



# YEARLY STATUS REPORT - 2020-2021

## Part A

### Data of the Institution

#### 1.Name of the Institution

TMAE SOCIETY'S COLLEGE OF  
EDUCATION, GANGAVATHI

- Name of the Head of the institution DR. K C KULKARNI
- Designation PRINCIPAL
- Does the institution function from its own campus? Yes
- Alternate phone No. 9448223985
- Mobile No: 9448223985
- Registered e-mail ID (Principal) principaltmaebed@gmail.com
- Alternate Email ID kulkarni22kumar@gmail.com
- Address Gangavathi
- City/Town Gangavathi
- State/UT KARNATAKA
- Pin Code 583227

#### 2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education
- Type of Institution Co-education
- Location Urban

- Financial Status **Grants-in aid**
- Name of the Affiliating University **SRI VIJAYANAGAR SRIKRISHNADEVARA UNIVERSITY, BALLARI.**
- Name of the IQAC Co-ordinator/Director **DR. RAMESH SIDDAPPA K**
- Phone No. **08533200646**
- Alternate phone No.(IQAC) **9448223985**
- Mobile (IQAC) **8151999184**
- IQAC e-mail address **principalatmaebed@gmail.com**
- Alternate e-mail address (IQAC) **rameshnayak845@gmail.com**

**3.Website address**

- Web-link of the AQAR: (Previous Academic Year) [https://www.tmaebedgvt.org/agac/https://www.tmaebedgvt.org/wp-content/uploads/2024/03/2019\\_2020\\_aqar\\_report.pdf](https://www.tmaebedgvt.org/agac/https://www.tmaebedgvt.org/wp-content/uploads/2024/03/2019_2020_aqar_report.pdf)

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.tmaebedgvt.org/wp-content/uploads/2024/03/Calender-of-events-2020-21-Final.pdf>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.31</b>	<b>2016</b>	<b>25/05/2016</b>	<b>24/05/2021</b>

**6.Date of Establishment of IQAC****05/05/2011****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>25/06/2021</b>	<b>NIL</b>

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

**NAAC guidelines**

- Upload latest notification of formation of IQAC [View File](#)

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

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

- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

1. Extensive Teacher Training is provided for students by using Technology for regular classes. Stimulating Eco eco-consciousness by Maintaining a garden, tree planting, and cleaning the campus with the The help of faculty and student teachers as volunteers.

2. Talent's Day: The institution conducts Talents Day for the newly admitted students at the beginning of every year. It is a platform meant for the students to exhibit their hidden potential and it offers the opportunity to showcase their talent and also appreciate the unique talent in others. It is an extravaganza of creativity and artistic and cultural talents. The Talents Day integrates an exposition of teacher-related competencies and skills. Through this, a proper evaluation of students' readiness in teaching-learning is examined.

3. TET coaching is essential for aspiring teachers as it not only prepares them academically but also mentally and strategically for the competitive challenges of the Teacher Eligibility Test

4. COMMUNICATION OF SCIENCE THROUGH GIGI PADA AND FOLK MEDIA

5. The academic calendar for the session was more holistic in approach and it is successful implementation was monitored by IQAC

and Principal. Feedback from Heads & Student teachers of teaching internship schools and Teaching Review and Feedback mechanism carried out by obtaining Feedback from student teachers, and alumni to ensure improved teaching methods and better learning outcomes.

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

Plan of Action	Achievements/Outcomes
Orientation to First Year Students of 2020 - 21 batch	Teacher Trainees became aware of : (i) Teaching Profession. (ii) The capacity and standard of the College in the formation of Quality Teachers.
Talents day -Ist sem students	In our Institution we organise Talent day programme .These events are often designed to promote a sense of community, celebrate diversity, and provide a platform for students to express themselves beyond their academic pursuits. Talents day can take various forms and may include performances, like pick and speech, exhibitions, and interactive sessions.
Micro Teaching Workshop for Ist year	Due to Pandemic situation we organise Micro Teaching through online mode Effectively
Communication of Science through GIGI PADA & FOLK MEDIA	Successfully organised
Celebration of International Yoga Day in virtual mode	June 21st Celebration of International Yoga Day through Online mode
Students Union Inaugural Function	7-8-21 We Successfully conducted Student inaugural function.
Conducted Quiz in Social Science (Azadi ka Amrita Mahotsava )	Successfully conducted
Online National level Webinar- Opportunities and Challenges	07-09-2020 We Successfully organised

under National Educational Policy-2020.Related to School Education and Higher Education.	
Webinar on Teaching -Learning process	02-12-2020 Sucessfully organised
10 Free online TET/CET Quiz Series through Online Google forms in CHILDHOOD AND ADOLESCENCE	Sucessfully Conducted
Placement cell - IVth Semester Trainees	Sucessfully organised
FREE ONLINE TET COACHING	Sucessfully organised
Adhering important days National important days	such as National Education day, Children's day, World AIDS day, Human Rights day etc., were celebrated and the importance of it was insisted.
Swatchata Abiyan Activities	Award won for the activities conducted by MGNCRE

**13.Whether the AQAR was placed before statutory body?** No

- Name of the statutory body

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

**14.Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	TMAE SOCIETY'S COLLEGE OF EDUCATION, GANGAVATHI
• Name of the Head of the institution	DR. K C KULKARNI
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid
• Name of the Affiliating University	SRI VIJAYANAGAR SRIKRISHNADEVARA

	<b>UNIVERSITY, BALLARI .</b>				
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<b>3.Website address</b>	<a href="https://www.tmaebedgvt.org/aqac/">https://www.tmaebedgvt.org/aqac/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.tmaebedgvt.org/wp-content/uploads/2024/03/2019_2020_aqar_report.pdf">https://www.tmaebedgvt.org/wp-content/uploads/2024/03/2019_2020_aqar_report.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.tmaebedgvt.org/wp-content/uploads/2024/03/Calender-of-events-2020-21-Final.pdf">https://www.tmaebedgvt.org/wp-content/uploads/2024/03/Calender-of-events-2020-21-Final.pdf</a>				
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
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<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	2	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	Yes	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>1. Extensive Teacher Training is provided for students by using Technology for regular classes. Stimulating Eco eco-consciousness by Maintaining a garden, tree planting, and cleaning the campus with the The help of faculty and student teachers as volunteers.</p>		
<p>2. Talent's Day: The institution conducts Talents Day for the newly admitted students at the beginning of every year. It is a platform meant for the students to exhibit their hidden potential and it offers the opportunity to showcase their talent and also appreciate the unique talent in others. It is an extravaganza of creativity and artistic and cultural talents. The Talents Day integrates an exposition of teacher-related competencies and skills. Through this, a proper evaluation of students' readiness in teaching-learning is examined.</p>		
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<p>5. The academic calendar for the session was more holistic in approach and it is successful implementation was monitored by IQAC and Principal. Feedback from Heads &amp; Student teachers of teaching internship schools and Teaching Review and Feedback mechanism carried out by obtaining Feedback from student teachers, and alumni to ensure improved teaching methods and</p>		



better learning outcomes.

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Policy-2020.Related to School Education and Higher Education.	
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Swatchata Abiyan Activities	Award won for the activities conducted by MGNCRE
<b>13.Whether the AQAR was placed before statutory body?</b>	No
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil
<b>14.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2021	11/02/2022
<b>15.Multidisciplinary / interdisciplinary</b>	
National Education Policy proposes their vision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the inspirational goals of 21st century education, including SDGs, while building upon India's traditions and value systems. It further proposes multidisciplinary and a holistic education	

across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge. To acquaint about all the upcoming changes in the educational field according the new norms of NEP, the institution already has made a preparatory action. Since institution's vision and mission statements represent the idea of trans disciplinary and interdisciplinary components of academic and non-academic programmes, we are predetermined to implement NEP.

#### **16.Academic bank of credits (ABC):**

At present the institution follows the course structure of the University of Vijayanagar Sri Krishnadevaraya University, Ballari. The course consists of 4 semesters combined with school-based, college, and community-based practicums. The course has a two-year duration and as per university norms dropping out of the course will cause a year loss for the students. Academic bank of credit is meant to increase the student's freedom in choosing their courses and academics and enabling them to drop out in any year and then exchange the credits earned so far with a certificate/diploma if they are eligible. At present institution has not designed any specific strategies to integrate the same in the institutional policy. However, in future steps will be taken for students to redeem the credits and rejoin the same or any other institute in the future and continue their education.

#### **17.Skill development:**

The institution gives paramount importance for skill development. To align and empower the youth with 21st century skills to achieve the vision of up skilling the youth the institution organises various programs and events. Communication skill, soft skills, technological skill etc. are developed through creating deliberate experiences in and outside the campus. Soft skills such as self awareness, empathy, interpersonal relationship, conflict management, time management etc. are ensured inferentially through specific programs of the institution. Activities like hosting programmes, sharing of teaching-learning content, joint content development, hosting joint activities such as art and science exhibitions, sports meet, quizzes and debates, and fairs, cooperation and support for schools, improved governance are explicitly carried for attainment of the required skills and efficiencies. In the coming years to integrate NEP, the institution plans to establish skill labs and skill enhancement initiatives like courses for vocational development, collaboration with other institutions etc are exploring.

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

Indian knowledge system is a collective range of Indian Knowledge that has exhibited in systematised ways of knowing. It encompasses the foundational knowledge, Science, Engineering & Technology, Humanities and Social Sciences through a structured classification. This knowledge has evolved over millenniums. It has a wide range of several beaches such as Astronomy, Ayurveda & Yoga (Health and Well-being) Mathematics and Computing, Languages and Linguistics, Metallurgy, Rasa-Shastra, Public Administration, War Technology. Management Science and many more. The institution vision depicts the creation of prospective teachers with a global outlook imbued with India's rich heritage of cultural and spiritual values. The institution already in the path of comprehending Indian culture based educational system and practices. Students in the institution receive ample opportunities to take part in divergent activities which expose traditions and culture. Competitions, celebrations exposure to music, arts and education are meant for achieving this pre-determined objective.

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

Outcome Based Education possesses the power to transform the learning experience of students and must be embraced by educational institutions for enhancing their knowledge & skills. The university offered B Ed program has its own has clearly stated Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course outcomes (CO). The subjects taught in the semesters have its own specific outcomes. To orient students and teachers about the OBE, The IQAC of the institution has taken progressive steps. The IQAC initiative of regular intervention and feedback analysis helps both the teachers and students to acquaint with OBE. Apart from that institution also suggests students Exposure to MOOCs courses, Challenging assignments and seminars for group discussions., Emphasis on developing research-oriented skills, Emphasis on differentiated learning for inclusive classrooms, Value based education through curricular and co curricular activities, Rubrics based assessments for a internals, projects, practical aspects, practice teaching and internship programme are some initiatives for acquainting OBE.

**20.Distance education/online education:**

The pandemic has forced institutions to have a Definitive program for online education. Our institution has used this opportunity

to explore the potential of our faculty and infrastructure in offering courses through online platforms. The institution used diverse online portals and presentations, seminars, games puzzles, quizzes, Google forms, and so on. Google Classroom supports the students in communication and collaboration with others. ICT integration in educational attainment helped a lot to acquaint teachers and students with the ideas of online education. Since distance education is getting its relevance in the education sector, the institution is proposed to set the infrastructure for launching more programs and education that benefit the public according to the university norms and procedures. The existing digital platforms are used extensively with interactive panel boards in all classrooms. Through these initiatives, the institution is trying to adapt to NEP.

### Extended Profile

#### 1.Student

2.1	99
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	100
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	95
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	95
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	99
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2. Institution</b>	
4.1	3.25
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	0
Total number of computers on campus for academic purposes	
<b>3. Teacher</b>	
5.1	11
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	0
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	

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

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Response: The curriculum is reviewed with the aim of holistic development of students and enhanced employability. TMAES College of Education Gangavathi is affiliated with Vijaya nagara Sri Krishna devaraya University, Bellary and adheres to the curriculum prescribed by the University in an efficient way. At the beginning of the academic year, the Principal along with the faculty members finalizes the Academic Calendar in alignment with the University calendar. Subjects are allocated to faculties based on their subject expertise and interests well in advance. Time Table for every academic year is prepared by the Time Table Committee in consultation with the Principal with even workload distribution. The University provides the syllabus with evaluation schemes and objectives for every course. Action plans and assignments for each course are prepared by the respective subject in charge before the start of the new academic year. As well as traditional lectures and seminars, infrastructure for the use of ICT in classrooms, like PowerPoint presentations, smart boards, and audio-visual support are all available to make the delivery of the curriculum enabling and interesting for the students.

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

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year**

A. All of the above

**Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

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

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

**A. All of the Above**



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.tmaebedgvt.org/program-outcome">https://www.tmaebedgvt.org/program-outcome</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

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

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

5

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

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

0

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

**Nil**

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

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

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 Teacher education is a continuous process and since teaching is considered an art and a science, the teacher has to acquire not only knowledge but also skills and competence to meet the challenges of 21st century classrooms. For this, it's the duty of the institution to give detailed information about the course pattern. At the beginning of regular classes, students (new entrants) are given a comprehensive understanding of different Teacher Education programmes (Two years B.Ed., M.Ed., and 4 Years IETP) running all over the nation and in the institution (2 Year Bed Programmed ) through induction programmed . During this programme , students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. New entrants are made aware of Programme and Course Learning Outcomes. Visits to the library are made mandatory for each and every student so that they get familiarized with the print as well as e-resources available in the library. Besides this, students are also made aware of the culture, rules and regulations of the institution.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective. Response: Development of school system: Students of all the teacher education programmes running in the institution are familiarized with the diversities in the school system in

India by providing theoretical (as mentioned in the syllabus) as well as practical knowledge through curriculum, school internship and field engagement. Students are made aware of the functioning of schools through various activities of field engagement programmes undertaken in the respective schools. They observe and prepare a profile of the school depicting the functioning of the Board to which the school is affiliated as a part of their Internship in that school.

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

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

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Response: From the institution's inception in 1980-81, the vision, mission, and objectives framed provide a holistic education for pre-service teachers. The whole curriculum is formed 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 student trainees are well-equipped for their 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 skill practicing 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 skills as per their pedagogy curriculum. After, equipping the students with microteaching skills, they are sent to schools for their

internship program, as per the prescribed syllabus with the objective of maximum professional understanding. During the internship program, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes for students of the allotted school. Along with the school system, we help our student teachers and teacher educators to participate in various extension activities and MOU activities organized in the institution.

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

#### 1.4 - Feedback System

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

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback collected and analysed

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### TEACHING-LEARNING AND EVALUATION

<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
100	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
99	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b>	
99	
<b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>	
99	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

1

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2 - Honoring Student Diversity**

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

The students who take admitted to this institution invariably belong to the diverse economic and social strata of society. Their admission is based on academic merit and relevant reservation policies and seat allotted by the government. For the admission of management seats, the college allotted to candidates who applied for seats, on the basis of merit the students will get the opportunity for admission to the institution. During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations. Students are also counselled at the time of admission. The institution organizes an orientation program for the students at the commencement of the new batch every year and it helps to understand the needs and requirements of the students before the commencement of the program. Tutorials are taken by the teachers as per the needs of the learners. Students with good co-curricular skills are identified through the 'Talent Search Program' organized by different clubs of the institution and are nurtured to further gear their talents. Engage the students in different academic and co-curricular activities like seminar programmes, Morning assemblies, SUPW activities, Extension activities, different assignment works, field visits and more.



File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	<b>Four/Three of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	<b>Three of the above</b>

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

## 2.2.4 - Student-Mentor ratio for the academic year

1.10

### 2.2.4.1 - Number of mentors in the Institution

10

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

## 2.3 - Teaching- Learning Process

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

The academic plan of TMAE'S College of Education, GANGAVAHII is learner-centred. The goal is to impart up-to-date knowledge, acquaint students with the latest research and empower them to apply their skills to develop innovative solutions to present-day problems. The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. In normal classroom teaching, teachers utilize experiential learning, problemsolving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, brainstorming sessions, field visits and case

studies etc. Students got opportunities to prepare for seminars and presentations through PPTs, They are motivated to construct the knowledge on their own. The college has also organised TET /CTET exam orientations to build them professionally. The college organises extension lectures, quiz periods, workshops, seminars and other co-curricular competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their worldview beyond the realm of textbooks. The college has well-equipped laboratories in the disciplines of Computer Science, Science, Educational Technology, Psychology, and Mathematics.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://www.tmaebdgv.org/">https://www.tmaebdgv.org/</a>
Any other relevant information	<a href="#">View File</a>

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

99

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports</b>	Four of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.tmaebedgvt.org/resource-center/">https://www.tmaebedgvt.org/resource-center/</a>
Any other relevant information	<a href="#">View File</a>

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

A mentoring system is well in place in our college where each teacher constantly mentors students on academic, professional and personal fronts. Tutorials are taken by the teachers as per the needs of the learners. The college also offers various value-added courses for the students to further gear the students' interests

and intellectual abilities. Working in a Team: For this college provides opportunities to organise CCA events regularly. Here students show their teamwork and share of their ideas and thoughts with each other with the guidance of the mentor teacher. Teachers and students develop relationships as they work together in social, cultural, and recreational activities, community service projects, youth festivals, tutoring etc. Dealing with student diversity: Allotted different assignments and field visits project works for students to get diverse experience in the training course. Balancing home and work stress: Provide remedial teaching and tutorial works for students to get into the mainstream and show their potential in all aspects. The college provides TET/CTET regular classes for students. Mentors reduce the stress level of mentees by teaching them various skills like time management skills, presentation skills, dealing with delinquent children etc

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

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

Four of the above

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

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

Innovative teaching practice is an important aspect of the teaching programme. Student teachers practice different innovative models and approaches beginning from Semester I to IV with emphasis on primary, elementary and secondary levels of teaching processes. The various innovative teaching methods that our teachers follow to make their classes more interesting are:-

1. Use of Google Classrooms (LMS) and G-Meet online classes.
2. Experiential learning: The students develop new ideas to design a wide variety of working models, charts and teaching aids. Many students are engaged in developing e-content. Field visits.
3. The College also organizes field visits or projects for the students in order to promote participative learning. Seminars.
4. The College also organizes workshops, seminars, conferences, and extension lectures in order to develop creative and innovative minds. Co-curricular competitions.
5. The College encourages students to participate in various competitions like quiz competitions, debates, poem recitation, drawing, map writing and other CCA programmes etc.
6. Use of ICT: The College promotes the teaching-learning process through the effective use of PPTs, projectors and multi-media and various types of equipment in the laboratory.
7. Preparation of lesson plans, Resource unit plans & Unit plans.
8. Brainstorming session in Maths pedagogy.

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

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies**

Five/Six of the above

**Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

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

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

Six/Seven of the above

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

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

Four of the above



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

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

**Four of the above**

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

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

**Three of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Selection/ identification of schools for internship: Selection/ identification of schools for an internship is done keeping in mind the proximity, ideology, abilities of the students, standard of the school, medium of instruction, and distance from home to school.**

- **Orientation to school principal/teachers: At the beginning of the internship principal calls the meeting with internship school headmasters and principals to give details of internship work and the assessment pattern of the internship.**
- **Orientation to students going for internship: Students were**

oriented at the beginning of the semester and also give detailed information about assessment, lesson completions, and how to participate in the internship programme. Students were divided into groups and sent to internship schools, every Saturday they have to come to college and take needed guidance from the mentor teachers regarding lesson planning and other internship activities.

- **Defining the role of the teacher of the institution:** During the internship, the teachers were allotted to different schools for observation there teachers give feedback on their work. This will continue on a rotation based.
- **Exposure to a variety of schools:** Students are sent to the mainly government than private, aided, rural, and urban schools of the state.

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

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

**2.4.9.1 - Number of final year students during the academic year**

99

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Five/Six of the above

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

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

**Role of Teacher Educators:** In an internship, the student-teacher has to complete lessons in both primary and secondary levels. The teacher educator, when visiting the school, interacts with the mentees and the trainees and thus a real flow of feedback is ensured regarding the performance of the trainees on the following basis:

1. Use of qualitative Teaching aids.
  2. Use Innovations Techniques.
  3. Use of innovations in preparation of lesson plans with respect to pedagogy and teaching aids.
  4. Checking of Answer Scripts of the unit plan and unit test.
  5. Preparation of School Timetable.
  6. Maintenance of attendance register.
  7. Organization of a Co-Curricular activity and submission of the report.
  8. Reflective dairy writing and observations.
  9. Correction of home-work notebooks.
  10. Construction, administration and analysis action research.
- Etc Role of School Principal:** They monitor discipline, conduct, completion of class schedule, substitution classes allotted, cohabitation skills, and participation in all school programmes. **Role of School Teachers:** The student teachers are under the supervision of school teachers of the school who act as mentors. **Role of Peers:** Peer groups observe at least 20 lessons delivered by each student teacher and provide feedback which helps the student

teachers to be aware of their strengths and weaknesses.

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

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

Three of the above

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

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

Three of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

**2.5 - Teacher Profile and Quality****2.5.1 - Number of fulltime teachers against sanctioned posts during the year**

07

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

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

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

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

25

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

25

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.

In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Staff members are permitted to attend the orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organizations. Staff is sent as resource persons to seminars, workshops, etc at the University, colleges and schools and also act as resource persons in the college activities. The staff members are encouraged to present papers in seminars and workshops at the national, international, and state levels. For this management provides them with duty leave. The management encourages writing books and articles and publishes them for the college. The staff is motivated to publish articles in reputed research journals. They also write books and contribute chapters in edited books. Faculty members are permitted to carry out university duties such as evaluation, paper setting, invigilation in university examinations, etc.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

The students of the B.Ed course are given a clear idea of evaluation at the beginning of the program itself during the orientation course and through the academic calendar. Student teachers were observed for internals in the school internship programme, field engagements, internal tests, project completions, assignment works, seminar presentations, participating in CCA programmes, SUPW works, Community-based camps, and participation in regular class discussions, attendance, etc.

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

<p><b>2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually</b></p>	<p>Four of the above</p>
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Principal to redress the examination-related grievance as per the requirement. The mechanism to deal with examination-related grievances is transparent, time-bound, and efficient. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester-end examinations.

The college has an examination and internship department the responsibility has been given to the teacher educators they will handle all issues related to the timetable, internship, and examination with the guidance of the principal.

The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. In each internal test, the teacher prepares a standardized question paper with a blueprint and scheme evaluation

The corrected answer sheets of the students are distributed to them for verification and if any discrepancy is found it is



redressed immediately

The students have the freedom to use the suggestion box regarding examinations and other issues.

If students failed an examination given a chance to write it retest also conducted remedial teaching for them.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Before the commencement of the academic year, the Institution prepares and publishes an 'Academic Calendar' containing the relevant information regarding the commencement and completion of the syllabus, the teaching-learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. It is also published on the website of the college and displayed in the Principal's office. The timetables are prepared and implemented accordingly. The teachers prepare to teach plans according to the academic calendar and guidelines of the University. The student's academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests, and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of the Internal Assessment Process, an examination committee is in place which monitors the overall internal assessment process.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

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

At the beginning of the academic year during the Orientation Programme students are briefed about the PLOs. The concerned faculty of each of the courses brief their respective classes about the PLOs and CLOs. The College is committed to quality education which is reflected in its programme outcomes and course outcomes. Continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic progress. At the end semester series of tests and final exams also help to ensure the alignment of stated outcomes. Suitable pedagogical approaches are utilized for the effective realization of learning outcomes. Parents are informed regularly about the academic performance of their children. Placement record and feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs. Contribution to various literary and cultural programs. Participation in various competitions such as debates, elocutions, essay writing competitions, and quiz tests. Participation in various classroom activities such as group discussions, and seminars. Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, and awareness camps. Participation in community engagement activities etc The faculty members are also encouraged to update their subject knowledge along with changing trends in teaching methodology and participate in faculty development programmes and seminars as it enhances the effective attainment of PLOs and CLOs.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.7.2 - Pass percentage of Students during the year**

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

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

The college affiliated with Sri Krishnadevaya University follows the pattern of examination that is framed by them. Students are provided with proper counseling and guidance that helps to overcome their barriers, if any, for their enhancement in performance. The progress of students in both academic, as well as co-curricular fields, is recorded and maintained. Compulsory attendance i.e., minimum 75% per semester A paper evaluation is done on time for grading the internal assessment Practical work such as assignments are checked and marked on time Based on result analysis, the required remedial measures are taken. Participation in various literary and cultural programs. Participation in various competitions such as debates, elocutions, essay writing competitions, and quiz tests. Participation in various classroom activities such as group discussions, and seminars. Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps etc., Participation in community engagement activities

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.7.4 - Performance of outgoing students in internal assessment**

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

99

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

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

During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations. Students are counselled at the time of admission. Talent search programmes in various fields i.e. are organized to discover the hidden talent and potentialities of the students. The principal of our college conducts an orientation programme for students at the beginning time to comprehend the course pattern. Given an opportunity to take the additional value-added courses during the course period. The faculty members coordinate with parents of slow learners so that their needs can be catered to. Peer tutoring is also provided to serve the academic needs of such students. Mentor-mentee interaction keeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students. The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance. Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps etc., Participation in community engagement activities

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.8 - Student Satisfaction Survey****2.8.1 - Online student satisfaction survey regarding teaching learning process**

[https://www.tmaebdgv.org/wp-content/uploads/2024/04/SSS\\_2020-21.pdf](https://www.tmaebdgv.org/wp-content/uploads/2024/04/SSS_2020-21.pdf)

**RESEARCH AND OUTREACH ACTIVITIES****3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year****NIL**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

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

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

### **3.2 - Research Publications**

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

7

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

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

2

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

### 3.3 - Outreach Activities

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

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

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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

1268

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

279

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

279

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded



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

#### Report of Outreach Activities along with the Photographs and Vedios

A number of outreach programmes and extension activities are organized every year at TMAES College of Education, Gangavati. Teachers and students are actively involved in all these activities, which include:

- Celebration of days of National and International Importance: Spreading awareness

- Celebration of days of National and International Importance: Spreading awareness

Celebrating birth anniversaries of great leaders

Swachhata Bharat Abhiyan

Educational tours organised at TMAES College of Education, Gangavati.

Workshop on Preparation of Blure Print

Communication of Of Science through GIGI PADA & FOLK SONG

National Womens day Selebration

Celebration of International Yoga Day

Studens awareness programme about 112by Koppal dist Police Department

Conducted Quiz in Social Science (Azadi Ka Amrith mahotsava)

Special Seminar on NEP-2020by VSK U Bellari

IQAC Initiative Programme -online National Webinar

IQACIntiative Programme -TET Quiz Series

Visit to Diet

**IQac Initiative programme-Constitution dedication day**

**Webinar on Teaching Learning Process**

**visit to Lion School**

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**NIL**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

**3.4 - Collaboration and Linkages**

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

**9**

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

**9**

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

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

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

The Institution has adequate infrastructure and physical facilities for teaching learning. viz., classrooms, laboratories, computing equipment etc. The College has an extensive campus with lush green lawns, shadowy trees and fragrant flowers adding to its exotic locale spreading over an area of 2 acres. 3 buildings (84,320 sq. ft.) house the College with following facilities: College has sufficient number of furnished classrooms equipped with latest facilities for conducting classes. All classrooms with proper ventilation and power supply with a built-up area of about 32,300 sq. feet (approx.) It also has 7 Department staff rooms and a common staff cubical room. College has 12 well-furnished classrooms with required seating arrangements, and furniture. All classrooms are well lit and with ventilation facilities. Black Boards and Green Boards are available in the classrooms as per the requirements. 04smart classrooms are equipped with interactive boards. It also has the adequate audio-visual facilities. There are 04LCD and projectors, and Over Head Projectors. One Departments have television sets and all Dept. uses LCD Projectorsfor regular teaching.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.tmaebdgv.org/resource-center/">https://www.tmaebdgv.org/resource-center/</a>
Any other relevant information	No File Uploaded

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

115550.00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.2 - Library as a Learning Resource

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

'3Click Software' Library Integrated Management System has the following features Our library is automated using '3Click Software' Integrated Library Management System (ILMS) in the year 2018. All the library documents are updated in the library software database and the online public access catalogue (OPAC) is available for students and faculty members. The issue and return of books have been activated in the library software through Barcode system. The package has been developed using the Open source software. The package is web enabled which can be maintained on intranet as well as integrated with our website. The package can be accessed over the internet.

The library is occupying an area of 1000sqm with 50 seating capacity with well furnished reading room. It serves the user by providing specific information to the user. The college library is

a connecting link between teaching and learning. The Library supports the education through its collections of printed and electronic information. Our library full of enriched resources of more than 11000 books and 20 sets of encyclopedias. The library subscribes the journals from reputed publishers in the field of education of national and international and other periodicals and competitive magazines.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	<a href="https://embassyitsolutions.com/teamcollege/wp-content/uploads/2023/11/E-Library-1.pdf">https://embassyitsolutions.com/teamcollege/wp-content/uploads/2023/11/E-Library-1.pdf</a>
Any other relevant information	No File Uploaded

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

The library has partially automated with all the active book collections are updated in the GLOWLIB Library Management Software database. And OPAC (Online Public Accesses Catalogue) facility is made through the software for the users. The issue return of books has been activated with the Library Management Software. Faculties and students teachers can access the bibliographical details about the library collection. Search by the Title, Author, and Accession number. \*The library has membership of the INFLIBNET (Nlist) under the 2F and 12B. Information and Library Network (INFLIBNET) Centre is an autonomous Inter University Centre of the University Grants Commission (UGC) of India. It is a major National Programme initiated by the UGC in 1991 with its Head Quarters at Gujarat University Campus, Ahmedabad. INFLIBNET fulfill the goals and development of higher education of India. The centre provides access to e-resources and Internet connectivity to universities under the UGC-Infonet connectivity programme and UGC-Infonet Digital Library Consortium.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

42078.00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

45

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://drive.google.com/file/d/1ImwxmJq1NvjvbsMABf5RYDNl38zSf_ra/view?usp=drive_link">https://drive.google.com/file/d/1ImwxmJq1NvjvbsMABf5RYDNl38zSf_ra/view?usp=drive_link</a>
Any other relevant information	No File Uploaded

<p><b>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</b></p> <p><b>Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College</b></p>	<p>One of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - ICT Infrastructure

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

Institution frequently updates its IT facilities including Wi-Fi Computer lab is well-equipped with branded PC's adequately supported by 300 Mbps licensed lines for internet connectivity. It is also equipped with a wide range of licensed system software and application software. The office and computer lab were connected with LAN. Computer labs are well connected to the internet to help



students and faculty to carry out their academic and other work. Lab assistants are available to support students and faculty in their queries. The institute has total 15 computers.

LAN facility: 3-Layer Switching (Core, Distributed and Access) model is implemented. Core layer switches in the buildings are connected with the Optical Fiber Ring Network. This core switching is further extended to Distributed Switching for departments. Where 100/1000 Mbps (Gigabit Switches) are installed.

Wi-Fi facility: IT infrastructure department extend the complete support to the students. It is made available by setting and installing the Wi-Fi zones at various locations such as Reading halls, Department corridors and at the Green lawn area. Staff and Students can access this facility on their Laptops by registering themselves. The institute has currently state-of-art BSNL Wi-Fi access points to provide the Wi-Fi internet access through Wi-Fi zones. The institute is planning to extend this further to create and establish a Wi-Fi enabled campus.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

15:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)  
Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="#">No</a>
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	<a href="#">No</a>
Any other relevant information	No File Uploaded

#### 4.4 - Maintenance of Campus and Infrastructure

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

528980.00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Laboratories, library and computers are upgraded as per the guidelines of syllabus issued by VSK University Ballari. A private purchase committee invites the application for laboratory equipment up gradation, repair and maintenance. Library invites the book and journal requisition from all the faculties for various subjects in the curriculum. A library committee is formed to address the various issues and smooth functioning. Number of computers on the campus are as per the student's ratio and guidelines of NCTE. Computers, internet service, browsing center is maintained by system administrator and IT facility maintenance in charge. Cleanliness and hygiene are maintained in class rooms and all the places through housekeeping staff. Sports complex is open to all the students. Facilities are available for various sports and is maintained by sports facility in charge. Various competitions and Annual Sports Events are organized in sports complex facility. Annual budget is allocated for the purchase, repair and maintenance and housekeeping facility. Budget is approved after scrutiny and approval of board of governance and local management committee.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.tmaebdgvvt.org/resource-center/">https://www.tmaebdgvvt.org/resource-center/</a>
Any other relevant information	No File Uploaded

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

<p><b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b></p>	<p>Three of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 678 539 745">File Description</th> <th data-bbox="539 678 1445 745">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 745 539 813">Data as per Data Template</td> <td data-bbox="539 745 1445 813"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 813 539 992">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="539 813 1445 992"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 992 539 1126">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="539 992 1445 1126">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1126 539 1238">Photographs with date and caption for each initiative</td> <td data-bbox="539 1126 1445 1238"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1238 539 1301">Any other relevant information</td> <td data-bbox="539 1238 1445 1301">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>	Sample feedback sheets from the students participating in each of the initiative	No File Uploaded	Photographs with date and caption for each initiative	<a href="#">View File</a>	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	<a href="#">View File</a>												
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>												
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded												
Photographs with date and caption for each initiative	<a href="#">View File</a>												
Any other relevant information	No File Uploaded												
<p><b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b></p>	<p>Five/Six of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1641 539 1709">File Description</th> <th data-bbox="539 1641 1445 1709">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1709 539 1776">Geo-tagged photographs</td> <td data-bbox="539 1709 1445 1776"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1776 539 1843">Any other relevant information</td> <td data-bbox="539 1776 1445 1843">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	<a href="#">View File</a>	Any other relevant information	No File Uploaded							
File Description	Documents												
Geo-tagged photographs	<a href="#">View File</a>												
Any other relevant information	No File Uploaded												
<p><b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization</b></p>	<p>E. None of the above</p>												

**wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

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

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

One of the above

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

**5.2 - Student Progression**

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

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>NIL</b>	<b>NIL</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<b>No File Uploaded</b>
Appointment letters of 10 percent graduates for each year	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

**5.2.2 - Number of student progression to higher education during the academic year****5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).**

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<b>No File Uploaded</b>
Documentary evidence in support of the claim	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

82

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

Yes, The Student Council is formed at the start of the academic year. The council has specified posts, which may be changed/modified with unanimity. The election/selection for different post continues to be unanimous. During the current academic year there are 9 Clubs, namely (1) Cultural Activities (2) Educational Excursion club (3) CTC (4) Sports and Discipline (5) Red cross Club (6) Women's club (7) Teaching Practice club (8) SUPW (9) Media Club . Students have active representation on academic and administrative bodies and committees of the Institute. Class Committee Meetings are held regularly, at least twice in each semester. This Committee provides feedback on all aspects of the programme and respective course. Cultural and Sports Committee Students have strong representations in all cultural and sports and games which helps in organization and management of events in the college. Students effectively manage the entire functioning and organizing cocurricular, extra-curricular events and competitions throughout the year. Students council organises National Teachers Day, various cultural programmes at regional, district, state and national levels, Inter-College fests, cultural and sports competitions, Founder's Day celebrations and other National celebrations that include, Independence Day, Republic Day, Karnataka Rajyothsava, Science Day and various social service activities. Student Council plays a very active role in all the college events including variety of innovative competitions, guest lectures, conferences, seminars, workshops and games which enhance student's communication skills, management skills, leadership skills, teamwork, time-management, resource management skills and builds confidence in every student.

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

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

0

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

## 5.4 - Alumni Engagement

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

YES, The Institute has a Alumni Association for building strong bond between alumni and students. The alumni give support to the students through interaction, financial funding, guidance and placement. The mission of the Alumni Association is to foster a mutually benefit to the Institute and its alumni.

Objectives of the Alumni association: To encourage and promote good relations between the Institute and its alumni. To promote and encourage friendly bonding between all members of the alumni body in well-being of the Institution. To provide and disseminate



information regarding institute's graduates, Faculties and students, to the alumni. To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution. To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits.

**Activities and Contributions:** Alumni have donated funds to assist the Poor & Merit students of the Institution. Alumni are included as members in the Board of studies. They are invited for meetings at the college and they interact with their teachers and express their suggestions. Few Alumni gave Guest lecturers to the existing students on career development.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

None of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Alumni Association meets once a year. Meeting of Alumni committee is held in the month before last working day of the college. During the meeting alumni gives feedback and suggestions for the improvement of the college. The Alumni Association consisting of a number of employers and employees provides feedback every year during its meetings. Based on the feedback, the Management of the college, from time to time, conveys its suggestions to the college. Also the college takes feedback from the staff members of the college. The management of the TMAE B.Ed College, Gangavathi remains in touch with the schools having our product on their payroll. Such schools furnish information, straight away to the management. The feedback is also collected by the teacher-in-charge of practice teaching schools. Many of the PTs of TMAE B.Ed College, Gangavathi are absorbed in such schools. Heads and management of such schools interact with the teacher-in-charge and furnishes relevant information. The information so collected is duly analyzed by TMAE B.Ed College, Gangavathi and all relevant suggestions are taken into consideration while making preparation of the programme and planning the development of the college. TMAE B.Ed College, Gangavathi provides feedback and organizes the alumni association meets from time to time to motivate and inspire the faculty.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The college vision for preparing excellent innovative educational Practitioners and our aim is to develop value based qualitative teachers equipped for future. And also facilitate and environment for knowledge, Skill, Research, Self reliance and humanitarianism the propels the young to build caring and sharing society. College prepares enlightened educational Practitioners and innovative leaders. Who will improve education in all settings by integrating theory, Practice, Research and Emerging Technologies

The management always encourages the involvement of the staff in quality assurance, enhancement and development activities of the college by being members of the bodies such as governing council, IQAC, staff Council, Coordinators of different cells, Student Council etc.

Management has also provided support in pursuing higher education like Ph.D , Post Graduation, FDP's , Refresher Courses , short term Courses etc.

The IQAC is working with an action plan to fulfill the goals and objectives. It is monitoring all the academic activities of the college and gives suitable guidance to the staff to meet the vision and mission of the college.

Alumni have contributed for the development of the institutions through valuable feedback and guidance to staff as well as students.

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

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

### Practices of decentralization and participative management

The Institution practices the democratic and participative approach in managing its various activities.

#### 1. Managing Committee:

The Institution promotes a culture of decentralization and participative management involving all types of stakeholders in the process of decision making. The management committee has President, Vice President, Secretary, and Members. Right from the President to the Management Committee members all will make each and every decision in a democratic way.

#### 2. College Governing Council:

Management committee members, with these Body members will look after the matters of each college in a democratic manner.

#### 3. Principal Level

T.M.A.E SOCIETYS COLLEGE OF EDUCATION, practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions.

#### 4. Faculty level

Faculty members are given representation in various committees/cells nominated by the principal and the College Governing council. The composition of various committees will be changed in order to ensure a uniform exposure of duties for academic and professional development of the faculty.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Our college maintains complete transparency in its financial, academic, administrative and auxiliary functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels.

The institution conducts internal and external financial audits regularly at the end of each financial year. The auditors visit the college at regular intervals, they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. They plan and perform procedures to obtain reasonable assurance about whether the financial statements are free from material misstatements. Based on such an audit, they issue an audit report to the college for a True and Fair view of the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue an "Audit Report"

The Principal is responsible for the overall administration and academic functioning of the institution in keeping with the policies of the management as well as the mandatory regulations.

All the Administrative activities are also fair and transparent. The library is partially automated. The classification and cataloguing of books is ensured with proper maintenance of books, journals, periodicals and newspapers.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

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

To develop and execute effective teaching- learning process

Our institution follows the NCTE prescribed methodologies in order to achieve the learning outcome of the curriculum. To make learning more effective we have credits based and grading system of examinations. We have designed new teaching pedagogies for different category of students. Our College has adopted the following methods to impart knowledge to students:

- Chalk and Talk method
- Lecture cum demonstration method
- Seminars and workshops
- Paper presentations
- ICT teaching via LCD, e-resources
- Group discussion
- Audio visual aids
- Quiz
- Interactive sessions
- Projects and Assignments
- Field Trips and Industrial visits
- Models and other aids, and preserved specimens

To empower faculty about emerging trend in their profession for academic advancement

- Encouraging the lecturers to participate in Orientation Programme, Refresher Courses, and Short Term Courses, etc.
- Our institution adapted many strategies for quality improvement in research and Development among faculty members and students, we allowed staff members to participate in National, International seminars, Workshops,

and research articles in various publications.

- Upgrade Books in Library every year by making provision in college Budget.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.tmaebedgvt.org/wp-content/uploads/2024/04/6.2.1-final.pdf">https://www.tmaebedgvt.org/wp-content/uploads/2024/04/6.2.1-final.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

TMAE SOCIETY COLLEGE OF EDUCATION GANGAVATHI is administered by TMAE SOCIETY HARAPANAHALLI, based on the need, and according to the policy of Higher Education, Guidelines and Procedures are formulated by the College and get approval from the Tmae Society Harapanahalli through Management Committee .

The overall planning and development of the institution is done by the Management Committee of Tmae Society Harapanahalli under President Vice President , Secretary and Governing Body members, executed under the directions of the Governing body of the institution.

The day-to-day administrative affairs of the College are managed by the institution governing body which the President, college Governing body members and the Principal .

The Society governing body President is the administrative head of the institution shouldering the responsibilities of administration, appointments and infrastructure.

The Principal is the academic head, ensuring the proper conduct of all the academic, research and extension activities.

The Society President Vice President, Secretary and Governing Body members and Principal were responsible for all financial matters.

There are Committees, Cells and Associations focusing on specific tasks and roles in the College.

The executive leadership is shared with the Principal, , the in-charge faculties of all different cells and IQAC Co-ordinator

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.tmaebedgvt.org/organogram2020-2021/">https://www.tmaebedgvt.org/organogram2020-2021/</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Our IQAC formed various Committees for smooth conducting of Academic and Administrative works, which will be strengthen the students' activities. Our college imparts quality teacher education for students coming from backward areas of Kalyana Karnataka since the establishment of our college 1980 for their social upliftment. We have committed faculty members who are young, qualified, dynamic and quality conscious. career guidance from faculty will help students in getting good placements in various government and private colleges.



**Suggestions by the various bodies**

Outcome of the overall institute irrespective of the subjects should be improved.

list of students admitted, discontinued & ranks should be maintained.

Students passed TET/CTET, and appointed list to be maintained.

To maintain all necessary records of all committees.

Organizing proper place for lunch at garden.

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

**6.3 - Faculty Empowerment Strategies**

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

The following facilities are also provided to employees for efficient functioning:

1. Wi-Fi facility.
2. Identity cards
3. Desktops for all faculty

A new and innovative initiative has been taken by providing fee concession facility for the children of Staff in all the institutions. Remaining non-doctoral staff members are encouraged to get enrolled for part-time Ph.D program. in order to encourage the young faculty to pursue a vibrant research career leave facility have been provided early in their career encouragement has been given to all the staff for attending seminars, workshops, FDPs, Short term courses, refresher courses and motivated to write

articles in reputed national and international journals. The staff is encouraged to give suggestions and regular feedback to improve the welfare measures in the Institute.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

0

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

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A good performance management system works towards the improvement of the overall organisational performance of teams and individuals for ensuring the achievements of the overall organisational mission and vision. In line with this, the Institute is following appraisal scheme suggested by UGC viz. Performance Based Appraisal System (PBAS). In this scheme, the performances are classified into three categories

(i) Teaching, Learning and Evaluation related activities

(ii) Co-Curricular, Extension and Professional Development related activities

(iii) Research Publications and Academic Contributions

The data pertaining to the above categories are collected from each faculty member in the proforma suggested by UGC. Based on the data collected, API scores are calculated for each of the three

categories. These scores are used for the award of career advancements to faculty members and for promotion to next higher position.

Further, at the end of each semester, feedback forms are issued to the students, the feedback forms in the form of questionnaire collect information about the teacher and different aspects pertaining to the teaching process. The feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. As such there is no performance appraisal system followed for non teaching staff in the institute.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

6.4.1 The institute conducts internal audit every year during the month of march. This is done by a professional chartered accountant. TMAES is fully funded and supported by the T.M.A.E Society [R]. It receives funds from the different heads under the current year grant-in-aid in general. Institute of our education college has an effective mechanism for Internal and External Audits. The accounts department of the Institute is audited by Chartered Accountants regularly as per the Government rules. Internal Audit: The Institute has a finance committee, the purpose of internal audit is to provide an objective source of information to the management with a view to the efficient conduct of activities of the institute, safeguarding assets, preventing and detecting fraud and other unlawful acts, completeness & accuracy of financial records, and timely preparation of financial statements. External Audit: The external auditor is appointed by

the college to perform audits of the financial statements of the Institute. The financial records are audited by qualified chartered accountants at the end of each financial year. The financial records are certified such as income and expenditures, balance sheet, and notes on accounts.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

Institute maintains & follows a well-planned process for the mobilization of funds and resource. Institute has designed some specific rules for the fund usage and resource utilization.

#### Utilization of Funds

- A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and non-

recurring expenses.

#### Resource Mobilization Policy and Procedure

- Before the financial year begins, Principal and Heads of Departments prepare the college budget.
- The institutional budget includes recurring expenses such as , electricity and internet charges, stationary & other maintenance costs..
- Statutory auditors are also appointed who certify the financial statements in every financial year.

#### Optimal utilization of resources

- The college aims at promoting research, development, consultancy and such other activities, involving the faculty at various levels.
- The optimal utilization is ensured through encouraging innovative teaching-learning practices.
- The available physical infrastructure is optimally utilized beyond regular college hours, to conduct remedial classes, co-curricular activities/extra-curricular activities, parent teacher meetings.

The college infrastructure is utilized as an examination centre for Government examinations/University Examinations

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.5 - Internal Quality Assurance System

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for Institutionalizing the quality assurance strategies and processes. The IQAC Cell of the college works towards improving and maintaining the quality of education, identifying and suggesting new ways of using TLM, developing

suitable infrastructure. IQAC is an efficient and effective internal coordinating and monitoring mechanism. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC meets every half yearly to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. The sub-committees dealing with various activities and departments implement the IQAC guidelines and report the feedback. The IQAC strives to spread quality culture through quality enhancement initiatives and best practices. Significant improvements in quality have been made by institutionalizing the following IQAC initiatives Strategic planning of key areas and assigning responsibilities -

1. Academic results
2. Placement support

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

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.

The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed.

All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of, the teaching learning process which includes Micro teaching, Integration of skills/ simulation, regular practice teaching, Internship, psychology experiments, the system of continuous evaluation includes periodical internal tests, assignments, seminars, project work and other related activities, ICT related activities and field based activities, compulsory core courses, pedagogy of school subjects(PSS), area of specialization, various co curricular activities, discipline and culture of the Institute.

Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences.

Important announcements are made in the morning assembly and attendance and conduct of classes are monitored by the student union in charge and physical education director of the institution.

The IQAC coordinator and NAAC coordinator make random visits to ensure smooth functioning of all academic activities.

Feedback is properly analyzed and shared with the principal, chairman and individual faculty members. The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.

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

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### **6.5.4 - Institution engages in several quality initiatives such as Regular meeting**



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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.tmaebedgvt.org/wp-content/uploads/2024/04/6.5.4.pdf">https://www.tmaebedgvt.org/wp-content/uploads/2024/04/6.5.4.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">Nil</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

#### **Quality Enhancement Initiatives in Administrative domain**

**Two major initiatives among the above list.**

**First incremental improvement: Improvement in professional qualification of faculty. : In the present cycle out of 5 faculties additionally 4 faculties have completed their doctoral degrees and another 1 faculties are pursuing doctoral degree.**

pursuing Doctoral degree.

Second incremental improvement: Some of the faculty members as well as students were unable to generate their thumb properly in the earlier biometry and there were chances of misusing of the device hence the management has decided to purchase and install new Irish biometry for more accuracy and authenticity of the persons data.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

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

The college currently uses a 42 KVA generator and as usual KEB poweras an alternative source to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it. This is our long term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-negative institute. To include environment concerns in planning and decision making. Our sole goal is to include one lakh tree plantation small project in our campus. Tree plantation can also help us in dealing with ozone layer depletion. Using LED bulbs and tube lights is one of the easy ways to cut down electricity costs at institutions.

File Description	Documents
Institution’s energy policy document	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

TMAE Society's college of Education, Gangavathi believes in "Let's go green and keep our campus clean". Society's pivotal operations have very less impact on the environment as the institute is very conscious of generating less waste and recycling.

Environmental initiatives like use of No smoking zone, waste management system etc. have been implemented. Environment consciousness is embodied in the heart of the college by tree plantations and maintaining good garden to maintain the pristine purity and beauty of the college. The institute's waste management practices are divided into three parts

1. Solid Waste Management, 2. Liquid Waste Management, 3. E-Waste Management

**Solid Waste Management:** The waste generated in the campus includes wrappers, glass, metals, paper, plastics, etc. Waste papers and other scrap and all solid waste materials are given for recycling to external agencies. Sanitary Napkin Incinerators have been installed in the college to facilitate environment-friendly disposal.

**Liquid Waste Management:** is used for watering the gardens and lawns maintained in the campus. And food wastage is supplied to farmers.

**E-Waste Management:** The repairs of electronic goods are handled by the Technical Assistant and are reused. UPS Batteries are recharged / repaired / exchanged by the suppliers. And e waste are transferred to technical department our society.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

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

**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**

None of the above

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

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

By enforcing the Prime Minister's "Swachh Bharat Mission", TMAESociety's college of Education, Gangavathi is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs.

**Cleanness in College:**

1. Provide hygiene classrooms. 2. Keep trash bins in each corner. 3. Encourage students and teachers to keep things away immediately after use. 4. Organize cleaning day events like Swachh Bharat. 5. Clean the campus facilities frequently.

**Sanitation:**

1. Personal hygiene 2. Safe drinking water 3. Toilet/human excreta disposal 4. Disposal of waste water 5. Solid waste management

6. Environmental sanitation

**Pollution Free Healthy Environment**

1. Use Reusable Water Bottles 2. e-waste management 3. Use of LED bulbs in college 4. Dustbins on the Premises

5. Waste control in entire campus 6. No use of plastic in campus 7. Use of dust proof chalks in classrooms

8. Minimum use of Photocopy/Printing 9. Entire Campus is No Smoke zone

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

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

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)****33197.00**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real work situation like CTC camps, NSS Camps among the students is another feature. Our College has a well established functional internal quality management system that collects, aligns, integrates and communicates information on academic and administrative aspects of the college.

Participatory work culture and transparency are norms of governance. Resource management practices support and encourage performance improvement, planning and implementation strategies. The financial resources are Judiciously allocated and effectively utilized. Budgeting and auditing procedures are regular and standardized. Our College maintains functional internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture.

Our institution tries to inculcate the habit of responsible interaction with environment to preserve natural resources. We teach our students to create balance resilience and inter connectedness that allows human society to satisfy its needs. Following courses helps us to infuse environment among students: Corporate Social Responsibility

These life lessons are delivered through projects, role plays and experiential learning. The institution ignites sensitivity towards

society and environment by various activities like visit to interaction with specially dumb and Deaf School abled people, visit to orphanages and motivating students to spread awareness of cleanliness and Swachh Bharat Mission.

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

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

**B. Any 3 of the above**

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

## 7.2 - Best Practices

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

**BEST PRACTICE I**

Title of the practice: ICT FOR EFFECTIVE TEACHING LEARNING.

**Goals**

1. To equip our students with confidence of using technology in teaching learning process.
2. To stand bold in today's world growing high in technology.
3. The tool they can carry easy and everywhere.
4. Making teaching and learning more effective and innovative.
5. Widens their knowledge and understanding of curriculum through technology.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.3 - Institutional Distinctiveness**

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

The college provides opportunity for inculcating values. Series of academic achievement at the university level by securing ranks in the university examinations. There is also high demand for the college products in the schools for placement. The college is distinct in its hands on approach to training and applying theory to practice. The faculty focuses on authentic teaching practices and internship and creating a truly reflective teacher. The oneness of knowledge is very effectively practiced. The college makes an effort to provide a holistic experience to its students in the form of guest lectures, conferences and workshops are our hallmark and we take extra effort in finding those that add value. During internship, student-teachers experiment with different strategies of teaching putting into practice all that they learn in theory papers.



The feedback provided to them builds up on the theories and principles already taught to them by helping in better assimilation. As a result, by the end of the course, they develop abilities to reflect on different aspects. We also believe that language should not be a hurdle in the making of an effective teacher hence they are also given the option to write their papers in Kannada/English.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>