminent alumni members regarding program learning outcomes, pedagogy, and recent developments in the field of education, and the need and importance of teaching competencies.

The alumni members also do their services in monitoring the Practice of Teaching, Demonstration classes Internship as they are invited to conduct mock interview and supervise lesson delivery. During these activities, a congenial atmosphere is created to nurture the talent of the students. The alumni association has supported and contributed to conduction of one day national seminar on “*Perspectives of Teacher Education in Nurturing the Talents of 21st Century*” in 2022.

In maintaining the quality standard in the institution, the Alumni members have been made part of the share their valuable experiences and knowledge in order to improve the overall quality of education in the institution. In addition, the college conducts alumni meetings every year where they share their concerns, experiences, and suggestions.

Alumni members via Alumni association meetings seek directives as well as advice on development, and students’ support for admission, guidance as well as mentoring. Alumni members deliver seminars, hold workshops, and plan internships, and demonstrations. Their involvement fosters a sense of belongingness within students, encouraging them to explore their potential and pursue excellence in the path of field of education.

Alumni members are actively involved in the various aspects of improving quality in the institution. Our Alumni have a very active Alumni WhatsApp group. In the group, alumni members are informed about the seminars and workshops for professional development, and with regard to government notifications and other educational matters. They are encouraged to go for higher studies and to give professional help, provision for library reference whenever required. Qualified and competent alumni are communicated regarding job notification in college and other institutions. They communicate about vacancies arising in respective schools to facilitate placement through WhatsApp groups.

This association works as the fundamental watch dog that keeps the institute on track to meet pre-set targets in a time-bound manner.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college has the following well-defined vision and mission statement along with motto.

VISION

“Inculcating and enhancing professionalism in order to meet the socio-economic challenges of the society by imparting quality teacher education”

MISSION

- Meeting the demands for qualitative teachers in the society.
- Empowering the trainee teachers especially from rural background with a quality teacher training programme.
- Providing unique learning experiences which will enable the students to realize their potential and mould their overall personality.
- Enhancing skills and competencies in teaching among trainee teachers.
- Preparing prospective teachers for empowering them to succeed in the changing competitive world.
- Nurturing creativity, independent thinking and lifelong learning among trainee teachers.
- Making trainee teachers to recognize and to be proactive to the multi-cultural aspects of the society.
- Inculcating leadership qualities in trainee teachers.

MOTTO

“Teaching community is a source of infinite strength”

The vision and mission of the Institution are made known to the staff and students by means of orientation to the faculty and student teachers. They are printed in the college calendar and also available on College Website. The vision and mission statements are highlighted in print in the college premises.

The vision and mission of the Institution are actualized through the active participation of staff and students in its governance. The institution believes in participatory administration. The college has various committees and there are representatives from staff and students in these committees.

The institution is committed to democratic and participatory governance with the active participation of

all stakeholders in its administration. The staff meets once in a month and evaluates the activities of the previous month and gives feedback. This feedback is recorded and is used for further planning at the end of the academic year. The entire faculty evaluates all the activities of the academic year and works out concrete suggestions and solutions for qualitative enhancement of B.Ed., programs, and these suggestions are incorporated in the next year's plan. The non-teaching staff meeting is also held periodically to evaluate their performance.

Student feedback assists the institution in its administrative function to a certain extent. Students are encouraged to give their feedback regarding the functioning of the college, the facilities provided and their learning experiences. At the end of the academic year, a written evaluation is taken from the students. Student's feedback and suggestions are compiled and used to enhance the quality of the college.

The Club, Committees and Cells in which representation of staff and students is seen are as follows Governing Council Committee, IQAC, Internship and Examination Committee, Admission Cell, Placement Cell, Library Advisory Committee, Anti- Ragging Cell, Internal Complaints Cell and Grievance Redressal Cell.

Quality measures and important decisions are taken to improve the performance of the Institution, these committees and cells function as benchmarks for the quality enhancement of the institution. The relevant club, committees and cells list which is duly signed and sealed by the head of the institution is enclosed as attachment.

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

6.1.2

Institution practices decentralization and participative management

Response:

The Institution is guided by His Holiness Jagadguru Sri. Deshikendra Swamiji as a President which has been documented through the organogram. The decentralization of our institution and management has been systematically flow charted. JSS Institute of Education, Sakleshpur practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A

particular reflection of this practice may be seen in the extensive delegation of authority to the Principal than to Coordinators and teachers in-charge of the various committees, clubs, cells and association in the college.

The college runs in accordance with the calendar of events provided by the University of Mysore and Hassan University. The calendar of events clearly defined all the activities conducted by the college. The University of Mysore prescribed syllabus for all the four semesters of two years B.Ed programme. It clearly defines perspective papers, pedagogic papers and Immersion program which appear in B.Ed programme. Regular Faculty Meetings, Governing council meetings and Academic planning meetings are conducted. Annual academic plan is prepared and all the academic activities are scheduled before hand.

The Principal of the college supervise the activities of various committees, clubs, cells and association. The admission committee and staff members are taking the responsibility that visiting nearby degree colleges of district and approaching the student to take admission to our college, also providing a prospectus to students, also post college information pamphlets to all degree colleges of the Hassan district to motivate the students to join B.Ed. course in our college.

The entire teaching and non-teaching staff share the responsibilities of administration of the college. Each one's responsibilities are specified in the form of work allotment at the beginning of every academic year during Institutional Planning. They are given the freedom to take initiative in planning and performing their responsibilities.

The institution maintains transparency in academic and administration units. The functions of the institution and its academic administrative units are in accordance with the principles of participation, accountability, decentralization and transparency. The ways in which coordinators and teachers in charge of different cells, clubs and committees participate in the management process are as follows:

The college organizes all staff meeting to constitute various committees democratically that discharges various duties of the college. The following committees, clubs, cells and associations are operational in the institution to implement various activities:

COMMITTEE

1. Observation Committee
2. Excursion / Field visit Committee
3. Sports Committee
4. Co-Curricular /Cultural Committee
5. Magazine Committee
6. Library Advisory Committee
7. Red Cross Committee
8. SVEEP(Electoral) Committee
9. Academic Committee
10. Test and Examination Committee
11. Internship Programme Committee

CELLS

1. Grievance Redressal Cell

2. Internal Complaint Cell
3. Woman Anti-harassment Cell
4. Anti-Ragging Cell
5. Guidance and Counseling Cell
6. Placement Cell
7. Admission Cell
8. SC/ST Cell
9. OBC Cell
10. Minority Cell

CLUBS

1. Language Club
2. Science Club
3. Humanities Club

ASSOCIATION

1. Alumni Association

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

The institution maintains complete transparency in its financial, academic and administrative functions. To ensure good governance, transparency and accountability, the vision and mission are clearly defined at all levels. College will maintain the cordial relationship with the management / stakeholders / Department officials/university authorities and also with the student teachers. We conduct regular Internal and External financial audits.

Financial Transparency:

The Institutional mechanism for monitoring the effective and efficient use of financial resources is by the Administrative staff. All expenditure proposals are budgeted by the office, Principal and finally by the management. Regular internal, external and government (JD Office) auditing is a practice of this college.

The external audit is conducted by authorized and renewed chartered accountant regularly. The internal audit is conducted by our management by the auditors of JSS Mahavidyapeetha, Mysore. The Government audits by Auditor general (AG) is also monitor our financial system. Along with this Regional joint Director, Mysore (JD) office is also conduct regular audit of our institution.

The accounts of the Institution are audited by the auditor appointed by the management and the department. The budget proposed and utilized is reviewed after every purpose mentioned in the proposal via bills and documents if any. Actual day-to-day financial transactions are well maintained and Income expenditure report is also attached along with the audit reports.

Academic Transparency:

With regard to academic matters, calendar of events and all the guidelines given by University of Mysore, Mysore and Collegiate of Education, NCTE and UGC are followed. The IQAC and Principal is the highest decision-making authority. It decides matters such as the functioning of the institute's academic programs. Before the commencement of the semester classes, the time table is prepared and workload of all the staff are scheduled beforehand.

All the current events, including admission, examinations, circulars, events, time-tables, workshops, training programs are posted on the college website as well as the college notice board. Timetables and workload are also prepared and circulated too.

Periodical tests are scheduled regularly to assess the progress of the students. There is an examination in charge who takes the responsibility of submitting the student applications for the exams, preparing data sheets, managing seating arrangements, maintaining the record of absentees and also preparing the question papers.

Administrative Transparency:

The institution maintains transparency in its administrative aspects. Service Rules Book is available from the Karnataka Civil Service Rules (KCSR) book and also Service Rules book from JSSMVP, Mysore to provide information on service rules should be followed by the faculty members of the college. Code of conduct is clearly defined by the college which is said to be the pathway for success growth of the faculty members of the college. The administrative inspection is done both by the management and the principal. Transparency is maintained in the admissions of the students. 25% of the management seats of the B.Ed Course are allotted based on merits. 75% of the students come under Government quota. Equal importance is given to these students.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The extensive goals of strategic plans are associated with JSS Institute of Education, which is committed to providing quality higher education and skilled human resources and the plan is accordingly focused on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the perspective plan. According to the changing academic and social environment, the institution has improved facilities and elevated teaching training. The institution has successfully achieved most of the targets set in the perspective plan. The purpose of the plan was to strengthen the functioning of institution.

The College prepares a strategic plan to ensure quality standard in education. The main Purpose of the institution strategic plan of the college is: To Provide Quality Education; To Increase Placement and Employability; Facilitate research for both faculty and student teacher; Infrastructure expansion; Initiatives for Green Campus.

The Teacher Educators are encouraged to attend Conference, Seminar, Workshop and Webinars through online/ offline mode. They are motivated to publish to Research Articles in national and international journals. There are many Extension and Outreach programmes are carried out through the year to enhance the creative and innovative thoughts of the both teacher educator's and student teachers.

Each one activity successfully implemented based on the strategic plan:

- In this modern technological world, our college also played a vital role. The management and staff of the college are using ICT in education. On this strategic plan, the management is very supportive of upgrading the facilities of ICT in the college.
- Main Class Room / Smart Room: 2 Projector, 2 Computer System, Wi-Fi / LAN.
- Educational Technology Room (ET Room): 1Projector + Sound System + Web Camera+ Wi-Fi / LAN.
- Office Room: 2 Computers, UPS, 2 Printers, LAN and Wi-Fi.
- IQAC Room: 1 Computer, Wi-Fi, Router, 1 Printer.
- ICT Lab: 17 Computers, 1 Projector, UPS, LAN for each computer.
- Our campus is equipped with 200 MBPS internet speed.

- Language Lab: 10 Computers, UPS, LAN for each computer, 10 Headphones.
- Library and Information Center: 6 Computer Systems, Xerox Machine with Bar code Scanner, LAN and Wi-Fi.
- Auditorium + Multipurpose Hall: 1 Projector, one e-podium, Sound System, Mouth pieces, Handy Cam + Camera, Wi-Fi and LAN.
- The staff of our college were also involved in upgrading themselves in learning advance ICT knowledge in teaching and as well as they were implementing it in a practical way. During Covid time all of our faculties attended online FDP and workshops to help them to update in the ICT world. The faculties were using online teaching platforms like Zoom, Google classroom teaching, WebEx, and Microsoft team.
- For online evaluation purposes – Google forms, Survey heart, quizzes and other online evaluation tools.
- For video presentations and uploads on YouTube.
- The institution has organized workshops and seminars to help in the development of professional competencies among teachers.
- A One Day National Level Seminar on Perspectives of Teacher Education in nurturing the talents of 21st century learners on 30th March 2022.

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

6.2.2

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

Response:

The College has a well-defined organizational structure to ensure efficient governance and management through effective decision-making. Different committees, clubs, cells and associations are constituted with an organizational structure in a democratic way. The main bodies that have been constituted, formulate and execute policies and strategic plans based on its vision and mission.

Each faculty is the coordinator of a different committees, clubs, cells and associations which has the flexibility in decision-making and implementation with the principal as the Chairman. Most of the committees, clubs, cells and associations have administrative staff and student representatives as members along with the teaching faculty.

The Principal is responsible for the College functions and growth including administrative, academic, co-

curricular activities and IQAC of the college has involved in developing a quality system of the academic and administrative performance of the College. Each one's responsibilities are specified in the form of workload at the beginning of every academic year during academic planning. They are given the freedom to take initiative in planning and performing their responsibilities. Every staff member is encouraged to participate actively in academic planning at the beginning of every academic year, during periodic staff meetings and during academic meetings.

Governing Council guides the college in fulfilling the objectives of the institution and approving the annual budgets of the college. The institution maintains transparency in academic administration. The functions of the institution and its academic administrative units are in accordance with the principles of participation, accountability decentralization, and transparency.

The Internal Compliance cell and Anti-ragging cells ensure that the institution is free from all types of harassment. The placement cell makes sure that all our students are placed well. The Alumni Association conducts several programs to ensure quality in the institution. All other committees' works towards the overall welfare of the students; while the Library Advisory Committee addresses the grievances regarding library resources and works towards providing better facilities.

All staff is oriented about the Administrative and Service instructions available in the Karnataka Civil Services Rules (KCSR) and Institution service rule book. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, kinds of leave, code of conduct, encouragement for achieving academic excellence and others. To make the system more transparent all these parameters are also uploaded on e-governance.

Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university; University of Mysore. For that advertisement is published in national as well as local newspapers. Eligible candidates are invited for the interview which is taken by management. The qualification, teaching experience, and other eligibility for recruitment are as prescribed by the state Government / UGC / NCTE and the affiliating university. College Development Council(CDC), University of Mysore has to approve the Teaching faculties' - Appointment. The Salary for Management Employees are given by the JSS Mahavidyapeetha, Mysore. Approval Copy of Extension of UGC grade pay of all teaching faculties are also enclosed in attachments.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response: B. Any 5 of the above

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

6.2.4

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

Response:

Institute has defined internal organizational structure, governance mechanisms and decision making processes. Governing Body and other Cells, Clubs, Committees and Associations that are constituted play a major significant role in strengthening and guiding the organizational processes. The entire teaching and non-teaching staff share the responsibilities of administration of the college. Each one's responsibilities are specified in the form of work allotment at the beginning of every academic year during Institutional Planning. They are given the freedom to take initiative in planning and performing their responsibilities.

Each faculty is the coordinator of a different committees, clubs, cells and associations which has the flexibility in decision-making and implementation with the principal as the Chairman. Most of the committees, clubs, cells and associations have administrative staff and student representatives as members along with the teaching faculty.

Institute has a structure that embodies various clubs, committees, bodies and cells. These well-defined committees are responsible to discuss, deciding plans of action, and implementing them. The institution conducts its day-to-day working through these committees like Cultural Committee, IQAC Committee, Anti- Ragging Committee, Admission Committee, Library Advisory Committee, and Examination Committee, etc., These committees work effectively for the development of the institution. This is evident through the minutes of the meetings of these committees.

Through Language club, science club and Humanities club we celebrates national festivals, the birth anniversary of scientists and more. This will help the student teachers to show their active participation in the club activities and to imbibe values of great personalities in their life. The College annual magazines released namely 'Manthana'. It is a great opportunity to all the faculty and student teachers to show their creativity and innovative nature and exploration skill through their literary works going to be published in the magazine.

The college is structured with different committees. Besides, teachers are members and conveners of the various committees that are instituted for the day-to-day functioning of the college. Teachers, through autonomous interaction on these bodies are able to contribute in a significant way to the participatory ethos of the institution. They determine admission criteria, marks cut-offs, examination modalities, library practices, various teaching-learning innovations and other academic priorities. Additionally, teachers discharge an energetically pervasive role as motivators and spearheads of cultural and socially conscious activities in the institution by steering the ICT lab, Language lab, Library, Education Technology Lab/smart class room and Education Psychology Laboratory.

The Internal Compliant cell and Anti-ragging cells ensure that the institution is free from all types of harassment. The placement cell makes sure that all our students are placed well. The Alumni Association conducts Programs to ensure quality in the institution. While the Library Advisory Committee addresses the grievances regarding library resources and works towards providing better facilities.

The detailed documentary evidences of minutes of all various committees will be shown during the on-site visit by NAAC peer committee members. Since the volume size of scanned copy is huge, we are uploading samples only. Corresponding file will be displayed by the time of peer committee visit.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has welfare measures for both teaching and non-teaching staff. In order to promote a healthy and successful working environment, welfare measures are effectively implemented for both teaching and non-teaching staff in the institution. Well-being of the staff is important for effective functioning of the institution. Faculty empowerment through participation in seminars/conferences. The college ensures the professional development of the staff by: encouraging faculty members for participating in seminar, workshops, orientation programme and refresher courses. Encouraging the faculty to publish research papers in national and international journals. Institute has a well-defined performance appraisal system having continuous assessment of faculty potentiality and strengths every year. All types of Leave facilities, Group medical insurance facility and time bond related promotions given to employees.

The institution cares for the overall wellbeing of its teaching and non-teaching staff. The following are existing welfare measures for teaching and non-teaching staff:

Teaching Staff:

- 1.Co-operative Management.
- 2.Creating conducive and flexible working environment.
- 3.Leave facilities - Casual Leave (CL), Earned Leave (EL), Maternity Leave (ML), and Paternity Leave (PL) are provided.
- 4.Employees Provident Fund (EPF) facilities are provided.
- 5.Providing sites for the employees of our institution in reasonable rate through JSS MVP EHC (R).
- 6.Group medical insurance (Mediclaime) facilities are provided.
- 7.Availability of medical concession and discount facilities in our JSS Institution Hospitals.
- 8.Promotional Benefits.
- 9.Time bond facility was extended to the management teaching staff.
- 10.OOD facility for seminars, conferences, training programmes.
- 11.Training in computer and software management is provided as per requirement.
- 12.Special Casual Leave (SCL) facility for attending Orientation Programme (OP), Refresher Course (RC), Short Term Courses (STC), Faculty Development Programme (FDP) and Evaluation works.
- 13.Staffs are encouraged to participate in seminars, workshops, conferences and to publish research papers in National and International level journals.

Non-Teaching Staff:

- 1.Co-operative Management.
- 2.Creating conducive and flexible working environment.
- 3.Leave facilities - Casual Leave (CL), Earned Leave (EL), Commuted Leave (CML), Maternity Leave (ML) and Paternity Leave (PL) are provided.
- 4.Providing sites for the employees of our institution in reasonable rate through JSS MVP EHC (R).
- 5.Employees Provident Fund (EPF) facilities are provided.
- 6.Group medical insurance (Mediclaime) facilities are provided.
- 7.Availability of medical concession and discount facilities in our JSS Institution Hospitals.
- 8.OOD facility for seminars, conferences, training programmes.
- 9.TA facility for attending office work.
- 10.Time bond facility.
- 11.Regular training using e-governance and software used for financial transactions.

12. Training programmes in advanced skills related to their administrative and office works.
13. Training in computer and software management is provided as per requirement.
14. Labor welfare implies providing better work conditions (Cleanliness, proper lighting, low noise, nature friendly policies etc.).
15. A separate room for rest and medical emergency is also provided for the staff and non-teaching staff members. This facility has helped them to take rest whenever they felt sick.

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

6.3.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.3.3

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

Response: 2

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

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

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

6.3.4

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

Response: 40.74

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	04	07	03	06

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

The institution has Performance Based Appraisal System (PBAS) for teaching and non-teaching staff which strictly follows the UGC regulations for the appointment of teachers and other academic staff in the institution. For the Maintenance of Standards, amendments are made there in from time to time, for teaching and non-teaching staff. The performance of each employee is assessed annually after the completion of one year of service. The objective is not only to evaluate objectively the performance as per established norms but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the Performance.

- Institution Performance Appraisal report of teaching and non-teaching faculties to evaluate objectively the performance by the management. Both the blank and filled formats are enclosed in the attachments.
- Performance Based Appraisal System (PBAS): Increments and Promotions are completely based on the performances. Both the blank and filled formats are enclosed in the attachments.
- The performance of teaching staff is assessed on the following bases: their academic qualification; training programme undergone; years research experience; Orientation programme, Refresher courses, Short term courses and Faculty Development programme completed; Conference, Seminar, Workshop attended; and worked on research projects or carried out.
- Publications: published papers in journals, book publications, and chapters published in book volumes.
- Paper presentations: in seminars, conferences, symposium and workshops attended in local, regional, university level, national and international levels.
- Teaching experience: Total teaching experience, duration of teaching, both perspective and pedagogic courses taught in all Semesters, Communication skill, Micro-teaching workshop, Teaching Practice and immersion programme, Evaluation experience includes: paper setting, invigilation, evaluation works, and practical exam.
- Other than that extension work, resource person to other institution, Reportier for workshop, Seminar and conference; any other achievements in education and other fields, Awards for Academic excellence and membership in professional bodies or societies are also recorded.

On the other hand, Institution Performance Appraisal report of non-teaching faculties to evaluate objectively the performance by the management. All non-teaching staff is also assessed through annual confidentiality. The various parameters for non-teaching staff members are assessed under different categories i.e. Character and Habits, Professional competencies to do hard work, Discipline, Reliability, Relations/Cooperation with superiors, colleagues, students, and public, Power of Drafting, an efficient organization of documents and technical abilities.

Their overall assessment is based on the above- mentioned parameters. Their performance is first assessed by the head of the institute and then forwarded to the management. The Performance Appraisal System significantly helps in the evaluation of the performance of employees, motivating them, analyzing their strengths and weaknesses, and ensuring better performance. There is a continuous motivation and guidance by the management is there for the faculty future betterment and ample

opportunities to increase our professional growth.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

An effective and efficient system is in place for managing the institution's finances. The institution maintains complete transparency in its financial, academic and administrative functions. To ensure good governance, transparency and accountability, the vision and mission are clearly defined at all levels. We conduct regular Internal and External financial audits. The college has an established strategy for managing its finances and resource mobilization. The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance.

We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors verifying and certifying the entire income and expenditure and the capital expenditure of the Institution every year. Management officials periodically conduct internal audit they thoroughly check and verify all transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on yearly basis.

The mechanisms to monitor the effective and efficient use of financial resources are as follows: The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationary, other consumable fees and non-recurring expenses such as lab purchases, infrastructure facilities, furniture and other development expenses. The expenditure will be monitored by the accounting department as per the allocated budget.

Furthermore, the Institute's accounts are routinely audited by a chartered accountant in compliance with

government rules. The externally certified chartered accountant audits the financial statements and submits to the institution the audited financial statements with audit reports in every financial year regularly.

Even the government body has conducted an audit yearly will be done by the accounts department of collegiate education, Regional Director of Education, Mysore. Along with this Auditor General (AG) audit is also done by the government of Karnataka. They verify the records and the objections raised by them will be resolved subsequently. The finance management system is computerized. The salary of all the personnel is through HRMS (Human Resource Management System) in an online mode. All relevant service information of the personnel is made available online. All the salary grants received and utilized by the college is through Khajane-2(K2), hence there will be no financial mismanagement. The salary for the management employees is given by the management JSS Mahavidyapeetha, Mysore regularly.

The institution did not come across with any major audit objection during the preceding years. If any deviation which has been observed by audit committee is taken in to account and required corrections is carried out time to time. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.

The college has both manual and Bio-metric attendance system which is transparently maintained by the office which enhances the discipline, punctuality and time sense.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

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

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

6.4.3

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

Response:

Established in 1986, JSS Institute of Education is dedicated to providing quality teacher education, especially to rural and economically disadvantaged students. Our institution, located in Kowdalli Village, Sakaleshpur, spans 10 acres of scenic, calm, and pollution-free land, creating an ideal environment for learning. The college is affiliated with the University of Mysore, recognized by the National Council for Teacher Education (NCTE), and receives grant-in-aid from the Government of Karnataka.

The vision of JSS Institute of Education is to inculcate and enhance professionalism in our student teachers, equipping them to meet the socio-economic challenges of society through quality education. Our focus is to provide teacher training to individuals from rural and economically weak backgrounds, regardless of caste or creed.

The college operates under the aegis of JSS Mahavidyapeetha, Mysore, which provides a robust administrative and advisory structure to enhance the quality of education. The management has developed adequate infrastructure, including a well-equipped building that meets NCTE norms. The committed management and staff continuously strive to improve and sustain the standard of education offered.

JSS Institute of Education is an aided institution. So it receives UGC and State Salary Grant. The availability of funds is essential for any organization to operate well but the mobility of fund is even more important. There is no fund mobilization from any other source except than tuition fee. Tuition fee is the only source of fund generation or mobilization for the college. 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.

The annual budget is presented by the principal in the governing council meeting which approves the budgetary allocation for the academic year. The budgetary allocation includes funds for the operations such as paying unaided staff salaries, developing campus infrastructure, upgrading teaching and computer equipment's, buying sports equipment's, renovation work in the college and academic activities etc.

- As it is an aided Institution, the main source of funds is given by the State Government and fee collection by management students. Almost all the expenditures like salary, infrastructures, day-to-day expenditures, and laboratory and library expenditures are sanctioned by the government rules.
- In addition to the state government grants, UGC also provides funds for various developmental projects and programs.
- The college collects developmental fee from the students admitted under the Management Quota as permitted by the Government of Karnataka, which is used to maintain the building and infrastructure of the college.
- A portion of the fee collected from the students is also meant for the utilization of the institution. The Management helps us to mobilize more and more funds to create a well-furnished and healthy campus for the students.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Since our institution is going for first academic and assessment accreditation visit, we have informal set up of Quality Assurance Cell and working as per the guidelines of academic and assessment agency. This cell will be officially convert to Internal Quality Assurance Cell (IQAC) after the accreditation.

The IQAC is consistently working to promote a quality culture in all spheres of college activities by channelized efforts towards promoting holistic academic excellence. IQAC prepares a perspective plan of development for the college and executes it in a strategic plan every year. It has been trying to institutionalize a number of quality assurance strategies such as digitalization of academic and administration facilities, gender equality, strengthening extension activities etc. During the assessment

period, the IQAC was successful in implementing and introducing several curricular and co- curricular activities.

Every year the college conducts Orientation programme for all the first-year students. The programme includes introductory sessions, giving them an overview of the college life, the rules and regulations mandated for each student in the college, etc. At the beginning of the academic year, it is essential because it gives the chance to adjust their new surroundings. When a college organizes an orientation program, its three main objectives are to acquaint new students with college life, integrate them into the campus community, give faculty members a chance to connect with the new batch, and provide a clear picture of the various infrastructure resources and educational opportunities offered by the college. This programme serves as a foundation for institution success.

The main objective of this programme is to bridge the gap between the faculty members and the students. Additionally, it helps students in developing a clear picture of their future goals and what can be achieved at the end of the course. IQAC works constantly to establish newer collaborations and linkages with different organizations, updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration. Over the last five years, the institution has effectively implemented a number of quality improvement measures in both the academic and administrative domains. As a result of IQAC initiatives, many practices have become institutionalized.

The institution would like to highlight the following activities of the IQAC:

- Feedback from students was collected and analyzed for future planning and improvisation of quality service education.
- Improved teaching-learning and evaluation process.
- Effective delivery of curriculum and enhanced usage of ICT tools.
- Organizing Seminars/Workshops/Conferences and Endowment lecture series recognizing and felicitating distinguished alumni organizing staff training programmes.
- Covid-19 awareness programme and vaccination programme at college and Crawford Govt. Hospital, Sakleshpur.
- (SVEEP) Election Awareness Programme.
- Health Checkups and Blood donation programme.
- Plant distribution and planting programme.
- Fire safety measures demonstration programme.
- Seed sowing programme in collaboration with the Forest department.
- E-waste management and waste management plant visit programme by trainee teachers. Teacher educators, special lecturing programme on competitive Examination.
- Road Safety measure awareness programme.
- Soil testing demonstration programme.

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

6.5.2

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

Response:

It has been one of the concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching-learning process by way of enhanced effective training and timely academic audit for quality assurance.

Teaching learning process has three main components, teacher, students and learning objectives. The quality of teacher is reviewed through a self-performance appraisal method. For the effective learning process various methodologies used for holistic development of the learner through student support activities. For student empowerment various committees are formed to carry out student centric activities like sports, cultural activities social and educational awareness programmes. Internships, projects, assignments and presentations are made mandatory as part of the courses in order to motivate the students to gain practical knowledge and to own necessary skills which are required for their profession/career.

IQAC is playing a vital role in developing, sustaining, improving and enhancing the parameters of quality and institutional excellence. The institution thoroughly adheres to the academic calendar, which is prepared by the IQAC with the help of university calendar of events which is circulated and displayed on the institution website.

IQAC encourages students to take part in sports and cultural activities etc., Students are trained for TET exams which is very much necessary and primary eligibility to enter into the profession.

The IQAC has taken efforts to improve the facilities:

- 1.The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching-learning process, structures, and methodologies of operations in the institution and strived hard for its reforms.
- 2.Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library, and ICT facilities in classrooms, labs, and the library are ensured before the commencement of every academic year.

1. A good number of faculty participation in syllabus revision workshops enhances the preparedness for effective teaching and learning in the classrooms.
2. Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses compulsory/elective/add-on/remedial etc. on one hand and schedules of co-curricular activities on the other.
3. Reports are sent to College GC and management. IQAC takes reviews the activities carried out by different committees periodically and suggests changes if any so that the effectiveness of the teaching-learning process shall enhance.
4. The success of this effort is seen in form of the number of students getting university ranks, and other competitions, getting success in TET, CTET and KES, placement in organizations, and a high rate of progression along with a higher percentage of results.
5. Especially previous and this academic years came in to practice of online teaching. Online teaching is another change that IQAC of our college has brought about. IQAC has been trying its level best in order to help teachers who would like to prepare for online classes.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

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

Response: 3

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

2023-24	2022-23	2021-22	2020-21	2019-20
03	05	07	0	0

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

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**
- 5. Participation in NIRF**

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

Institution keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance activities. IQAC plays an important role in assuring

quality in all aspects of institutional functioning. IQAC meetings are conducted regularly to take decisions on matters pertaining to quality in academic and administrative activities. The minutes of the meetings are written and maintained the documents properly. IQAC works as the main advisory body for the academic and administrative units of the college.

The institution would like to highlight the following activities of the IQAC:

1. Book bank System for SC/ST students.
2. TET, CET and KES coaching for Student Teachers.
3. Yoga Camp.
4. Meaningful celebrations of national and special day festivals.
5. Faculty Development Programmes in innovative Strategies to be organized.
6. ICT in Teaching, Learning, Evaluation, Library and administration to be effectively used.
7. MoU's to be signed with external Agencies.
8. Alumni association helps in the Development of the college.
9. Systematic internship program.
10. The website has been redesigned.
11. College library is upgraded with new books on different teacher training programs.
12. Preparation of time table as per the guidelines of the academic calendar.

ICT-enabled classrooms

- Main Class Room / Smart Room: 2 Projector, 2 Computer System, Wi-Fi / LAN.
- Educational Technology Room (ET Room): 1 Projector + Sound System + Web Camera + Wi-Fi / LAN.
- Office Room: 2 Computers, UPS, 2 Printers, LAN and Wi-Fi.
- IQAC Room: 1 Computer, Wi-Fi, Router, 1 Printer.
- ICT Lab: 17 Computers, 1 Projector, UPS, LAN for each computer.
- Our campus is equipped with 200 MBPS internet speed.
- Language Lab: 10 Computers, UPS, LAN for each computer, 10 Headphones.
- Library and Information Center: 6 Computer Systems, Xerox Machine with Bar code Scanner, LAN and Wi-Fi.
- Auditorium + Multipurpose Hall: 1 Projector, Laptop, one e-podium, Sound System, Mouth pieces, Handy Cam + Camera, Wi-Fi and LAN.

To follow the practice of Plastic free campus initiatives the institution has made a policy on different aspects:

1. Institution code of conduct
2. Water Management Policy
3. Environment Policy
4. Waste Management Policy and
5. Energy Policy

Step by step up gradation of paperless instructions

As per norms of e-governance, the institution has taken the following measures to create paperless institutions

- For salary, the salary module of e-governance is used to prepare salaries and upload salary slips to the JD office and K2.
- Preparation of monthly salary, statements for teaching and non-teaching staff has been done using the software (HRMS).
- Online Payment and Deposits of the institution.
- Institution Account Audit and Financial Transaction Report used by Tally software.
- Student's Admission approval and Student Portal used by University software.
- Student's scholarship process (SSP/NSP) maintained by e-governance software.
- Students' internal and results are submitted and reported university software.
- Examination fees are paid online on affiliating University online examination portal.
- The institution has installed CCTV Surveillance cameras for safety measures and video data has been saved on a computer.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The college is committed to constant improvement in creating awareness and implementing it in order to promote the sustainability and to build social responsibility among the teacher educators, employees and teacher trainees. Recognizing that, in pursuing the vision and mission of the college, there is a need to protect the college environment. Therefore, utmost care and attention is given to all our activities to ensure sustainable use of resources, discourage wasteful practices and minimize pollution and re-using material for the benefit of individual, institution and society at large.

The institution's "Science Club" resolves its energy conservation policy with the objectives and action plan of it is implemented soon after the framework of policy with the help of "The Science Club". Science Club has taken at most care in resolving the problems related to energy waste in all the time. Club orientates the staff and students about it. In order to create awareness about conservation of energy, a talk of a resource person with expertise in the area of promoting awareness about energy conservation organized to encourage the minimization of energy waste. College has taken steps to take various programmes such as workshop, seminars, conference, etc.

The campus uses well-designed buildings for natural light and ventilation, with students and staff being educated to turn off lights and fans. Traditional bulbs are replaced with LED bulbs, and energy-efficient appliances like ASWHS and generators are installed.

Our college building is located and constructed in a hill station, half of the year are quite rainy and cloudy. Due to heavy rain, cloud and rain fall during this time, there is a disruption in power supply and hence there of lack of light during this mention period. Thus the lack of natural lights has to be faced equally. In this contest, we have to rely on 62.5 KVA eco-friendly diesel motor which emits less smoke and consume least fuel which is an artificial source of energy for lighting. We also have UPS facility for computer use.

College has a renewable air source energy in hostel block which is another forward step in consuming energy resources and utilizing the benefit of natural resources, partial students are staying in that Hostel.

Our college has appointed a technician to maintain electronic and electrical equipment regularly. In its attempt to design and establish a fundamental institutional commitment to responsibility towards the environment, the college has initiated simple yet workable solutions like replacing faulty electric wires and switches, using LED bulbs, mapping electricity switches, automatic tripping system and UPS protection for computers in place.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

The institution is dedicated to safeguarding the environment through a well-defined and systematic waste management policy. Our approach encompasses a range of strategies designed to handle various types of waste efficiently and sustainably.

Here is a detailed overview of our waste management practices:

Solid Waste Management:

Our institution has a comprehensive system for collecting and disposing of waste materials across campus, including paper, food remnants, and dust. All waste is directed to a designated dump yard, and strategically placed dustbins facilitate easy disposal. We promote double-sided printing and digital documents to conserve paper and promote sustainability. Unused equipment is redistributed to local schools, fostering community and resource sharing while preventing unnecessary waste.

Bio-Waste Management:

Our institution manages bio-waste, including dry leaves, flowers, fruit peels, and vegetable scraps, by collecting green leaves weekly and using vermicomposting for sustainable agriculture and campus greenery health, reducing landfill waste and enhancing the campus's ecological footprint.

E-Waste Management:

The management of electronic waste (e-waste) is another critical aspect of our waste management policy. E-waste includes items such as cables, keyboards, chips, pen drives, CD's, batteries, bulbs and other electronic related materials. These materials are collected in a designated transparent container specifically for e-waste. Once collected, the e-waste is handed over to a certified agency specializing in the scientific disposal and recycling of electronic materials. This process ensures that e-waste is handled in an environmentally responsible manner, reducing the risk of hazardous substances contaminating the environment. We have a MOU in association with Anubhuti Welfare Foundation to collect the E-waste from our college campus and dispose it in accordance with systematic manner.

Food Waste Management:

The hostel and canteen's food waste is directed to a nearby piggery, benefiting the local agricultural

economy and reducing landfill waste. A MOU with Velerian Pinto is in place to collect waste food.

Overall Management:

We are committed to minimizing the use of single-use plastics by promoting eco-friendly substitutes. Staff and students are encouraged to adopt reusable materials and reduce reliance on disposable plastic items. This initiative aligns with our broader sustainability goals and helps to reduce plastic waste on campus.

Through these comprehensive waste management practices, our institution demonstrates its commitment to environmental stewardship and sustainability. By continuously evaluating and improving our waste management policies, we aim to make a positive impact on our campus and the broader community.

This expanded version provides a thorough explanation of each waste management practice, detailing the institution's commitment to environmental sustainability.

All waste containers across the campus are clearly labelled and equipped with proper closures. This ensures that waste is disposed off correctly and helps to maintain a clean and orderly environment. Proper labelling and containment prevent cross-contamination of different types of waste and streamline the recycling process.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: B. Any 3 of the above

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

7.1.5

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

Response:

The institution has embraced the motto "Reduce, Reuse, and Recycle," actively integrating it into its ethos and operations. This commitment goes beyond a mere slogan, permeating various aspects of

campus life and aligning closely with the broader goals of environmental sustainability and personal well-being. The institution recognizes that true prosperity is intertwined with cleanliness, hygiene, and the overall purity of body, mind, and soul.

The institution prioritizes cleanliness and sanitation, recognizing its importance for health and hygiene, mental clarity, and spiritual well-being. Regular assemblies, seminars, and lectures promote sensitivity and responsiveness towards surroundings, emphasizing the "3Rs" - reduce, reuse, and recycle - to minimize waste and instill environmental respect in students.

The institution promotes cleanliness and environmental stewardship through activities like slogan-writing contests, Science Club, and cleanliness drives. Students contribute to beautifying the environment and fostering a sense of responsibility, promoting a sense of responsibility in the community.

In addition to these activities, the institution has strategically placed posters and instructional boards throughout the campus. These visual reminders serve to reinforce the habits of cleanliness and encourage students and staff to adopt hygienic practices in their daily lives. The messages conveyed through these posters range from simple reminders about disposing of waste properly to more complex ideas about the benefits of reducing consumption and recycling materials.

The institution also leverages its tutorial system to further promote these values. Green boards in tutorial rooms regularly feature news, quotes, and thoughts on living a hygienic lifestyle. Tutorials also serve as a forum for students to engage in discussions about cultivating cleanliness habits, providing an opportunity for them to share personal experiences and strategies for maintaining a clean and healthy environment.

Interactive sessions with experts further enrich these discussions. These sessions often focus on the importance of clean water, decent toilets, and good hygiene - critical components of a healthy life. By bringing in external experts, the institution ensures that students are exposed to the latest knowledge and best practices in these areas, reinforcing the importance of maintaining cleanliness and hygiene through class room oral instructions.

Finally, the institution incorporates creative and performing arts into its cleanliness and sanitation initiatives. For example, skits on themes such as saving water are performed during tutorials and assemblies. These performances are not only entertaining but also serve as powerful tools for conveying important messages about environmental conservation and the importance of using resources wisely.

In conclusion, the institution's commitment to the principles of reducing, reusing, and recycling is evident in its comprehensive approach to cleanliness and sanitation. Through a combination of educational initiatives, community service, and creative expression, the institution is fostering a culture of environmental stewardship and personal responsibility among its students. This holistic approach not only enhances the physical environment of the campus but also contributes to the overall well-being of the entire community.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: B. Any 4 of the above

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

7.1.7

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

Response: 4.74

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

2023-24	2022-23	2021-22	2020-21	2019-20
1.01	1.14	1.10	1.07	1.56

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

7.1.8

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

Response:

The institution strives to integrate the local environment, locational knowledge, and community resources into the educational experience, thereby enriching the quality of education. By connecting and engaging teacher trainees with the local culture and environment, the institution aims to foster a deep understanding of the unique challenges and opportunities within the community. This approach not only enhances the learning experience but also prepares teacher trainees to contribute meaningfully to society by creating informed, caring local and global citizens.

The institution trains teacher trainees to use locally available resources imaginatively and effectively, fostering creativity and adaptability in teaching methods. This hands-on experience develops knowledgeable and innovative educators who make learning engaging and attractive, enhancing their understanding of subjects.

The institution promotes a balance between community involvement and academic learning for teacher trainees. It organizes visits to local sites, field trips, and outreach programs to equip students with locational knowledge and cultural appreciation.

The institution organizes cultural activities like street plays and performances to create awareness about social issues, foster a strong bond between students and the community, and teach essential teaching

skills, building trust and respect.

The institution provides its teacher trainees with practical teaching experience in local government and private schools. This initiative not only enhances the trainees' understanding of the local educational landscape but also allows them to refine their teaching skills in a real-world setting. By working closely with local schools, teacher trainees gain valuable insights into the specific needs and challenges of their future workplaces. This experience is instrumental in preparing them to become effective educators who can adapt their teaching methods to suit the unique requirements of their students and communities. In its commitment to providing a well-rounded education, the institution organizes training sessions for teacher trainees in various local educational streams, including rural schools, urban schools, special schools, and government and private schools. This exposure to different educational systems ensures that trainees are not limited by geographical or institutional boundaries in their quest for knowledge. Additionally, training sessions at the Speech and Hearing Institute in Kowdalli highlight the importance of inclusive education, teaching trainees to cater to the needs of students with diverse abilities and equipping them to face community challenges in their journey of spreading education.

In conclusion, the institution's efforts to integrate the local environment, culture, and community into the educational experience are central to its mission of developing resourceful, empathetic, and globally aware educators. By equipping teacher trainees with the skills and knowledge needed to make a positive impact in their communities, the institution is playing a vital role in building a better society for the future.

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

7.1.9

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-1

Title of the Practice: "Capacity Building for developing teacher's professional competency".

Objectives:

- Developing professional capacities, teacher sensibilities, and fostering sustained engagement between student-teachers, learners, and schools.
- Exposing student-teachers to the multi-cultural contexts of society that influence school environments and their functioning.
- Validating the theoretical understanding of student-teachers developed through various perspectives and pedagogic courses.
- The institution will enhance the teaching and learning process by integrating ICTs (Information and Communication Technologies).

Context:

The Bachelor of Education program consists of four semesters, each focusing on key aspects of teacher training. It includes theoretical knowledge, practical experience, and a 6-week School Internship Program, allowing future teachers to refine their methods and adapt to diverse classroom environments.

PRACTICE:

The Bachelor of Education (B.Ed.) program is divided into odd and even semesters, each focusing on theoretical knowledge and practical experience. In the odd semesters, students develop communication skills, microteaching, and understanding ICT and non-ICT concepts. They learn teaching methodologies, educational psychology, and subject-specific pedagogy to navigate classroom complexities. In the even semesters, experiential learning is emphasized, with students visiting various educational offices to observe and understand the education system. The 4th semester is dedicated to an intensive internship,

where students engage in hands-on teaching practice across various school settings. They learn to prepare and evaluate question papers, assess curricular activities, and use Teaching-Learning Materials. The internship also allows students to adopt individual students for counseling, fostering academic excellence and emotional well-being. This educational experience prepares students to become effective, compassionate, and knowledgeable educators.

Conclusion:

The B.Ed. program focuses on capacity building for teacher trainees, preparing them for diverse environments and real-world scenarios. It exposes trainees to school settings, administrative aspects, and student assessment, enhancing problem-solving abilities and preparing them to adapt teaching methods to meet student needs.

Best Practices – 2

Title of the Practice: Engaging students in community services towards social responsibility.

Objectives:

- To instill a sense of social responsibility in the minds of the students.
- To engage the students in meaningful service that meets community needs.
- To equip the students with skills, attitudes, and knowledge so that they can work for the deprived sections of society.
- To understand the community in which they live and to understand themselves in relation to their community.

Context:

Our teacher education institution offers comprehensive social responsibility through community services, socio-economic surveys, waste management awareness, and health education. We conduct surveys to identify community challenges, promote sustainable practices, and organize blood donation camps. These efforts lead to improved health, environmental practices, and quality of life, preparing future educators to be proactive leaders in fostering positive social change.

Practice:

The following are the programs organized by the institution:

- Blood Donation Camp:
- Socio Economic Survey:
- Swachha Bharat Abhiyan:
- Women's Wellness Education Program
- Plantation Drives:
- Save Water Awareness program:
- Azadi Ka Amruth Mahostav:

Conclusion

Our institution's community service initiatives promote social responsibility and community needs through programs like blood donation camps, surveys, and health awareness sessions. These activities enhance community quality and prepare future educators for sustainable change.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

One area of distinctiveness:

“Our focus is to give quality education to rural teacher trainees”

Established in 1986, JSS Institute of Education is dedicated to providing quality teacher education, especially to rural and economically disadvantaged students. Our institution, located in Kowdalli Village, Sakaleshpur, spans 10 acres of scenic, calm, and pollution-free land, creating an ideal environment for learning. The college is affiliated with the University of Mysore, recognized by the National Council for Teacher Education (NCTE), and receives grant- in-aid from the Government of Karnataka.

The vision of JSS Institute of Education is to inculcate and enhance professionalism in our student teachers, equipping them to meet the socio-economic challenges of society through quality education. Our focus is to provide teacher training to individuals from rural and economically weak backgrounds, regardless of caste or creed.

The college operates under the aegis of JSS Mahavidyapeetha, Mysuru, which provides a robust administrative and advisory structure to enhance the quality of education. The management has developed adequate infrastructure, including a well-equipped building that meets NCTE norms.

The management and staff, who are committed, constantly strive to improve and maintain the quality of education offered.

Regular exercise, games, yoga, and assemblies are part of our education model that prioritizes physical and mental well-being, and we foster values like character, integrity, and responsibility among students and teachers.

The college is dedicated to instilling values in student teachers that enable them to contribute to society. Constitutional values are highlighted through various subjects, programmes and the celebration of national festivals. Our curriculum emphasizes moral and ethical values, preparing students to become responsible educators who can positively impact their communities.

Our students receive the necessary skills to succeed in the global education arena through innovative teaching methods.

Since its inception, JSS Institute of Education has trained over 3,500 teachers, making it one of the most reputed teacher training institutes in Hassan District. Our students consistently achieve high academic results, with nearly 100% passing rates each year. The institution's commitment to excellence is evident in the placement of our graduates in esteemed educational institutions, both government and private. On-campus and off-campus placement drives ensure that our students find rewarding career opportunities.

More than 90% of our students come from rural areas, reflecting our commitment to making quality education accessible to those who need it most. Our goal is to transform dedicated teacher trainees into skilled educators who can make a difference in the present competitive world. Through our vision and quality education, we aim to create creative, compassionate, and competent teachers who contribute to the betterment of society.

Our rural background service has resulted in a majority of girl students being encouraged to pursue higher education in Sakleshpur taluk, including remote villages. Our imparted knowledge has been highly appreciated by the local community and corresponding colleges, and we feel proud of it.

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

5. CONCLUSION

Additional Information :

Additional Information:

JSS Institute of Education has highly qualified faculty, more than 60% of the faculty obtained Ph.D., degree and two faculty qualified in UGC-NET and K-SET. Two Faculty members are pursuing their Ph.D's after joining the institution. Some senior faculty members are acting as supervisors and guiding Ph.D. students enrolled in the Dravidian University, Kuppam. Moral Education is an integral part of teaching learning process in the institutions. Morning Prayer is routine practice of our college. The focus of the institution is to produce value based, professional and competent teachers. Faculty represent themselves as members of the Board of Studies, Board of Examiners and Academic Council of the universities. They are also involved in preparing question papers for university examinations and TET competitive examinations of Karnataka.

Concluding Remarks :

JSS Institute of Education, Sakaleshpur established in 1986, affiliated to University of Mysore, Mysuru and since 2023-24 affiliated to Hassan University and recognized by NCTE. The Institution offers two years B.Ed. Programme. Being a teacher it is a constant learning experience. Our College is committed to help student teachers to reach their full potential in life and career and believe to produce conscious minds teacher who are deeply attuned to needs of every individual in classrooms. The institution organizes workshops and seminars. College provides a platform for skill development by conducting various activities related to teaching profession. The institution organizes various career - oriented programs and personal counseling sessions. The relationship with the practice teaching schools is based on the principle of mutuality, complementing each other's roles and honor sensitivities and needs. It goes beyond the sphere of operation of the internship. Green practices and Energy conservation practices are given the priority to create eco - friendly rules in the campus. The institution is located in hilly and rural area. The Institution is a co-educational institution. The Institutional vision is inculcating and enhancing professionalism in order to meet the socio-economic challenges of the society by imparting quality teacher education. To achieve the vision, the institution is striving to meet the demands for qualitative teachers in the society. Empowering the trainee teachers especially from rural background with a quality teacher training programme. Providing unique learning experiences which will enable the students to realize their potential and mould their overall personality. Enhancing skills and competencies in teaching among trainee teachers. Preparing prospective teachers for empowering them to succeed in the changing competitive world. Nurturing creativity, independent thinking and lifelong learning among trainee teachers. Making trainee teachers to recognize and to be proactive to the multi cultural aspects of the society and Inculcating leadership qualities in trainee teachers. The main motto of the institution is to teaching community is a source of infinite strength.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																								
4.1.3	Percentage of expenditure excluding salary for infrastructure augmentation during the last five years 4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>15.43693</td><td>1.55120</td><td>.27542</td><td>1.39376</td><td>1.60737</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>15.43</td><td>1.55</td><td>.27</td><td>1.39</td><td>1.60</td></tr></table>					2023-24	2022-23	2021-22	2020-21	2019-20	15.43693	1.55120	.27542	1.39376	1.60737	2023-24	2022-23	2021-22	2020-21	2019-20	15.43	1.55	.27	1.39	1.60
2023-24	2022-23	2021-22	2020-21	2019-20																					
15.43693	1.55120	.27542	1.39376	1.60737																					
2023-24	2022-23	2021-22	2020-21	2019-20																					
15.43	1.55	.27	1.39	1.60																					
4.2.4	Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs) 4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>.18394</td><td>.77242</td><td>.62957</td><td>.16348</td><td>.18796</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>0.18</td><td>0.77</td><td>0.62</td><td>0.16</td><td>0.18</td></tr></table>					2023-24	2022-23	2021-22	2020-21	2019-20	.18394	.77242	.62957	.16348	.18796	2023-24	2022-23	2021-22	2020-21	2019-20	0.18	0.77	0.62	0.16	0.18
2023-24	2022-23	2021-22	2020-21	2019-20																					
.18394	.77242	.62957	.16348	.18796																					
2023-24	2022-23	2021-22	2020-21	2019-20																					
0.18	0.77	0.62	0.16	0.18																					
4.3.4	Facilities for e-content development are available in the institution such as 1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: C. Any 2 or 3 of the above																								
4.4.1	Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)																								

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6.66240	6.39444	6.44092	13.65201	8.36994

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
6.66	6.39	6.44	13.65	8.36

5.1.3

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input edited as per the supporting documents

5.4.2

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer before DVV Verification : B. Any 4 or 5 of the above

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

Remark : Input edited as per the supporting documents

6.2.3

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

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

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 5 of the above

Remark : Input edited as per the supporting documents

6.3.4

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6	6	14	6	11

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
02	04	07	03	06

6.4.2

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	1.30400	1.28940	0	0

Answer After DVV Verification :

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

Remark : As per the SOP and supporting documents input is edited.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
10	22	53	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
03	05	07	0	0

Remark : Input edited as per the supporting documents

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**

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the supporting documents

7.1.6 Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input edited as per the supporting documents																				
7.1.7	Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs) 7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1.01334</td><td>1.14917</td><td>1.10638</td><td>1.07162</td><td>1.56058</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1.01</td><td>1.14</td><td>1.10</td><td>1.07</td><td>1.56</td></tr></table>	2023-24	2022-23	2021-22	2020-21	2019-20	1.01334	1.14917	1.10638	1.07162	1.56058	2023-24	2022-23	2021-22	2020-21	2019-20	1.01	1.14	1.10	1.07	1.56
2023-24	2022-23	2021-22	2020-21	2019-20																	
1.01334	1.14917	1.10638	1.07162	1.56058																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
1.01	1.14	1.10	1.07	1.56																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of students on roll year-wise during the last five years.. Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>185</td><td>145</td><td>123</td><td>137</td><td>135</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>157</td><td>149</td><td>131</td><td>127</td><td>130</td></tr></table>	2023-24	2022-23	2021-22	2020-21	2019-20	185	145	123	137	135	2023-24	2022-23	2021-22	2020-21	2019-20	157	149	131	127	130
2023-24	2022-23	2021-22	2020-21	2019-20																	
185	145	123	137	135																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
157	149	131	127	130																	
1.3	Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years.. Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>34</td><td>34</td><td>25</td><td>31</td><td>24</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>50</td><td>50</td><td>50</td><td>50</td><td>50</td></tr></table>	2023-24	2022-23	2021-22	2020-21	2019-20	34	34	25	31	24	2023-24	2022-23	2021-22	2020-21	2019-20	50	50	50	50	50
2023-24	2022-23	2021-22	2020-21	2019-20																	
34	34	25	31	24																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
50	50	50	50	50																	
2.1	Total expenditure excluding salary year wise during the last five years (INR in lakhs)..																				

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
32.37437	20.36965	24.16070	19.06737	28.09096

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
32.37	20.36	24.16	19.06	28.09