



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

S.R.KANTHI COLLEGE OF EDUCATION, ILKAL

**S.R.KANTHI COLLEGE OF EDUCATION MAHANTH GANGOTRI DT
BAGALKOTE**

587125

www.srkbedilkal.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

S.R.Kanthi College of Education came into existence in 1986 in pursuit of the vision and mission upheld by the Sri Vijaya Mahantesh Vidya Vardhak Society constituted by great visionaries and freedom fighters of Ilkal town. The institution is a center of teacher education, disseminating the fruits of knowledge and skills of teaching the students.

The S R Kanthi College of Education is permanent member of 2f and 12(b) of UGC act and constantly receiving financial assistance during 9th 11th and 12th plans. In the year 19TH May 2009 admitted to salary grant. Our college has been accredited by NAAC in the year 2014 and placed in “**B**” grade at **CGPA-2.82**.now the institution is heading towards second cycle assessment and accreditation process.

The Government of Karnataka has sectioned an intake of Two Units(100 students) every academic year.75% of students are admitted to the institution by the CAC of Government of Karnataka and 25% of students College management admits the remaining students on the basis of merit cum roster system.

The teaching faculties are qualified and have rich teaching experience. The teaching faculties are also well

supporting the academic and administrative work. The institution has good infrastructure and learning resources, the library is well equipped with books, journals, periodicals and Internet facilities. Multipurpose Science laboratories, IT- based Method Rooms, General Lecture Halls and Reading Rooms with Wi-Fi facility, and separate rest rooms for male and female students etc...

The admitted students belong to the different sections of society, considering their socio-economic status, the institution is always supportive and helping in getting financial assistance in terms of scholarships and educational loans.

The institution always keeps itself awakened to its vision and mission. The faculty, the office bearers, the members of Management Committee and stakeholders has been making sustain untiring efforts to make the vision and mission of the institution a living and reality. The Management Committee as well as the Head of the Institution has feedback from the students, guardians and stakeholders to evaluate their performance.

The institution focuses on stakeholders' opinions and are sought for self-assessment, reorient and redesign to promote the quality in teacher-training programmes, The feedbacks are provided through question-answer sessions, written tests, assignments, surveys and by counseling sessions. Classrooms are equipped with advanced learning gadgets like LCD projectors and Interactive Boards, Video cameras are being used for students' teachers' feedback on teaching performances sufficient number of practicing schools to provide real classroom experiences among teacher trainee.

There is always the desire to involve the community in the academic activities. Sports and Games activities carried under the guidance of Physical Education Director, the necessary facilities for indoor and outdoor games are available in our campus.

Vision

Our Emblem and Vision

- The blooming lotus indicates the unfolding of the innate potentialities of each student teacher.
- The circle indicates the universalization of knowledge and skill, and making a teacher world minded.
- The rising sun signifies kindling the younger generation and initiation for the natural blooming of personality.
- The open book connotes the knowledge is readily available for seeker which helps the students to become resourceful.

...The holy words ' Arive Guru' means' Know Thyself' – self-realization of student teacher. That is to say the College Emblem focuses-"A teacher must be king of himself and servant of mankind."

Empowering the students to be responsible, competent and committed teachers in the global society.

Mission

Our Institution and Mission

- S.R.Kanthi College of Education, Ilkal has been established in the year 1986 by Shri Vijayamahantesh Vidyavardhak Society, a well-organized society committed itself to render its service to the greater causes of education to needy of this rural region of northern Karnataka.
 - The college is named after Late Shri S.R.Kanthi, the Ex.Chief Minister of Karnataka State.
 - He was one of the pioneers and founders of the S.V.M.V.V.Society, Ilkal. The college has been a monument in the memory of that great son of Ilkal.
1. Creating talented human resource in the form of teachers through various academic programmes.
 2. Providing academic consultancy to the stakeholders in the field of teacher education.
 3. Providing academic consultancy to the stakeholders in the field of primary and secondary education which is the base of Higher Education.
 4. To provide necessary infrastructure and human resource to impart quality teacher Education.
 5. To impart Knowledge of theoretical foundations of education and Indian Culture, Language.
 6. To train students to create suitable instructional setting with the knowledge of classroom structure and dynamics.
 7. To provide training to acquire competency in different teaching skills.
 8. To mould the all-around development of personality of teacher students to make them the change-agents of the society through education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTHS

Thrust on quality value-based education through healthy practices like Morning assembly World class exposure and faculty enrichment through upgraded activities like National Seminars, Workshops and Conferences.

- Qualified and competent faculty.
- Participatory decision making process.
- ICT enabled interactive and participatory delivery practices to suit the needs of the heterogeneous groups of teacher trainees in the campus with an impressive range of learning resources ranging from the well stocked library to well equipped labs.
- Research culture and academic ambience on the campus by the visits of eminent and acclaimed academicians during National Conferences/workshops/seminars.
- Numerous facilities and financial aid available to meritorious, deserving students.
- Unlimited extension opportunities to infuse teacher trainees with an ardent sense of responsible citizenship for nation building. Environment Friendly initiatives, Awareness Rallies, Skill-oriented Programmes, to empower the marginalized and under privileged.
- Women empowerment of women of lesser privileged sections of society with skill-development programmes.
- Counseling session are organized for their general well-being
- Elaborate feedback mechanism to gauge stakeholder perceptions of all segments.

- Strong Mentor-ward system and student support system taking care of all students for growth and development.
- Focus on personality development of each student through development of positive attitude, leadership qualities and self-awareness.
- Environment friendly campus, initiatives to maintain pollution-free, ecofriendly Clean Campus.
- All-round and generous institutional support from the visionary management for career planning.
- Good number of text books with multiple volumes and reference books in the library of the college.
- Above all, the inspiring leadership of the Principal with her sincere dedication has added immensely to the strength of the college.

Institutional Weakness

WEAKNESSES

- As an affiliated college, S R Kanthi College of Education has no autonomy in academic reforms.
- Controlled Procedures to be followed at to affiliation with University.
- Communication skill of students needs to be improved as most of the students have weaker communicational background.
- Retiring qualified faculties

Institutional Opportunity

OPPORTUNITIES

- Borderless knowledge scenario in the wake of liberalization and use of ICT to reach out to the global pool of knowledge.
- The college has substantial potentiality for enhancing/expanding its educational operations by bringing about innovative changes in teaching-learning-evaluation, library and laboratory resources with the support of its qualified teachers.
- The college has opportunities for establishing additional linkages with other institutions/organizations of the state to enhance the quality of its outreach programmes.

Institutional Challenge

CHALLENGES

Changing Social and economical scenario leading to unpredictable future.

- Limitation and constraint in government financial support.
- To motivate the faculty and staff for changing and progressive paradigms in Teacher Education
- New mushrooming of colleges stopping and restricting the choices of the students to move out of their aims and towards for education. Declining numbers of admission is the big threat to face.

Coping with rapid changes in technology and the Institutional requirements to improve the employability of the students are the biggest challenges for an Institution affiliated to a University

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CURRICULAR ASPECTS :

The S R Kanthi College of Education plans, actions and strategy of implementation are in tune with objectives, vision, mission and values. It obtains and uses feedback from stakeholders, in curriculum and institutional planning. It modifies course of action to meet the emerging needs, and develops and deploys action plans to achieve the objectives and ensure effective implementation of the curriculum. The exposure of faculty in recent advances through participation in and organization of National/International conferences, seminars , workshops FDPs, Orientation Programme, Refresher Course on blended modes, also feedback from students, alumnae and academic experts gives the right impetus and direction for necessary reforms. Faculty Development Programmes on ICT based teaching-learning provide further scope for dynamism. Feedback on curriculum obtained from students, academic peers, parents and stakeholders have facilitated innovative initiatives and ensured continuous growth. Coaching classes are arranged for TET, CET examinations to orient the students towards career placements. Exposure to Special Schools through school visits; invited talks by experts in Education, interface with successful personalities are arranged. Many eminent resource persons in various disciplines have visited the institution.

The college has adequate in-built mechanisms which are continually updated to achieve the goals of academic excellence. The students are engaged in active learning, given comprehensive learning experiences; enabled to manage diverse learning needs and challenges. Specialized classes are organized for enhancing the competence and performance of advanced learners. The college maintains a learner-centric atmosphere to achieve the desired learning outcomes. The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and make learning a process of construction of knowledge.

Teaching-learning and Evaluation

TEACHING, LEARNING AND EVALUATION : Admission to the programmes is by a transparent, well-administered mechanism, complying with all the norms of the affiliating university, regulatory/governing agencies including state and central governments. The institution ensures equity and wide access by following the stated policy and is well represented by students from different geographical area and socioeconomic, cultural and educational backgrounds. The entry of the fresher's is made comfortable with the organization of orientation programme. The college plans and organizes teaching, learning and evaluation schedules by strictly following the Rani Channamma University, Belagavi Academic Calendar. The practice teaching is a joint venture of the College staff and practicing schools. The assessment and evaluation scheme is comprehensive, reliable, objective and transparent, outcomes of which are utilized in improving the performance of teacher trainees. Use of new technologies is quite good in teaching –learning. Internal examinations are conducted to assess the academic needs of the students with respect to regulations of affiliating university. Remedial measures are adapted to the rigorous teaching learning process and to make credible academic progress.

ICT based teaching learning is one of the best practices for the summative examinations to be conducted by the university. Student mentoring and guidance services are provided for the teacher trainees at the academic and personal levels. ICT based facilities are used extensively for dissemination of knowledge and evaluation. Interactive instructional techniques like focused group discussions, projects, internships, brain storming sessions, experiments, Power Point Presentations and other applications of ICT resources enrich the teaching learning experience and engage students in higher order thinking and investigation. During COVID-19 pandemic ICT resources are extensively helped us to acquaint new idea of blended mode of training activities. Creating question banks, regular evaluation and assessment of questions and generation of material/content for summative exams are some of the best practices of the college. National seminars/conferences/workshops, invited talks, and discussions are an integral part of our learning process. Teacher Quality is assured by recharging the faculty members in their own discipline and on general professional competence through training programmes and Faculty Development Programmes both inside and outside the college. Faculty takes initiative to learn and keep abreast of the latest developments, to innovate continuously, seek improvement in their work and striving for individual and institutional excellence.

Infrastructure and Learning Resources

INFRASTRUCTURE AND LEARNING RESOURCES :

Infrastructure and Learning Resources are in ideal state. Infrastructural environment remains pollution free. Continuous augmentation enables it to keep pace with academic growth. Infrastructure facilities are the key for effective and efficient conduct of the educational programmes. The Institution has 15 well-furnished IT equipped class rooms, Auditorium, Specialized and well equipped labs like Multipurpose Science lab, Language Lab and Computer lab are extensively used for effective teaching-learning . There are separate classrooms for all optional Subjects. Well-furnished staff rooms with personal lockers are available for teaching staff.

The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and teacher trainees. The access of internet is provided to all trainees, administrative office, and library. This has improved the network and communication across the campus as it has given reliable and fast connectivity.

Augmenting infrastructural facilities has been a regular practice for sustaining and promoting academic excellence. Keeping in view the role and impact of technological advancements on higher education, the college has upgraded technology to give a new direction to teaching learning experience. The library of the College has a good stock of text books with multiple volumes and reference books along with Enclopedia Britannica, Dictionaries, etc and provides a part of space for reading. Emergencies, the students and staff are taken to the R P Karadi Ayurvedic hospital which is located in the Mahanta Gangotri Campus. Ambulance van is also available to be used for medical emergencies.

The computerized well equipped library is rich with adequate learning resources and mechanism to review the library related services and learning resources decision-making are in order. Library access is open for all on every normal working day and on holidays except few government holidays. There is a playground in the College. Many sports materials are available. Sports room both for boys and girls with indoor playing facilities is available.

Student Support and Progression

STUDENT SUPPORT AND PROGRESSION :

The diverse programmes in academics and co-academics as well as sports, cultural and scientific activities are well synchronized and reinforced with an effective support system to produce enlightened and self-reliant youth as visualized in the vision and mission of the college. The college has the requisite provisions which facilitate progression of students from one level of education to the next higher level or towards gainful employment. The Students' Council representing the voice of student community acts as a link between the Principal and students. The Student Council gives leadership to student involvement in the campus. Various Committees have student representatives. Teacher-student Mentor-ward system aims at the all round development of the students. Mentor-ward system with 10 to 12 students under each mentor aims to ensure their professional, physical, personal and psychosocial wellbeing. Grievance Redressal Cell effectively functions in the campus. The college promotes inclusive practices for social justice and better stakeholder relationships. The SC/ST and economically needy students are provided equal opportunities. Efforts are made to uplift them by organizing remedial classes. Special coaching classes for TET Exams are organized. The college atmosphere is enriched with curricular and co-curricular activities. Events at the college level and optional level are designed to supplement quality teaching and personality development of students. Encouraging teacher trainee to participate in curricular and co-curricular activities facilitates developing various skills and competencies to foster holistic development. The management and faculty members encourage students to participate in state and international curricular and co-curricular programmes. The individual talent is tapped, nurtured and channelized through various events which keep the campus alive and vibrant with numerous activities. The Placement Cell is doing a commendable job to strengthen the support services with regard to placements by organizing campus recruitment fairs and interviews. The college has a galaxy of alumnae who have done the institution proud over the past and they continue to wield an indelible impact in the contemporary scenario. The college has a Alumnae Association, which has a dynamic relationship with the alumnae.

Governance, Leadership and Management

GOVERNANCE, LEADERSHIP AND MANAGEMENT :

The college has a visionary and transformative leadership which has steered the college to its present status. Rooted firmly in the belief that education is the pathway to the empowerment of youth, the enlightened Management provides clear vision and mission of the institution which is in tune with the teacher education policies of the nation and facilitates in building the organizational culture. Regular meetings of Managing Committee, IQAC and Staff Council offer a platform to present and discuss the perspective plans of the college and help in effective implementation of institutional policies. The Principal works closely with administrative team comprising Coordinator IQAC, Heads/Members of Various Committees, Student Council to offer effective leadership by setting values and participative decision making process in co-coordinating the academic and administrative planning and implementation. Dissemination of information for smooth and effective functioning is facilitated through the existing mechanism of office automation. The students are given cash award and certificates for their better performance in the university examination and with 100% attendance. The management ensures professional development of the employees by sanctioning study leave for research and training to faculties. The Management adopts a strategy of careful faculty recruitment, professional competence of the staff is updated regularly and mechanisms for regular performance appraisal of staff have been evolved to ensure academic excellence. The income and expenditure of the institution are subjected to regular internal and external audit. In compliance with NAAC regulations, Internal Quality

Assurance Cell (IQAC) has been formed as a quality sustenance measure in 2009 and actively functioning in the college since 2015. Regular meetings of IQAC and staff council help in effective planning and implementation of institutional policies. Annual review and progress assessment is done by IQAC. The institution adopts quality management strategies in all academic and administrative aspects; Quality Assurance is managed by IQAC. Participatory work culture and transparency are norms of governance. Academic and administrative planning is inter-tuned and every individual employee contributes towards institutional development and goal attainment.

Institutional Values and Best Practices

INSTITUTIONAL VALUES AND BEST PRACTICES :

The S R Kanthi College of Education maintains functional internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture. The institution is sensitively changing educational, social demands and is geared to promote an ambience of creativity, innovation and improving quality. Value-based education, social justice, social responsibilities and good citizenry are in the top agenda of the college. Our institution serves whole heartedly to put it best and aspire to serve with the same spirit in achieving the motto of Institution-“To ignite the minds through quality education”.

Co-operation, National Integration, Tolerance towards all religions, gender equality, dignity of labor, Scientific attitude, modesty, sensitivity, punctuality, discipline these values are essential for character formation. They reflect India’s aspiration to provide a healthy and joyful life, promote intellectual and aesthetic pursuits and elevate moral culture and spiritual fulfillment. In addition to this, our institution conduct the social service programme.

The Institutional has sufficient infrastructure and learning resources at its disposal The institutional has a full fledged computer resource center with wifi facility for teacher and students. A high capacity generator is installed to ensure continuous power backup. Considering socio economics status of students belongs to the different sections of society, The institution is always supportive helping them in getting financial assistance. The college management has the vision of imparting higher education to the poorest of the poor students by instilling in them the values of good citizenship patriotism, scientific outlook, moral Integrity and probity. The institution is always putting its efforts to enhance the quality to make an institution of excellence in teacher education.

Research and Outreach Activities

RESEARCH AND OUTREACH ACTIVITIES :

The S R Kanthi College of Education has promoted and undertaken Research and Extension. It provides maximum possible opportunities for professional development and engages its teachers in research, encourages them to present/publish it in academic forums. The teachers are actively engaged in training and developing instructional and other teaching-learning materials. The faculty members of the College are engaged in individual action research works and student guidance. The College organizes state level and national level

seminars/ workshops/ invited lectures for imbibing research culture among staff and students. The College sanctions duty/academic leave to the faculty members for participating and presenting research papers in conferences, seminars and workshops. The college has a wide range of Extension and outreach programmes (Educational, General and Specific) with special focus on the underprivileged sections of the society. Citizenship Training camp committee provides innumerable opportunities to students to reach out to society and contribute to revitalize the lot of people who are oppressed, powerless and disadvantaged. Workshops, seminars, talks, poster exhibitions, awareness rallies. Exhilarating programmes like Elimination of Violence against women, Street Plays on prevailing problems of the society which are organized from time to time have a visible element in terms of generating knowledge, developing sensitivities towards community issues, social inequity etc. To make the campus eco-friendly rain water harvesting and tree plantation programmes are conducted. The college reaches community and conducts many extension programs and encourages its faculty to provide consultancy services

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S.R.KANTHI COLLEGE OF EDUCATION, ILKAL
Address	S.R.KANTHI COLLEGE OF EDUCATION MAHANTH GANGOTRI DT BAGALKOTE
City	ILKAL
State	Karnataka
Pin	587125
Website	www.srkbedilkal.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Annapurna S. Math	08351-270262	9480608669	08351-27026 2	srkcei@gmail.com
IQAC / CIQA coordinator	Rakhee G Pednekar	08351-9448850550	9480774755	08351-	srkcei@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Rani Channamma University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	20-10-1995	View Document
12B of UGC	03-02-1997	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	10-07-1996	999	PERMANENT RECOGNITION

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	MAHATMA GANDHIJI NATIONAL COUNCIL OF RURAL EDUCATION DEPARTMENT OF HIGHER EDUCATION MINISTRY OF EDUCATION HYDRABAD ZONE
Date of recognition	15-05-2020

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S.R.KANTHI COLLEGE OF EDUCATION MAHANTH GANGOTRI DT BAGALKOTE	Urban	7.36	21678

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	B.A.B.SC.B. COM Engg	English + Kannada	100	92

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				11			
Recruited	0	0	0	0	0	0	0	0	3	2	0	5
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	2	2	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	4	1	0	5
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	3	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	6	5	7	4
	Female	9	9	8	9
	Others	0	0	0	0
ST	Male	1	1	1	2
	Female	5	6	3	2
	Others	0	0	0	0
OBC	Male	14	27	25	17
	Female	57	47	51	62
	Others	0	0	0	0
General	Male	3	0	0	0
	Female	4	2	5	4
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		99	97	100	100

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Interdisciplinary/Multidisciplinary Basically B.Ed. Course is multidisciplinary in nature. Drawing theoretical aspects from Philosophy, Psychology and Sociology. Such ideas can be put together and blended into new theory and practice .Which is useful to teacher training programme. • Teaching Excellence, experiential learning equal opportunity of students, pair students based on majors to work a collaborative projects. Invite guest speakers across disciplines. • Students can explore their areas of interest and also choose careers of their choice. • In addition this kind of approach will foster intellectual curiosity a critical thought process, self-reflection leadership and teamwork skills. • The steps being</p>
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	<p>taken to train the teachers and teacher trainees through a focused process and planned manner is one of the highlights of the NEP-2020. • We have and immediate need to train the teachers and upgrade their skills and knowledge. • Our College hopeful of seeing a visible improvement in reduction of the gap of good quality faculty in the BED Programme. • The formulation and implementation of NEP 2020 will play a significant role in the shaping of the future of B.Ed. Programme. • Institution ensure the inclusion in the curriculum • Interdisciplinary • Multi-skill development • Inclusive education • Practice teaching • School experience/Internship.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABC) Academic Bank of Credits(ABC) Prime Minister launched the ABC on July-29. ABC is an online virtual spare provided to students to deposit and accumulate the credits they earn during their courses offered by Indian universities. As a student centric initiative the ABC offers a learning friendly approach that can ensure multi disciplinary holistic education ‘Enhancing student’s mobility across Higher Education Institutions. ABC is uploaded the UGC website UGC suggestive from all HEIS including teacher students, education personnel, eminent educationist and public at large on the National Academic Credit Bank • Students Both National /International • Parents • Institutions of Higher Education • Industries • Teachers and faculty members • Government and statutory bodies MHRD/UGC • Non-Government organizations • Only a PG Programme Continuing the chain of building administrative educational setup, UGC has introduced the ABC. It helps faculty to manage a check the credits equal by students future plans are our institution.</p>
<p>3. Skill development:</p>	<p>Skill development The main thrust of teacher education programme is to develop teaching skills. The institution is putting effort to develop such skills • Project management • Problem solving • Creativity skill • Leadership skill • Patience skill • Technical skill • Communications • Decision making skill These are teaching skills Teachers play a pivotal role in developing the future generative. In facture developing skills in- 1. Ability to manage online reputations 2. Understanding of Technology 3. Use online resources 4. Network online 5. Determine Hard and soft skills to develop 6. Practical</p>

	<p>application ideas 7. Personal development and training activities 8. Support/service 9. Counseling and Guidance 10. Core communication 11. Consultation 12. Equipment/technology/Education app 13. Computational</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Appropriate Integration of Indian Knowledge system (teaching in Indian Language, culture using online course : A concept note on stimulating Indian knowledge system, Art and culture language –Shikshak Parv 2021. Basically BEd course is Multidisciplinary in nature. Drawing theoretical aspects from Education in India Contemporary in India, History of Indian Education and their Impact, Value Education, English, Hindi, Kannada Language Promoting in future main three language and culture. Cultural awareness and expression. Using online courses.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Focus on Outcome based education (OBE): Outcome-based education is a student centric teaching and learning methodology in which the course delivery assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance. Outcomes at different levels. Our instruction is future plans.</p> <ul style="list-style-type: none"> • Reviewing our program level outcomes • Writing intended learning outcomes • Giving feedback • Selecting teaching and learning creativity • Online video and tutorials • Slide show presentations • YouTube videos software demonstratives • Open Ended Programme • Open-ended Experiments • Group discussions and oral reporting
<p>6. Distance education/online education:</p>	<p>Distance education/online education Traditionally this usually involved correspondence courses where in the student corresponded with the school/mail. Today it usually involves online education offering large scale interactive participation and open access through the world wide web or other network technologies are recent educational modes in distance education. A number of other terms (e-learning, m-learning ,online learning, virtual classroom etc) are used roughly synonymously with distance education. Web conferencing software helps to facilitate class meetings and usually contains additional interaction tools such as text chats polls hand railing emotions etc. Distance learning can also use Interactive radio instructions, interactive audio instruction online</p>

virtual worlds, digital games, webinars and web casts
all of which are referred to as e-learning .

NAAC

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
92	100	100	99	99
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
91	89	99	95	93
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
91	89	92	93	93
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
92	100	100	99	99
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
14	13	11	12	13

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	14	14	14

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
457.280	457.280	460.998	209.18	186.44

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 50

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The Indian Education Commission, 1964-66 opines that every educational institution can do a great deal more through better planning and hard work to improve the quality of education within its existing resources. The curriculum planning drawn by our institution concerned with involvement of the faculties of the institution, parents, pupil students, internal and external academic audit reports, and also with their active cooperation.

The curriculum planning has to fix the objectives to be achieved within a given period of time, so that key competency area like Contextual competencies, Conceptual competency, Content competencies, Transnational competencies, Evaluation and Management competencies and Competencies related to working with Educational activities, Parents, Community can be achieved.

Again, the institutional curriculum planning includes investigation and research in the form of action research conducted by the teacher trainees in actual classroom situations on matters concerning teaching-learning process and periodic evaluation by the administrative and academic audit committee.

It has been said earlier that the curriculum planning drawn in our institution, with the active co-operation of the faculties to achieve this end, our institution has a curriculum planning board, the principal of the institution will be the chairman. Teaching and non teaching faculties are involved in drawing out a plan and discussed in planning board. The institution is having separate sub-committees formed by the head of the Institution; every sub-committee senior faculties will remain in-charge. The curriculum planning board will assess the needs of the institution and prepare the long-term and short-term systematic and scientific plans for the improvement and development in all directions.

Predetermined objectives and all planned activities will help us directly or indirectly to achieve Vision and Mission of our institution.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: E. Any 1 or none of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 89.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	36	36	35	36

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	40	40	40	40

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

1.2.2 Average Number of Value-added courses offered during the last five years**Response: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response: E. None of the above

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and

demonstrate knowledge, skills, values and attitudes related to various learning areas**Response:**

Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. In contemporary environment teachers need a variety of skills, education and training to become proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities. Equally clear we need expertise, we need content. As coaches we need to know about our game; regarding faith, practice and teachings as religious teachers; and as pedagogy, ethics, human development and social life. Good teachers have a deep knowledge of the subjects they teach and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning. Procedural knowledge that creates teachers for different levels of school education skills that are specific to ones chosen specialization

1. Enjoy communicating your understanding to others.
2. Have confidence: You will need the confidence to look calm and professional even when tired and stressed.
3. Have great organizational skills
4. Work effectively in groups
5. Be able to deal with conflict
6. Motivate your students to do their best
6. Empathize with your Students
7. Give feedback Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills.

Emotional intelligence is the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicates effectively, empathize with others, overcome challenges and thwart conflict. According to Daniel Goleman, an American psychologist who helped to popularize emotional intelligence, there are five key elements to it: Self-awareness. Self-regulation. Motivation. Empathy. Social skills. Critical thinking is a core academic skill that teaches undergraduate students to question or reflect on their own knowledge and information. This skill is required for students working on assignments and conducting research. It is also an invaluable skill in many workplace scenarios. Critical steps to improve critical thinking include analysis, interpretation, current, and evaluation. Negotiators communicate to clarify their preferences, attitudes and perspectives, to exchange information and to persuade the other side of their ideas and beliefs. For these reasons, communication ability is considered an important skill in a negotiator.

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

Response:

Diversity in the classroom doesn't just improve social skills; it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence. Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job. Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country.

Seven ways to encourage a culture of diversity in our institution

1. Examine your teaching materials
2. Get to know your students
3. Be willing to address inequality
4. Connect with parents and community
5. Meet diverse learning needs
6. Support professional development opportunities
7. Hire Diversities

Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing it to the classroom. Our school is already full of students and staff with diverse and amazing backgrounds, abilities and skills, all you have to do is start highlighting that diversity. Start slowly and intentionally. Don't be afraid to admit when you don't know the answer, but always try to keep learning and growing. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change doesn't happen overnight, but the most important step is getting started.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

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

Response:

S R Kanthi College of Education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The College follows student-centered approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project based learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom; Individual student research and discovery; Research and discovery by students and faculty together. When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them.

This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy). In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ. In addition to above Teaching skills are taught through Micro Teaching and macro lessons, eight lessons per teaching subject and ICT based lessons. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching. Student teachers develop 'School Profile. They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools. In the course of practice teaching, Unit tests, diagnostic tests and remedial measures. The student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

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

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from

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

Response: A. All of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 98

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

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

Response: 17.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
43	44	46	45	46

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 95.92**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
85	103	91	96	95

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity

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

Response:

In our S R Kanthi College of Education ilkal various streams of students enrolled from UG & PG background. They are all teacher training aspirants but different capacities. To fulfill all the learning needs of the students and to know their level of Readiness College conducts various programmes

- 1. Introduction to course:** The time table is prepared week wise to incorporate all the activities to understand their needs and abilities. Principal and all the staff conduct Ice breaking session in which students and all staff introduce each other. All the staff give brief introduction and different aspects of to B.Ed. course individually one by one.
- 2. Talents Day:** In the next week of time Table College conducts talents day in which all the staff try to understand different abilities, talents and interests of the trainees.
- 3. Language ability Test:** College conducts Kannada and English language ability test for all the 100 students to understand the minimum abilities in basic languages.
- 4. Teaching aptitude Test:** To understand the attitudes of the trainees towards teaching profession our college conducts Teaching aptitude test.
- 5. Student Union Formation:** In order to select student representatives for various clubs of the college, we form Students Union on their previous educational qualification Merit bases.
- 6. Thought for the Day:** In Prayer Session we assign thought for the day to the students. Thought provoking quotations with their descriptions made motivation to the students.
- 7. Teaching Subjects Finalization:** At the beginning of the course on the bases of qualifying degree subjects we assign teaching subjects to the students. According to the NCTE and university norms

college give the teaching subjects.

Apart from all these activities we also conduct Guidance and counseling sessions to reshape their attitudes towards the teaching profession. Ilkal city is surrounded by variety of villages of different districts and teacher training aspirants come from various backgrounds to fulfill all the needs of the trainees continuous counseling sessions will be conducted.

File Description	Document
The documents showing the performance of students at the entry level	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: E. Any 1 or none of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Data as per Data Template	View Document

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 10.22

2.2.4.1 Number of mentors in the Institution

Response: 9

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

2.3 Teaching- Learning Process

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

Response:

Our S R Kanthi College of Education has well qualified and well equipped teaching staff. They are all well versed in different Methods of teaching. Most of our staff did their Ph.D on different method of teaching and teaching problems. Each of teaching faculty follow the own ideal approaches of teaching using different gadget of classrooms. Our college purchased innovative teaching apparatus by the UGC fund assistance and converted the entire Classroom as smart classroom as well as multiple modes of teaching rooms. To meet the learning needs of the students. To enhance the training quality the following measures will be taken by individual teachers.

1. **Micro teaching workshop:** We conduct Microteaching orientation and workshop programme to enrich the trainees with teaching skills. Each trainee practice six skills and integrates all the skills in their regular practice teaching.

2. **Simulated Practice Teaching:** In each of semesters teaching practice will be known as Pre internship training and in final and fourth semester they do the comprehensive Internship course during which trainees will practice different methods, approaches and techniques of teaching.

3. **ICT Mediated teaching:** Our staff as well as trainees will use ICT in teaching learning process. Different aspects of ICT will be used in lecturing, discussion, participating learning. Teaching staff have provided Desktop in their individual cubical staff rooms with active internet facility. They prepare teaching notes and lessons using variety of software platforms.

4 **LMS of Our College:** Our College Launched LMS (Learning Management System) it is a common platform for the trainees, Teachers and Parents for the monitoring the progress of the students. The Link for the LMS is <https://srkce.scientificstudy.in>

<https://play.google.com/store/apps/details?id=com.jeannypr.collegescientificstudy> through LMS students, Teachers and parents login using their user name and password to know about their academic progress regarding their attendance, Internal Test , Assignments, etc.

5 **Experiential Learning:** To give experiential learning to the trainees our college conducts field visits, internship training, Practical training in Computer and Language lab training is provided.

6 **Participative Learning:** In order to provide Participative learning experiences to the students our staff

will mingle with trainees in the learning activities like in workshops, seminars games CTC camps and cultural programmes.

7 **Problem solving and Brain storming:** Most often our staff will use Problem solving and Brain storming in their theory classes. Trainees will assign different tasks like preparing time tables, writing assignments, preparing Unit test question papers etc. use the approaches.

8 **Online teaching:** In pandemic lockdown our staff has conducted online teaching using various platforms like Google Classroom, Google meet, Zoom, Cisco WebEx, YouTube Face book live classes. Along with our staff and students participated in webinars and online workshops.

8. LMS of Our College:

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

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

Response: 28.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
06	03	03	03	03

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast,

virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 93.48

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

Response: 86

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any additional Links	View Document

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

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

Response: A. Any 4 or more of the above

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

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

Response:

Teacher training is structured as continual mentoring programme. As the Mission of our college is “Come to Learn go to serve” therefore the teacher educators try to put forth efforts to develop professional attributes in students.

Working in teams: we adopted team work policy; teacher educators as well as trainees work together for the success of the educational programme such as CTC, NSS, and Red Cross etc. In practice Teaching schools the trainees work together for the preparation of School time table, organization of activities and Unit tests etc. The continual mentoring is provided to the trainees in the college as well as field work to develop professional attributes.

Dealing with student diversity: India is country there is Unity in diversity that we have incorporated in our college also. Our college is situated in semi urban area different students from different background enrolled in our college. We address the diversity of the students properly and mentor to develop professional attributes in students.

Conduct of self with colleagues and authorities: With proper guidance and counseling we try to make them to understand and manage the self with colleagues and authorities. The continuing mentorship ensures to develop professional attributes in students.

Balancing home and work stress: By personal & academic counseling we try to make them to understand the techniques of balancing home and work stress. The daily Yoga and prayer session, CTC camp, Special guest Lectures, and moral support from our staff help them to balance home and work stress.

Keeping oneself abreast with recent developments in education and life: The rich library facility, ICT enabled Computer Lab helps the trainees to keep oneself abreast with recent developments in education and life. Our Library has the subscription of Journals, Magazines, News Papers and recently published books and E-learning facilities. In curriculum the EPC paper (Enhancing Professional Competences) (Reading Reflections) helps them the trainees to keep oneself abreast with recent developments in education and life.

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

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: C. Any 3 of the above

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

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

Response:

The two year B.Ed. Programme is so designed that nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

1. **Nurture of Innovativeness:** Teaching is an art and science, teachers are not born by birth but teachers are made having this concept our college is continuously nurtures the innovativeness among the students. The curriculum and syllabus is so designed that nurtures the innovativeness.

1. Innovative lesson planning and teaching: Every trainees has to prepare two innovative lesson plans and teaching in their respective teaching subjects. The teaching learning process using ICT enables the trainees to think in innovative way.

2. EPC Subjects: Enhancing Professional Capacities subjects like ICT Basic competencies, Language across the curriculum, Fine Arts and Theatres, Research Project, Reading and Reflecting are helpful to nurture the Innovativeness among the trainees.

3. School Internship/Immersion, seminars, Assignments help to posture the innovativeness

4. ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis software, digital publication activities, web related activities are useful and related with empowering teachers and teacher educators.

5. Simulation Practices

a. Micro teaching:

b. Video lesson observation and criticism:

c. Skill Integration lesson presentation with peer group

d. ICT mediated lesson with peer group

e. Video recording lesson of peers in simulation classes

f. Concept analysis and presentation on subject content

1. **Intellectual and thinking skills:** The curriculum & syllabus help the teacher educators to develop intellectual and thinking skills among the trainees, the subjects are as follows

1. Childhood And Adolescence
2. Learning and teaching Process
3. Educational Technology
4. Techniques, methods and Approaches of Pedagogy etc.

Along with these subjects some of the activities related to above said subjects supports to develop intellectual and thinking skills among the students.

1. **Field assignments:**

1. Visiting schools and generates the socio-metry results through socio-metry software and uses them for interpretation and insight on class room dynamics.
2. Testing intelligence/creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.
3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc of school children.
4. Case study of extremities like weak child, alienated child, genius, differentially able child and finding out the needed inputs.
5. Identify dyslexia cases if any form lower classes and provide strategic inputs to the child.
6. Test for colour blindness and other readability problems of a class students and report the findings to class teacher.

1. **Seminar/presentation:** The student-teacher has to take up either a seminar or any presentation to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self developed.

2. **Subject association activity:** Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly pedagogic groups.

3. **Reading and reflecting context:** The aim of this course is to enable student teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings, interactively-individually and in small groups. Each student teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes. Reflective session on themes may be organized regularly.

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

2.4 Competency and Skill Development

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan (IEP)

Response: E. Any 1 or none of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Link for additional information	View Document

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

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

Response: D. Any 1 of the above

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

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

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

Response: D. Any 1 of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: D. Any 2 of the above

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

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: E. None of the above

File Description	Document
Photographs with caption and date wherever possible	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

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

Response: D. Any 1 of the above

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

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

Internship programme is the heart of teacher education and it is spread all the four semester as Pre internship programme in I to III semester and Internship programme at IV semester. Our college will conduct systematically Internship programmes.

The Pre internship Programme comprises the following preparedness.

1. **Micro Teaching Practice:** In the 1st semester all students will participate in micro teaching workshop and practice about 10 teaching skills individually in small groups with teacher's and peer feedback. Finally they prepare a report on it covering all the feedback forms.
2. **Simulation Lesson teaching and ICT mediated Lesson teaching:** In the 2nd Semester all the trainees will practice 4+4 Lessons under strict observations of the teacher.
3. **Block Practice Teaching:** In 3rd semester all the students will be sent to different facilitating schools and give 9+9 lessons including one Criticism lesson each in their subjects. In the 1st week all the trainees will observe the lessons of the school teachers and from 2nd week they give the above mentioned no of lessons. The School teachers, our college staff and peer observations will be done simultaneously. Finally they prepare the Reflective Dairy.

The Internship programme is systematically planned with necessary preparedness with respect to the following:

1. **Selection/identification of schools for internship: participative/on request:** The internship programme is comprehensive and extended about 50 Days. Our college selects the Govt. and Govt. Aided schools which are nearer to the native places of the trainees within the Bagalkot district. The selected schools list will be sent to the concerned B.E.O and take approval for the internship programme.

2. **Orientation to school principal/teachers:** Our college conducts the meeting to the concerned Head masters and teachers and gives brief introductions about Internship programme and seek co-operation and guidance to the trainees.
3. **Orientation to students going for internship:** In the 4th semester college give orientation to the students about importance of Internship programme and their duties and teacher's behaviors in the school. Their responsibilities towards students, Head master and mentor teacher.
4. **Defining role of teachers of the institution:** The role of the teachers in facilitating school is mentorship. As a mentor the teacher assist and guide for the lesson teaching and observe the lessons and for evaluation of the lessons.
- a) **Streamlining mode/s of assessment of student performance:** Every trainee has to be delivered the 20+20 lessons along with 10+10 Peer lesson observations in observation schedule. Every student's performance is assessed by the School mentor teachers, Head masters and our College staff. The performance of the trainees involves, 10+10 Lesson Teaching b) 10+10 Peer Lesson observation C) 1+1 Assignments D) Annual Practical Lesson 1+1
5. **Exposure to variety of school set ups:** Every trainee will be treated as teachers of the school and actively participate in all school programmes and assist the teachers and Head masters. Every trainee during internship programme they study about school records, School programmes, implementations of educational policies, the role of SDMC and Parent Teachers meeting etc.

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

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

Response: 7

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

Response: 13

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: C. Any 4 or 5 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

During internship programme our college adopted effective monitoring and mentoring mechanisms to ensure the optimal impact of internship in schools.

The role of Teacher educator: The teacher educator give model lessons in their respective subjects to the trainees in a real classroom of the secondary schools students in pre internship programme and all the

trainees will be divided into small groups and each group is headed by a teacher educator. The teacher educator looks after all the activities of each trainee individually. The teacher educator maintain the attendance Guidance and evaluation of the trainee. The teacher educator visits the facilitating schools regularly in pre internship programme and periodically at different interval during internship programme. The teacher educator will be the guide of that specific group and observe all the assignment reports and lessons. During 50 Days of internship programme every trainee has to attend the college one day in a week and submit their attendance and progress report of the internship programme to their allotted teacher educator and he has to keep all the reports of the trainees.

The Role of Principal/Head master: The Role of Principal or Head master is key indicator in internship programme. He/She monitors the regular attendance of the trainees in the school from prayer session till the end of the day in school. He treats the trainee as the regular teacher and governs all the activities of internship programme. Every week of the internship programme he/she relieves the trainees for one day to attend college and submit their records. The head master submits the records and feedback of the trainees in closed cover to the Principal of our College.

The Role of school teachers: School teachers of the facilitating school are the real facilitator they co-operate the trainees for selecting the lessons for teaching and make the trainees familiar to the school by providing guidance. In pre internship course the school teachers give model lessons to the trainees and assist them to get feedback regarding teaching and content selection and preparing TLM. One of the school teachers is the mentor teacher for the internship group and supervises all the internship activities.

The role of peers: The peers of the trainees play a vital role in internship programme they work together and co-operatively for the success of the internship programme and individual success of the individual. They altogether work and prepare the lesson plans, Time Table, Co-Curricular activities, Tests and functions. During the teaching hours every trainee has to observe each other's lessons irrespective of their teaching subjects and give and write constructive feedback in the observation schedule. They collectively work and ensure the quality of teaching to the school students.

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

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

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

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

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

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

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

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

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

Response: 90

File Description	Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document

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

Response: 0

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

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

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

Response: 7.64

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

Response: 107

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

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teacher educators of our college are continuously strive and put forth efforts to keep themselves updated professionally for the excellence of the college in the competitive world. They use library and Computer lab comprehensively to keep themselves updated. During 2016-17 to 2020-21in five years teacher educators Dr.C.S.Bandargal completed his Ph.D degree. Prof. N.H.Bommanal sought admission to Ph.D course work in Karnataka University Dharwad. Most of the teacher educators attended the Refresher Course and Orientation courses in different Universities.

1. In house discussions on current developments and issues in education: All the teachers in IQAC room gather formally or informally and discuss about current trends in educational policies. The implementation of NEP 2020 in our college was discussed thoroughly and took some measures to implement it in our college. The teacher educators share their opinions and ideas regarding article publications about new developments and problems in teacher education. Every academic year and academic calendar is discussed in house discussion session. The staff of our college attend National, International and state level seminars, workshops online as well as offline mode and after attending they discuss their experiences in house discussion.

2. Share information with colleagues and with other institutions on policies and regulations: The teacher educators always share information with colleagues and with other institutions on policies and regulations. The university, CAC, UGC, NCTE guidelines and directions are shared with colleagues and principal. Our college is affiliated to Rani Chennamma University Belagavi and it follows the guidelines issued by the University. The University switched on to Constructivism mode of teaching from Herbartian mode of teaching and all the teacher educators of University discussed about development of 5E approach of Lesson Plan and came to the final form of the lesson plan.

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

2.6 Evaluation Process

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

Response:

Continuous Internal Evaluation (CIE) of student learning has been doing according to the Rani Chennamma University guidelines and syllabus in our college. The Internal Assessment (IA) marks are based on continuous internal assessment in a continuous mode. The purpose of IA is to ensure that there is continuous Internal Assessment throughout the semester. The Internal Assessment in each semester would have components distributed right across a variety of activities. The various components of Internal Assessment Marks in each theory paper normally are as follows

Activities	Marks	Activities	Marks	Total
				Marks
Session Test	5 Marks	Session Test	5 Marks	10+10

Field 20	5 Marks	Seminar	5 Marks	20
Assignment	<p>The first component of assessment is for ten marks. This will be based on session test of two hours in case of theory and submission of field assignment report based on core papers within one month from the date of allotment. (5 mark for Test and 5 marks for field assignment). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme. The second component of assessment is for ten marks. This will be based on test and seminar. This will be based on session test of two hours in case of theory and preparation and presentation of seminar based on core papers and with duration of one hour. (5marks for Test and 5 marks for seminar). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.</p> <p>The Principal of the institute with the approval of the staff Council shall notify the time table for session tests on the notice Board. The teacher shall set and evaluate the course paper. The evaluated course marks of all the tests, seminars and field assignments shall be taken into account for the compilation. The marks list should be notified on the notice Board as feed back to students. The respective Principal of the College shall submit all the records (duly signed by the respective teachers) of internal assessment activities and the marks lists in specified sheets as per the calendar of events provided.</p> <p>In case of candidates who wish to appear for improvement examinations, if any, the marks obtained in the Internal Assessment shall not be revised. There is no improvement in the internal assessment.</p> <p>In case of a student who has failed to attend the tests and seminar and field based activities on a scheduled date due to genuine reason, such a candidate may appeal to the academic head and may do needful before the end of semester</p> <p>The consolidated Internal Assessment marks statement shall be submitted to the Registrar (Evaluation) at least through proper procedure devised by the University.</p>			
File Description	Document			
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document			
Link for additional information	View Document			

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

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

Response: C. Any 2 of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The mechanism for redressal of grievances regarding evaluation does not belong to the institution because the methods of examination, the university has the upper most hand. However, the Principal of the college communicates to the concerning authority of the university about the grievances of the students, if any found. Moreover Students may apply to the University for Scrutiny of their answer sheets if not satisfied with their marks obtained in that course. The Rani Chennamma University Belagavi designed online system in which students fill the examination application form and remit the fees online. The Hall Ticket, Time table, Examination Results, Re-evaluation and Scrutiny of their answer sheets all kinds of examination related activities are done in their students portal of the University

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

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

Response:

Our Institution prepares the Calendar of events every year on the guidelines and on the bases of Calendar of Rani Chennamma University, Belagavi. We strictly adhere to academic calendar of the institution as well as University, but some of the events might be conducted in slight changes in the dates. The prepared academic calendar is provided to all the students, Teacher Educators, and concerned authorities before hand to ensure the regularity of the events. The internal evaluation is conducted semester wise according the calendar. There are two internal tests for each semester which are conducted at every semester after completion 50% of syllabus or 45 days of each semester. The Principal of the institute with the approval of the staff Council shall notify the time table for session tests on the notice Board before one week as mentioned in the calendar. Some time due to some unavoidable circumstances the dates of the tests may vary but the institute try maximum to adhere to the calendar of events prepared by the institution. Every Semester University fixes the dates to submit the internal evaluation report according to that our Institution submit the report within time with all proper manner.

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

2.7 Student Performance and Learning Outcomes

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

Response:

The Programme Learning Objectives (PLO) of our institution are aligned with the NCTE & University objectives and reflected in our Vision & Mission. The PLO of our institution is as follows.

1. To impart knowledge of theoretical foundations of education
2. To train the students to create suitable instructional setting with knowledge structure and classroom dynamics
3. To provide training to acquire competency in teaching skills
4. To mould the all-round development of personality of teacher students to make them change agent of the society through education

5. To make the institution the best College of Education in the region

To ensure the attainment of our college PLO we structured the teaching learning is so that we may find it in the form of CLO (Course Learning Objectives). We adopted structuralism so that knowledge is constructed through the experiences. In our college we adopted 5E approach of lesson planning and teaching. The teaching learning process in the institution comprises the following transactional strategies.

1. Type 1 : Modes of Transactions for Theoretical Courses :

There shall be at least four periods for theoretical courses per week where in the teacher shall lead the learning either through lectures. Discussion, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing.

1. Type 2: Simulation Practices:

- a. Micro teaching:
- b. Video lesson observation and criticism:
- c. Skill Integration lesson presentation with peer group
- d. ICT mediated lesson with peer group
- e. Video recording lesson of peers in simulation classes
- f. Concept analysis and presentation on subject content

1. Type 3: Competency Based Instruction :

Language across the curriculum

Understanding self, Personality & Yoga

Fine arts and Theatre

Research Project

Reading and Reflecting

1. Type 4: Lab Works

2. Type 5: Field Work

After teaching learning process the PLO may be found in the form of CLO are as follows

- 1.The trainees will become the globally competent teacher to teach at secondary and higher secondary schools.
- 2.The trainees are well equipped with Psychological tools and techniques.
- 3.The trainees are able to play a role of Mentor, Teacher, guide, counselor, facilitator in the

secondary schools as well as at higher secondary schools.

4. Trainees are able to conduct Action research in their working schools.
5. Trainees are able to communicate effectively in their teaching subjects.
6. Trainees will become to be recruited at CBSE, State Schools by getting eligibility in TET and CET.
Etc.

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

2.7.2 Average pass percentage of students during the last five years

Response: 98.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
91	89	92	93	93

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

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

Response:

The PLO & CLO are aligned with the progressive performance of students' professional and personal attributes. The programme is so designed that ultimately the qualitative changes may be seen in the trainees' attitudes. The constructive feedback is given by outgoing teachers are used for further improvements in the institution. The progress in students' performance on learning tasks is recorded in the transcript in respect of both cognitive and professional attributes by the following way.

1. The reflective dairy of the trainees
2. Feedback on syllabus and curriculum
3. Students Satisfactory Survey report
4. Students Lesson observation schedules
5. Feedback from various stakeholders like Parents, Head masters
6. Placement agencies etc.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 91

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

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

Response:

The performance of the students of our college is reflected at various levels. The continuous and comprehensive assessment of performance is monitored at different intervals.

1. **Talent show Day:** At the initial stage entry of the students to B.Ed. course is something different for the students comparing to other degree college because ours is training and teacher Education College. To cater the learning needs of the students initially we conduct talent show day for the students to bring in to light their hidden talents. This session provides the students a platform to remove their stage fear and fill the confidence. Talents show day to the students is a programme but

to the teacher educators it is an assessment task.

2. **Micro Teaching:** Micro teaching is training programme in which students will learn the ABCDs of teaching skills. The trainees will learn the teaching skills with practicing different components of teaching skills. It is practiced as workshop in participating in group activities. The acquisition of skill is assessed by the teacher educators by observation and feedback mechanism.
3. **Field work & Immersion:** This comprises different components like Practice teaching, CTC, NSS, Field visits Assignments and seminars etc. Teacher educators continuously assess the performance of the students comparing their initial behaviour and learning objectives.
4. **Internal Tests:** By conducting internal tests teacher educators assess the students learning outcomes in theory subjects. The results of these tests helpful to infer the performance of the students in their subjects.
5. **Criticism Lesson:** Criticism lesson is the preparatory for the annual lessons. Every trainee has to give two Criticism lessons respective of their teaching SSPs. Criticism lesson is the bases of the assessment of training programme.
6. **Annual lesson teaching:** At the end of the teacher training programme annual lesson teaching exams are conducted at the University level, the performance of the students assessed by the internal and external examiners appointed by the University.
7. **University Examinations:** The University exams are conducted semester wise to assess the learning outcome of the students. Throughout the two years of training the performance of the students

Finally the performance of the students assessed in terms of the credit scores. It reflects the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching learning process such as attending classes, engaging in assignments, projects, seminars, practical aspects, field based activities ,immersion, computer skills, research activities required for the course.

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.34

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description

Document

Data as per Data Template

[View Document](#)

Any additional information

[View Document](#)

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

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

Response: E. None of the above

3.2 Research Publications**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 0.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	3

File Description	Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

<p>3.3.1 Average number of outreach activities organized by the institution during the last five years..</p> <p>Response: 3.8</p>														
<p>3.3.1.1 Total number of outreach activities organized by the institution during the last five years.</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>5</td> <td>3</td> <td>3</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	4	4	5	3	3
2020-21	2019-20	2018-19	2017-18	2016-17										
4	4	5	3	3										
File Description	Document													
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document													
Data as per Data Template	View Document													
<p>3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>Response: 99.59</p>														
<p>3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>100</td> <td>100</td> <td>97</td> <td>99</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	92	100	100	97	99
2020-21	2019-20	2018-19	2017-18	2016-17										
92	100	100	97	99										

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

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

Response: 39.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
92	100	0	0	0

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

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

Response:

Contribution of the institution through various extension activities, outreach programmes pastneringwith (NGO`s and GO`s)

Schools in and around the city are benefitted through our various activities. Staff members are render their professional service like conducting and participating in seminar, workshop, quiz induction programme for NGO`s and GO`s.

Through planned programme like CTC, NSS lecture students undertake following community service.

- 1.Planting trees in around school premises.
- 2.Literacy awareness campaign.

3. Cleaning village water resource.
4. Levelling school ground.
5. Socio economical survey.
6. Hygienic awareness campaign.
7. Medical services by organising free health camps with the help of local doctors.
8. Agricultural information.

Community participation in institution development institution, community net working, institution net working, etc.

- The institution involves the community in its extension activities. The Alumni, parents and other people are invited to the institute time to time. This helps to know the real problems of the people and give them necessary advice toandthe problems faced by the people. It also helps institution to update its system as required by the social change occurred time to time.
- The activities are—
 - Conducting Yoga and Dhyana for students before commencement of the class every day.
 - Encourage students to present thought of the day on rotation every day before prayer.
 - Practice songs on national integration in various regional languages.
 - Daily observing national Anthem.
 - Encourage students to practice and perform on stage various skills and such programmes on the event of celebration of National Festivals like Independence Day and Republic Day which are observed in open platform.
 - Arranging special lectures on the topics related to development of civic sense and skill.
 - Encouraging students to take participation in debate speech competition organised by institution and other institutions.

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

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 7

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

Response: 7

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college well furnished spacious physical infrastructure as per NCTE/UGC/university norms. The college has a built up area covering Sq meters of its academic campus. The built up area includes:

- An auditorium with latest facilities for conducting workshops, seminars and training programme with a seating capacity of more than 150 persons
- A multipurpose science lab for conducting various science activities with a seating capacity of around 20 students
- Modern classrooms equipped with modern ICT facilities
- Computer lab with 25 computers high speed broadband internet connectivity
- Internal Quality Assurance Cell
- Our college library has a seating capacity for 100 students with adequate space for books & journals, internet connectivity, reprographic and other support facility
- All classrooms with LCD projections system and smart classes
- Indoor common room, psychological lab electrical technology and science lab and language lab
- Toilet for both male and female faculty members and students
- Installed water purifier systems with the safe and hygienic drinking water facilities for the faculty and students
- Trees and a lawn surround the college
- A canteen facility to serve food and refreshments
- Power generator for providing backup electricity
- Separate hostel for boys and girls
- Modernizing library and laboratory facilities
- Launching community based programmes
- Human and financial resources will need to be mobilized for effecting B.Ed programme
- Contribution and donation from alumni association
- Indoor games such as Table tennis, carom, chess and outdoor games volley ball, cricket
- Greenary club for creating awareness about the environment
- Cultural activities club to make students aware about the Indian culture in general and ILKAL surrounding culture in particular
- Educational field trip are organized to widen the educational vision of the student
- Literacy activities are held from time to time for the academic growth of the student
- Washroom exist separately men and women students and staff
- The institution has been provided for ensuring cleanliness, sanitation and hygiene in the college campus
- Language laboratory is used for different groups with MOU S.V.M Arts, Commerce and science college ilkal
- Daily yoga meditation for students
- Psychology lab is used for different groups

- Well equipped gymnastics

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

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

Response: 100

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

Response: 4

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

Response: 4

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

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 17.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
84.48063	76.71018	11.39145	66.14278	69.18267

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

4.2 Library as a Learning Resource

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

Response:

Library automation work is in process. All the work is done manually using accession, registers, inward registers, issue registers etc.

Library management system called Book Nest was initiated during 2014. At that time bibliographical details of about 10000 books were digitised.

Due to software problem the automation process was stopped for sometime and now it is initiated again with another new management software system called Libmate (by ORBIT IT Solutions) and process is resumed. Books purchased recently need to be added to the data base system of the software. The software has all the features that help in the automation work of the library. The software system can be used for library and office automation. It is incorporating the task of the purchase accession, classification and circulation of books to students and teachers.

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

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

Response:

The library has no digital database of its own. Books and other materials in print form are made available to students and teachers by circulation process.

Internet, Computer, printer facilities are provided to students and teachers throughout the year.

Xerox machine is installed in the office and in the college premises also.

At the time of lockdown, classes were conducted online. During that time books were made available to students regularly by sharing the pdf copies in students WhatsApp groups. All the books relevant to their particular semester were shared in WhatsApp groups, for both the semesters students and teachers were allowed to the library to borrow books even before regular classes were resumed. Students are allowed to borrow books during midterm vacation and exam vacation also.

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

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

Response: E. None of the above

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

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

Response: 0.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.40299	0.00900	0.48726	0.0	1.41796

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

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

Response: 50.38

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

Response: 1100

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

Response: 1080

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

Response: 1200

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

Response: 900

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

Response: 1060

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Institution updates its ICT facilities including Wi-Fi

The use of information and communication Technology (ICT) is a valuable tool to enhance the learning experience and accessing resources.

The computer lab aims to provide basic functional computer services for users who may not have access to such technology at elsewhere. The computer lab provides an environment for users to get support and assistance with computer related issues.

College management has provided-

- Computer, Printer, scanner
- Smart Class Rooms: All Teaching staff member use the ICT in the classrooms and laboratories whenever needed.
- Computer Lab: A Well equipped computer lab is also functioning in the college. The students of the college are access to the computer lab.
- Internet Facility : College is having 100 MBPS of high speed internet facility.
- Wifi facility : The institute has a 24X7 WiFi facility in the college.
- CCTV
- Biometric Machine
- Website: www.srkbedilkal.org

Website is maintained by VISION INFOTECH, Behind N.V.Hotel, Shriram Nagar Ranebennur 581115. College pays a fee for maintenance in this head college spent following amount:

Rs.3000/- in 2016-17

Rs.3140/- in 2017-18

Rs.3200/-in 2018-19

Rs.3350/-in 2019-20

Rs.3500/-in 2020-21

- Email ID of the College : srkcei@gmail.com

Office Automation & Book Nest Software (SIMS) is maintained by PRAVINYA INFORMATION TECHNOLOGY SERVICES, HUBLI, College pays a fee for maintenance in this head college spent following amount:

Rs.24,748/- in 2016-17

Rs.24,748/- in 2017-18

I Semester and II semester B.Ed. Teacher Trainees study ICT-Basic Competencies and ICT Applications in computer subject. These Trainees prepare the Lesson Plan, Printed Teaching Learning Materials, Result Sheet and Power point Presentation.

Computers are used to convert and make a rank list of students. Average 85% statistical measurements are calculated by using computers. University is also instructed to send I.A. Marks in stipulated formats by maintaining normal probability curve.

Institutions experience staff is always trying innovative instructional practices. The significant best practices in delivery of instructions are as follows:

1. Use of audio-visual aids
2. Conducting seminars
3. Arranging guest lectures
4. Encouraging students to interact in class-rooms
5. Provide advanced information browsed from Internet
6. Study tours
7. Workshops

Staff to make use of it by power point presentation. Such initiatives enhance the quality of teaching and joyfully received by the student's community. Students have prepared programme instructions materials and power point presentations.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 1.84

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

4.3.3 Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 25.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
86.60746	73.38984	96.74586	107.3592	87.19510

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

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

Response:

The college has a well defined policy and system in place for the maintenance and utilization of all its physical and academic facilities. The college ensures optimal allocation and utilization of the available financial resource for maintenance, for the management committee and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose

- **Laboratory:**

- Record of maintenance account is maintained by lab instructor, lab incharge and supervised by concerned staff maintenance of laboratories are as follows;

- The calibration, repairing and maintenance of sophisticated lab equipments are done by the related staff

- **Library :**

- The requirement and list of books is taken from the concerned librarian are involved in the process.

the finalized list of required books is duly approved by the management and signed by the principal

- Suggestion box is take user feedback
- To ensure return books 'nodues' from the library is mandatory for students before appearing in examination

- **Sports :**

Regarding the maintenance of sports equipments the college sports in Physical Education Director. Our college organized university level Table Tennis sports

Maintenance Of Computers And IT Facilities

The office of the principal decides about purchasing necessary IT equipments as per recommendations received of the college and administrative office of the college.

IT facilities are maintained by computer skilled person of the college and they also take the responsibility of periodic upgradations of the IT resources.

The IT facilities are taken stock of by the administration and they are modified whenever necessary. There is an ICT in the college which looks after the maintenance of the computers and facilities

Student Support And Welfare

In the college campus, there is a good environment for the benefit and welfare of the students. Various sub committees are in the college support services student welfare and to meet their needs. The principal is the chairperson of all sub committees besides the students union.

The body of gender sensitization against sexual harassment also formed for the welfare of the students. They have organized many talks and discussions on burning topics of gender issues and tries to sensitize the girl students as well as boys against gender discrimination.

Our college maximum women girl students are elected in the students union

- The students mentoring system is related to stress management of the students and make some counseling sessions to the needy students and always guidance to the all B.Ed students
- The NSS unit maintains the social services within the campus and outside it

Academic system

The college is affiliated to RCU University Belagavi. The college has an elaborate academic support mechanism. B.Ed programme follow the RCU University for the UG level. The examination system is very systematic and transparent. The committee ensures setting of question paper, evaluation of answer scripts of B.Ed programme

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

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

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

Response: E. Any 1 or none of the above

File Description	Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 23.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	20	20	20	28

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year**Response:** 15.38**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 14

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

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

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**Response:** 16.16**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
13	20	23	13	5

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities

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

Response:

S.R.Kanthi teacher training college has a representative body of the student in which students are elected every year at the start of the academic year.

The student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link between students and the faculty members, and the college.

The selection for different post continues by the score obtained in previous course/degree of the students.

The student council is officially recognized and felicitated during the inaugural function of student union during the annual ceremony, all members of the student council led by the president and the vice-president of the council take an oath to serve in the interest of the institution and the society with integrity and devotion.

The student council – elected to represent the fellow students – work with the principal, faculty convenors, and students for organizing events and also building a bridge between the faculty members, administrative staff, and students.

The student council members help the faculty and administration in the admission process and the orientation programmes organized for new students annually.

The student council members also help in organizing freshers' Welcome party, teacher's day, etc

During the current academic year there are 10 posts, namely 1)Union Secretary 2)Joint Secretary 3)Sports 4) Cultural 5)CTC 6)Time Table 7)Year Book 8)Educational Tours 9)Special Guest Lecture 10)Boys Section

The cultural forum headed by the principal and co-ordinated by a permanent staff with the support of the student's council members, every year organizes activities in our institution such as inauguration day, Annual Day, Sports day, fresher's day etc. These programmes conducted by our institution serve as a platform for the students to exhibit their talents and creativity by participating in different cultural events like Debate, Rangoli, Mehendi, Collage, Essay writing, Kannada folk songs singing competition (Janapada songs), etc. Sports forum under the supervision of the physical director and student council conducts different team building sports activities where the student participate and exhibit their strengths, intelligence and is motivating the team spirit among the team players. Team building sports activities which are conducted in our institution are Cricket, Volleyball, Throw ball and Kabaddi. In order to increase thinking capacity and improve their intelligence level our institution also conducts sports activities such as Carrom, Chess, Tennikoit. This events the student council provides a full support to the institution

and to the students the encouraging them and motivating them to participate in different cultural and sports events. The student council stands as a backup support in organizing these events. Though, these events students are provided with a platform to perform and outperform from the lot and win prizes which in turn has boosted the confidence level in the students.

Students have been part of all committee activities which falls under the umbrella of IQAC committee such as NSS, Scouts and Guides, Placement cell, Red cross, Anti-raging cell, Women cell, Sc/St cell, student grievance cell. Each cell has its own set of students who support the faculty and staff in conducting activities promoting the cell. These students representatives are elected purely based on merit and competitiveness as per of the student mentors.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	10	10

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document

5.4 Alumni Engagement

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

Response:

The institution has been successfully providing quality education & creating human manpower and good citizen to our country ever since its establishment. The students has maintained good rap with the college faculty and staff. The students maintain a emotional bond with the faculty where they share their

experience of their stay in college, the time which was the most precious period of their life. This informal bonding between students and college was the stepping stone for the formation of Alumni Association. The outgoing students who have been in regular connect/with the financial and with the college fraternity have felt the importance and necessity of regular interaction with the current students. In the recent past the Alumni Association was registered DRBK/SO/462/2021-2022. This is functioning successfully by the students and college fraternity involvement. This association has been a good contributor with regards to the co-curricular activities is considered as such they have been part of Cultural forum, Sports Association and Academic also. Through the Alumni Association we have conducted coaching classes for students in the field of English Competitive Examination on leadership and on Entrepreneurial qualities also. Every year an Alumni Association meet is conducted under the chairmanship of principal where outgoing students and college fraternity discuss on various issues, In order to uplift the society at large. The opinion and suggestion given in the meet are considered by the IQAC Committee and are Implemented as and when possible in the upcoming years.

The contribution of alumni towards their alma mater is undoubtedly very significant. S R KANTHI college of Education has strong liaison with their old students and association n in the form of alumni. The college has an Alumni Association working under the guidance of alumni committee. It aims making our alumni participate in the institution activities and contribute to the growth and development of the college.

These alumni are our brand ambassador in the market to spread good name of the institution.

Alumni committee ensure that alumni are regularly contacted to watch out their progress in their personal and professional life.

Alumni association maintains healthy and informal relations with alumni to seek their help, support and cooperation.

The inputs of the old students given during alumni meet are always welcomed for further improvement in academics.

An induction ceremony of the outgoing students on every year. For the institutional development alumni association gives the financial contribution also. Alumni association has been extending their financial support in the development of infrastructure facilities of institution over the last four years a good number of alumni have contributed Rs 80000 generously.

The Alumni association organised the state level workshop on “How to face competitive exams” in the year 2020/21.

The alumni have gifted the books for new coming students to the course.

The alumni association has contributed much to the growth and development of the institution., it takes active interest in the overall development of the institution, including its regular programme. Their contribution is derived by having them as active members of various members of various committees such as career and placement Cell And IQAC. Since the Alumni members are also the members of college Development Council, they are directly involved in the growth and development of the college. Their valuable evaluations and suggestion through these committees are considered by the institution for further

development.

How does the institution network and collabrates with the alumni and former faculty of the institution. The college maintains a good relationship with its alumni and former faculties. On the importance occasion, the college invites its alumni and former faculty members, Sometimes, the services of alumni and former faculty members utilizes.

Response: The college has an Alumni association registered under the Society of registration Act 1860, The Registration No. Being 97 of 2011.

The details no contribution extended by Association for the growth and academic development of the college in the last five year are:

- 1) Extension of Financial Assistance to the college.
- 2) Submission of feedback in respect to curriculum, teaching, research and extension activities.
- 3) Participation of Alumni to the extension activities.
- 4) Recommendation for introducing new skill oriented courses.
- 5) Guidance and Counselling to the students about their future careers, placement and grievance.
- 6) Motivation of the students in the participation of community services and outreach programmes to build their careers towards leadership which in turn helps in National Development and Integration.
- 7) Participation in the decision making of the college by constituting themselves in the academic Bodies.

Alumni Association acts as an effective support system to the institution by: To arrange and support in placement activities for the students to encourage the students of the college & members of the association for research & development work in various fields of education to conduct workshops, guest lecture, skill development programme to encourage and guide the students of the nurturing their talent and self-employment Alumni of S R KANTHI COLLEGE OF EDUCATION are contributing in the overall development of the students of the college which would ensure better professional future for the students.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum

delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: E. None of the above

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

Response: 19

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	4	4	4

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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

Response:

The contribution of alumni towards their alma mater is undoubtedly very significant. S R KANTHI college of Education has strong liaison with their old students and association n in the form of alumni. The college has an Alumni Association working under the guidance of alumni committee. It aims making our alumni participate in the institution activities and contribute to the growth and development of the college.

These alumni are our brand ambassador in the market to spread good name of the institution. Ensure that alumni are regularly contacted to watch out their progress in their personal and professional life. Association maintains healthy and informal relations with alumni to seek their help, support and cooperation.

For the institutional development alumni association gives the financial contribution also.

Alumni association has been extending their financial support in the development of infrastructure facilities of institution over the last four years a good number of alumni have contributed Rs 80000 generously.

An induction ceremony of the outgoing students on every year.

The alumni have gifted the books for new coming students to the course.

The alumni association has contributed much to the growth and development of the institution. It takes active interest in the overall development of the institution, including its regular programme. Their contribution is derived by having them as active members of various members of various committees such as career and placement Cell and IQAC. Since the Alumni members are also the members of college Development Council, they are directly involved in the growth and development of the college. Their valuable evaluations and suggestion through these committees are considered by the institution for further development.

The details no contribution extended by Association for the growth and academic development of the college in the last five year are:

- 1) Extension of Financial Assistance to the college.
- 2) Submission of feedback in respect to curriculum, teaching, research and extension activities.
- 3) Participation of Alumni to the extension activities.
- 4) Recommendation for introducing new skill oriented courses.
- 5) Guidance and Counselling to the students about their future careers, placement and grievance.
- 6) Motivation of the students in the participation of community services and outreach programmes to build their careers towards leadership which in turn helps in National Development and Integration.
- 7) Participation in the decision making of the college by constituting themselves in the academic Bodies.

Alumni Association acts as an effective support system to the institution by: To arrange and support in placement activities for the students to encourage the students of the college & members of the association for research & development work in various fields of education to conduct workshops, guest lecture, skill development programme to encourage and guide the students of the nurturing their talent and self-employment Alumni of S R KANTHI COLLEGE OF EDUCATION are contributing in the overall development of the students of the college which would ensure better professional future for the students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of institute is aligned with its vision of carving physically fit, mentally robust and professionally competent teachers and its mission to Create talented human resource in the form of teachers through various academic programmes. The institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement by providing academic consultancy to the stakeholders in the field of higher primary and secondary education.

The institution's Vision and Mission reflect the distinctive characteristics of the institution. The College caters to the educational, social, cultural and economic needs of the society. All these characteristics are reflected in its policies. High quality educational programmes and healthy practices are being implemented keeping in mind the policy of uncompromising adherence to the values and principles of inclusion, responsibility and social accountability.

The Governing Body and the Principal together work towards the designing and implementation of the institutional quality policy. The various administrative and academic departments of the College are effectively governed through a constitution of mandatory bodies such as IQAC, Staff Council, Purchase Committee etc. having well-defined roles and principles keeping in sync with the vision and mission of the College.

The Principal forms the committees under the convenorship of a teacher or a non-teaching staff with members from teaching staff, non-teaching staff and students for overall management of the various operations of the college, such as, admission, academic coordination, conduct of examinations, development of infrastructure-facilities, appointment of staff, maintenance of service records, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility.

The management mobilizes funds for enhancement of infrastructure, laboratory, library and office equipment, apart from creating environment friendly campus/premise.

The concern and commitment of the Principal and the Governing Body towards the goals of higher education is evident through their continuing efforts of mobilizing resources and introducing job-oriented courses.

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

6.1.2 Institution practices decentralization and participative management

Response:

- 1.S.R.Kanthi college follows the practice of decentralization in its true sense, in all the three important pillars of the institution, viz , academics, administration and extra-curricular activities.
- 2.The practice of decentralization and participatory management is reflected in all activities of the college through a strong and efficient organogram of committees/societies which includes the IQAC, the staff council, student council, time table committee and various cultural societies.
- 3.All the major stakeholders of the college including management, the Governing body, The principal, teaching and non-teaching staff, parents, student and alumni, work in a democratic way of governance following the tacit rules of accountability in execution of their duties and responsibilities.

The senior faculties are assigned the heads committees of their respective departments, they look after their departmental activities concerned to their department and prepare the plan of action. The decisions made, strategies adopted are reported to the head of the institution regularly.

Different committees and cells are formed in the institution like committee for

- 1.SC/ST
- 2.Sports committee
- 3.Anti-ragging committee
- 4.Cultural committee
- 5.NSS committee
- 6.Red cross committee etc.
- 7.Curriculum Development Committee
- 8.Internal Assessment Committee

And the faculties are made as the members and in charge of these committees. Some committees include present student and passed out students as its members like, alumni cell, woman cell etc.

All the departments and committees at the institution work separately but with a proper co-ordination among all non-teaching staff.

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

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

Response:

S.R kanthi B.Ed college maintains complete transparency and accountability with regard to academic, financial, administrative and other functions. There is a full -fledged, robust well integrated system of internal process like Admission, Examination process, Internal Quality Assurance, Library Management etc. The Institute has a highly secured IT infrastructure for streamlining the information flow.

Financial Transparency: S.R kanthi B.Ed college maintains complete transparency in its financial functions; the finance department is headed by the Principal who regularly checks the financial working and statements of the Institute. Governing council also visits the financial statements in the annual general meetings. Most importantly the audited financial statement of the institute is uploaded on the institute's website to maintain transparency in financial functions.

Academic Transparency: With regard to academic matters, the Governing council is the highest decision making authority. It decides matters such as the functioning of the institute's academic programs. The body also advice syllabus revision, improvement in academic processes and other important decision pertaining to academics on the recommendations of the Academic Council. Further it approves new value added and certificate programmes.

Administration Transparency: The Institute maintains transparency in its administration by uploading the Minutes of Governing council meeting on the website, and circulate the minutes of the meeting with Heads of departments, students Council, Staff meetings of both teaching and Non-teaching. The institute's website provides access to disclosure documents like the Minutes of various meetings. There are committees both administrative and academic which ensures accountability and has adequate autonomy in decision making.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the S.R.Kanthi Teacher Training College has designed specific short term and long term plans.

The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participations and transparencies.

Quality improvement strategies adopted by the Institution for each of the following

- Curriculum Development
- Teaching and Learning
- Examination and Evaluation
- Physical Infrastructure Instrumentation
- Human Resource Management
- Industry Interaction Collaboration
- Admission of Students.

1. CURRICULUM DEVELOPMENT:

Since its inception, The college maintains Quality education by adopting the guidelines of the University Grants Commission (UGC), National Council for Teacher Education(NCTE),National Assessment and Accreditation Council (NAAC) and other related statutory bodies.

The curriculum for the B.Ed programme are designed subject to the norms of NCTE and 'RANI CHANNAMMA UNIVERSITY'

Curriculum revision begins at the Faculty level, where the Faculty handling the courses, make the necessary changes and the Revised Curriculum is placed in the Board of Studies. The Academic Council and finally before the Governing Body.

2. TEACHING AND LEARNING:

- The College makes provision for ensuring that all the outcomes expected of teachers are realized by using a wide variety of instructional approaches and closely supervised teaching internship.
- Regular Faculty meetings enable Faculty to share their teaching experiences and streamline the academic proceedings.
- Remedial Coaching, Preparation of Question Bank for all the courses ensure maximum performance of students.
- Technology incorporated in the classrooms using LCD makes curricular transactions more interactive.

3. EXAMINATION AND EVALUATION:

The College follows the Continuous and Comprehensive Evaluation to ascertain whether all the deep-level objectives have been attained at all times.

- The assessment components are in line with the number of credits allotted to each course.
- The academic calendar prepared at the beginning of the year incorporates the dates for beginning of the year incorporates the dates for the Revision and End Semester Examination.
- Semesterization of Practicum component ensures better mastery of the Practical work and prevents over-burden.
- An availability of Question bank ensures better academic performance of students.
- The Question paper scrutiny by the Scrutinizing Committee ensures better quality of the rest items.

4. PHYSICAL INFRASTRUCTURE/INSTRUMENTATION:

- Matters pertaining to the functioning of the library.
- The library has an exhaustive collection of books with additions every year.
- Classrooms are upgraded with an LCD Projector and Screen facilitating curricular transaction.
- All the laboratories have facilities for practical work and stock registers are regularly updated.

5. HUMAN RESOURCE MANAGEMENT:

- Participative management and decentralization accommodates the Faculty and administrative manpower to contribute to the well being of the Institution .In this manner of working, work is delegated to all and not concentrated at one place. The work load is this balanced .There is distinct committees to concentrate on a particular task.
- Meetings are held regularly for the Faculty and non-teaching staff to enable smooth functioning of the Institutional affairs.

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

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

Response:

S.R kanthi B.Ed College follows a flat organigational structure, which ensures quick and effective decision making and timely execution. The organisational structure of the institute is as follow:

The top most layer of the organisational stracture consists of governing council. The council is responsible for apex level decision making. The governing council members of the institute meet once in a year to discuss and deliberate upon the institutional requirements and unanimously take crucial decision for the betterment of the organisation. Director is the highest authority in the institute who plays a crucial role of implementation of decisions and suggestions given by the governing council from time to time. The director is responsible for running day to day administration and ensures smooth academic performance. The director gets assisted by the department heads, who shares the responsibility of director.

Governing council: The council's purview of working is academic as well as administrative. Some of the areas of decision are:

- Important financial decisions
- Infrastructure related decisions
- Approval of curriculum
- Change in policy matters
- Issues relating to NCET and Government strategic planning

Academic Council: Academic council consists of senior faculty members and principal. The council ensures academic readiness of the institute to meet corporate requirements. The body reviews the syllabus from time to time and evaluates the academic performance and progress of the institute.

Grievance Redressal Committee: The institute has a grievance redressal committee which consists of senior faculties students etc to help and address the issues faced by the members of the institution in a systematic manner as per the policy guidelines. Broadly it addresses-

- Student grievance
- Women grievance
- Employee grievance

1) Women's cell:

Formed by the head of the institution with a staff member and girl students as its members. This committee conducts the activities for the empowerment of girl students and conducts awareness programs regarding different relatives this committee conducted a program regarding different awareness about Health & hygiene for the students.

2) Placement cell:

This cell arranges programmes for career guidance, career counseling and programs for providing information about career opportunities across different industries. The cell also arranges workshops related to facing the competitive exams.

3) Cultural committee:

Planning and conducting of cultural activities and function like National days, talent days, science day, Various Jayanthi's etc is the responsibility of this committee.

4) Admission Committee:

This committee is responsible for maintaining smooth and steady flow of admission process, student counseling, maintenance of documents.

5) IQAC:

The IQAC strives hard for improvement of the institution quality in terms of overall development of the student fraternity. Programs like seminars, Workshops, lecture series etc are conducted by this cell with the aim of facilitating an added advantage to the student's knowledge and their personality development.

All the committees work under the guidance and supervision of the head of the institution and at the end of the academic year all personality development.

Service rules:

The teaching and non-teaching staff is bound by the service rules framed by the state government and the higher education department. The institution takes all the required steps to implement these service rules.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3 Implementation of e-governance are in the following areas of operation**1.Planning and Development**

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

Response: A. Any 6 or more of the above

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

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

Response:

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the state higher education department, Rani Channamma University Belgavi and the vision and mission of the college. It is based on feedback and suggestions in meetings with stakeholders such as college student, teachers and members of the parent teachers association(PTA), alumni and IQAC. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. Press releases are also issued by the institution to make public any significant achievement. The college also provides important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. The college has framed different committees/cell/bodies to enhance the learning levels of students, the quality and to involve students in academic activities. The committees/cells execute the activities as per plan of action designed at the beginning of the academic year. The activities that are conducted are documented. The activities implemented are evident through the minutes of the meetings. Few of these are mentioned below.

1. The NSS unit of the college has been conducting various programmes including the special camps. During 2017-18 special camp was organized in chikkadapur village, where the village was also adopted.

2. The youth Red Cross wing of the college had organized a blood donation camp in collaboration with AYURVADA HOSPITAL ILKAL.....
3. Admission committee assures to guide the students based on their capacity and interest to select the streams available in the college. Pre-admission counseling made to the students as well as the parents.
4. The anti-raggaig committee had invited the DSP, circle inspector of police and sub-inspector of police to make aware the students about consequence to be faced in case of ragging.
5. The women cell had conducted awareness programme regarding the beauty and welfare of the girls in sports...
6. The alumni associations had organized alumni meet.
7. The human right cell had invited a senior advocate to make the students aware about the fundamental rights and duties related for the students.

Another area which is given equal weightage in the institution is participation of all the teaching and non-teaching staff members in formulating the decisions concerned to the institution and the events/tasks conducted at the institution. the whole teaching and non-teaching fraternity actively participate in all the events or programs conducted at the institution like college annual day event, inaugural events all national festival celebrations.

All the departments, committees, council work under the guidance of the head of the institution and submit the report.

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

6.3 Faculty Empowerment Strategies

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

Response:

The staff working in the institution is eligible for various benefits and welfare measures devised by the government. These benefits are provided with the purpose of motivating the staff to show their best level of performance.

S.R.Kanthi college management training college management is cater their staff as family members and fully supportive in every way to improve their professional development of it's teaching and non-teaching staff. In the present scenario. The college ensures the professional development of the staff by:

- Encouraging faculty members for participating in seminar, workshops orientation and refresher

courses.

- Encouraging the faculty to publish research paper in National journal.
- Encouraging the faculty to take up membership of various state and local level researches.
- Training in computer and software management is provided to the staff members as per requirement.
- The canteen provides subsidized rates for the refreshment to the staff.
- Medical treatment with subsidized rate in Ayurvedic Medical College of S V M Sangha.
- Leave encashment.
- Loan facilities.

All these facilities are provided as per the government rules and regulations.

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 0

6.3.3.1 Total number of professional development /administrative training programmes organized by

the institution for teaching and non-teaching staff during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 17.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	7	2	0	0

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

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

Response:

S.R.Kanthi College has mechanisms in place for performance assessment and using the evaluations to improve teaching and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and co-curricular programs organized by the college, during the academic session Comprehensive evaluation by

students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The analysis report is implemented for the betterment of the faculty and other staff and with that the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation.

Teacher's Self Appraisal

* The College requires that the teachers furnish a self-evaluation form every year. This provides an insight into one's own assessment of effectiveness of the teaching style and its impact on the students. It highlights how the teacher handles different situations that affect the learning progress of the students. It also makes known the involvement of the teacher in both academic and administrative activities. Through this form, a teacher can showcase his/ her continuous professional development (paper presentations, publications, seminars and conferences attended) etc.

- The link for APAR is available on the website for the teachers to fill the annual performance appraisal report

Non-Teaching Appraisal

- Each employee fills and submits online the Annual Performance Appraisal Report (APAR). This Document is then Certified by the respective Reporting Officer of the employee and further certified by Reviewing Officer.
- Both Reviewing and Reporting Officers accord points to the concerned employee on a scale of 10 after a careful insight into the self-appraisal report filled. A constructive feedback is given to the employee so that they can further enhance their performance level and efficiency.

Teacher's Evaluation by Students

- Students are given the opportunity to provide their feedback of the teachers.
- As per the procedures outlined by the IQAC, the feedback forms are available online on College website and the Teacher-in-Charge (TIC) ensures that the students of the department fill the feedback questionnaire.
- The questionnaire is structured to elicit responses for parameters like communication skills, subject knowledge, discipline, work-ethics, and curriculum to provide effective mentoring and career guidance to students and grade the teacher's ability in creating an interactive, discussion-oriented and democratic classroom.
- The feedback is also collected from the teachers by the IQAC, regarding the improvement in syllabus, infrastructural needs and other changes if any. The IQAC also invites the suggestion from the parents during the PTA meetings.
- The alumni feedback is also collected during the alumni gathering.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The Institution conducts internal and external financial audits regularly. The allocation of funds for various activities is placed before the Purchase Committee and Finance Committee for getting approval and same is placed before the College Governing Body. The Financial Internal audited report is submitted to the Secretary of the Institution and the financial audit report to the Joint Director of Collegiate Education.

S .R .Kanthi College has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. All vouchers are examined by an internal financial committee on half yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed throughout the previous five years.

The mechanisms to monitor the effective and efficient use of financial resources are as follows:

The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses.

Institution conducts internal and external financial audits on a regular basis.

Mechanism for Internal Audit and External Audit is as follows.

Internal Audit:

- Internal audit is a continuous process which ensues after each and every financial transaction, whereby the college itself carries out the initial stage of the internal audit.

* In the initial stage, the officer in-charge scrutinizes and verifies the financial data. This is again scrutinized by the Administrative Officer and the Principal for clarity, authenticity, transparency and financial accuracy.

- Income/Expenditure is closely monitored by the auditor, the Principal and the Section Officer

(Accounts). The Institution is liberal, yet follows the strategy of restraint as far as the expenditure is concerned.

Proper procedure for purchases is adopted. Quotations are called for and prices are compared.

The audit wing of the UGC visits the college periodically and inspects all the files pertaining to the financial matters that the college has availed of and all the receipts and payments in the college.

- They, in turn, submit the audit report to the college authorities.
- Corrections are effected on the basis of the audit report and clarifications called by them are submitted as an audit reply.
- For the grants received from the UGC, utilization certificates are prepared according to the allowed expenditure under various heads.
- The Utilisation Grant Certificates are annually submitted to UGC.

External Audit:

- The external audit takes place annually after the completion of every financial year. The Chartered Accountant, who works as an auditor is appointed by the College. The program goes on for 8 to 15 days during the month of May/June.
- The bills and vouchers of the revenue expenditure are checked. The vouchers and proper record with the concerned Department of the capital expenditure is also checked and verified.
- Departmental Accession Register, Dead Stock Registers Purchase Registers are physically checked.
- The Utilisation Grant Certificates are also audited by the external auditor.
- Statutory external audit and assessment of Income-Expenditure and Receipt-Payment is also done by CAG.
- The audit objections/compliance, if any, is handled by the Accounts Department.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Link for additional information	View Document

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

Response: 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**Response:**

Budgeting and auditing procedures are regular and standardized. The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it honors all the legal limits and maintains transparency in The College is self-financed and does not get any grant for the conduct the programs. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college.

- Financial assistance needed for the development of infrastructure is provided by MDES
- Major resource of institutional funding is from tuition fees.
- The budget is prepared by the college each year and it is forwarded to the management for approval.
- For conducting any of the activity by the department, the budget will be prepared and given to the principal for approval.
- The scholarships given from the government and other boards are reached to the students directly to their bank accounts.
- Despite the use of playground and auditorium by faculties and students, it is utilized by the local society for conducting events and programs.

6.5 Internal Quality Assurance System**6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies**

Response:

The IQAC works as an initiator & supporter in improving the overall quality standards of the institution, be in the area of student learning quality or improving the teaching skills of students or preparing the students competitive outlook.

A brief explanation of practices institutionalized by the IQAC is presented below.

With the purpose of achieving the overall development of students and inculcating the necessary skills to help them to cop up with today's competitive and demanding world, the IQAC arranges the workshops and seminars for the students.

The IQAC at the institution works with the vision that, along with preparing the students academically superior developing the skills demanded by the corporate world and work environment should be given equal weightage.

The IQAC, throughout the academic year, arranges the seminars for the students. The seminars cover various fields of knowledge. Two sorts of seminars are programmed by the IQAC. The first one is areas related to the academic curriculum. These programs help the students to have\get the in-depth knowledge about the topics from their academic syllabus. It works as supplement nutrition to the teacher's teaching in the class. Through these kinds of programs the academic subject topics can be related to the events happening around the world. The IQAC works with the aspiration of shaping the minds of the students to look the beyond the classroom teaching and relate their learning with the practical environment around them.

Another kind of seminars programmed and conducted by the IQAC are about the topics not related to student's academic curriculum. The prominent areas covered by these programs is evolving the student's personality and installing the vital skills in them.

Today's world is becoming more and more competitive and demanding, hence the academic knowledge should be backed by other crucial personality skills to triumph the situation. Through these programs systematic efforts are made to help the students to develop positive mind set and develop appropriate attitude towards studies and related areas.

These programs will be advantages to the students to prepare for competitive professional exams. Through these programs various fields like communication skills improvement, personality development, leadership skills improvement and many other are covered.

Another practice initiated by the IQAC for improving the quality standards of the institution is conducting the workshop on teaching skills and skill of preparing TLM(Teaching Learning material).

Workshop is a 2 days program designed for imparting the knowledge to the students for the topics apart from the academic syllabus. These courses will be the extra teaching programs apart from the regular classes.

Both the teaching staff from the institution and the subject experts from outside would be as the resource persons for delivering the lecture in these programs.

The objective of these courses is to equip the students with the extra knowledge about the areas which will be helpful in their career prospects improvement.

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

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

Response:

Teaching learning is a continuous process that promotes skills knowledge and develops new proficiencies required to excel which in-turn requires students learning. Thus IQAC of S.R.Kanthi B.Ed college takes continuous review of teaching learning process structures & methodologies of operations and learning outcomes at periodic intervals. The tools used for review are feedback, mentorship, interactions etc.

Below are two examples of IQAC's review process.

Example 1: Learning Outcomes - feedback on PO, CO & PSO

In the beginning of the program academic calendar is prepared for the entire year, containing various conclave dates, festival dates, cultural event dates etc. Faculty members prepare their session plans keeping in mind the relevance of blooms taxonomy for their course. The course delivery mechanism is designed to achieve the CO & PSOs and ultimately the POs. IQAC of the institute, at the beginning of the course ensures the quality of course curriculum and justification of methodology used for delivering various objectives. Regularly, feedback about the effective delivery of course is taken and required improvement measures are being introduced by the IQAC. The committee also checks the suggestions given by students in suggestion box which is placed near the classrooms to get first hand review directly from the most important stakeholder of the program.

The next check point of IQAC is end term exams, student's feedback regarding the achievement PO and CO are collected. The analysis of the feedback is closely checked by IQAC, Principal along with Director corrective actions are suggested for the next cycle of course.

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

To compete in the corporate world, students need to be effective communicator, thus IQAC pays special

attention towards developing communication skills of students. At regular intervals IQAC calls meeting with mentors and guides them to take students to next level. This is ensured through regular mentor mentee meetings and analysis of mentorship reports thereof with mentors and IQAC in presence of Director of the institution.

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

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

Response: 29.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
41	39	39	17	11

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

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

Response:

The Institute thrives for perfections in giving the best services to the stakeholders in this process IQAC plays a crucial role for continuous quality check. Institute works in close coordination and tries to cater to the changing needs. IQAC ensures continuous up gradation of quality of inputs supplied to students.

Many incremental improvement initiatives are taken by the institute, these are listed below:

Institute is taking continuous and wide awake efforts to improve quality in academics

Since its inception the institution plans the teaching, learning and evaluation schedules by preparing academic calendar at institution and department level. The teaching, learning and evaluation activities in the institution are implemented according to the academic calendar, which is observed by head of the institution. Through interactive learning, experiential learning etc. efforts are being taken to build the student centric system. IQAC sets the standard for various activities and processes. It observes the process and measures the performance against the set standard.

It suggests remedial actions in case of variation. It prepares the policies, plans, Formats and documentations in order to furnish the requirements.

Some of the initiatives of IQAC contributing in incremental improvements since its inception are:

Mapping of Course and Program Outcomes

Project Based Learning (PBL) scheme

Introduction of Training Sessions to students

MOU with National and International Institutes

Strong Mentoring System

Enhancement to digital and multimedia content in Library

Organising Alumni meet

Organising workshops and Conclaves for students

Organising co-curricular and extracurricular events and activities

Promoting sports and healthy lifestyle

The evidence of success can be seen in entrepreneurship records, strong alumni base of the institute and corporate connect.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

7.1.1- In order to save energy following are used :

- **Use of solar energy** – Our college has solar panels installation work is progressive on the roof top of our college building on the, these panels ensure that college run entirely on solar power thus saving electricity.
- **Use of LED bulbs** – The LED bulbs are used in the Principal room, office room, class rooms, in library, inside and outside the college.
- **Use of generator**- Our college uses the power generator as an (11th plan of UGC) alternative energy source.
- **Use of UPS** – UPS are use in computer room, library, office, principal room, individual staffroom and classrooms.
- **Use of water Boiler** – Water Boiler usage in hostel to get hot water for bath.

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

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

Response:

7.1.3 – Institution waste management practices include

Waste management steps includes

- Solid waste management or Segregation of waste
- The campus ensures the cleanliness through the use of dustbins in the college premise, the classrooms and the restrooms.
- The posters displayed in the college regarding maintenance of the waste
- City Municipal Ilkal carry the accumulated waste at regular intervals.

- E-waste management
 - The E-waste such as UPS and batteries saved in safe place.
 - N.S.S. unit – Our Education college has a NSS Unit conductsmall awareness programmes,to educate how to manage theE-waste in college.

File Description	Document
Any additional information	View Document

7.1.3 Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Any other relevant information	View Document

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

Response:

- Plastic free campus.

- The college has always taken initiative to keep the campus clean and green.
- Our Institution provides garbage collected in the premises to a municipal vehicle of Ilkal .
- Wall poster are fixed on various place of the college premises for the awareness of plastic free campus.
- The College Canteen functioning in the college campus also ensures that plastic milk bags wastages are disposed through appropriate segregation and they serve the food in paper plates and proper hygiene is maintained.
- Our College students are committed to reduce plastic footprint.
- N.S.S. unit contributes towards maintenance of clean campus.
- Use of dustbins of various colours for clean and green campus in college inside and outside.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Link for additional information	View Document

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

Response: 0.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.35400	0	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

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

Response:

7.1.8 – Institute puts forth efforts leveraging local environment. Location, knowledge and resources. Community practices and challenge.

- The campus environment practice of monitoring and mentoring progress of the students supports and enhance the effectiveness of the faculty and students developing leadership qualities through real work situation among the students is another feature.
- The institute has 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 governance.
- Our institute tries to includes the habit of responsible interaction with environment resources. We teach our student to create balance resilience and interconnectedness that allows to human society to satisfy need following course helps use to inpose environment among students corporate social responsibility
- Resource management practice support and encourage performance, improvement, planning and implementation strategies the college maintains functional internal quality management system inclusive practice and excellent relationship with stalk holders and thus nurses real academic institutional nature.
- Our College encourages the use of red granite local resource for flooring and wall setting, small amount of red granite is also used for making nameplates.
- And use of effectiveness wall poster fixed in college given information and knowledge of local important icons of Ilkal and Ilkal surrounding of historical places.
- The college encourages the girl teacher trainee and women faculty to wear Ilkal Sarees on the occasion of national and college functions and insists the male teacher trainees and faculty to wear khadi in order to support Khadi and village industries.
- College provide Ilkal Sarees for guest as a token of love

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

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

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

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution’s website	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1

- **Title of the Practice : Thought for the day**

Our teacher trainees will prepares thought for the day and present one by one everyday. They will prepare note on thoughts get the approval of anyone of the faculty members on previous day before presentation and it will be presented in front of all teacher trainees and faculty members after yoga and meditation.

- **Objectives :**

- 1.To provide opportunity to every trainee to search different journals, books, newspapers, magazines and source books for the thoughts related different walks of life.
- 2.To help them develop the power of expression and comprehension of language skills.
- 3.To acquaint with the value system and the biographies of the great personalities and their contributions to man kind.

- **Procedure :**

Every day before commencement of the theory classes teacher trainees assemble in auditorium hall, after completion of yoga, meditation and newspaper reading every teacher trainee will present thought for the days on rotation basis. Thought is written on display board and it is placed in college corridor for whole working day.

- **Impact :**

Every teacher trainee develops habit of reading books, news papers, magazines, autobiographies and contacting the resource persons and there by expose themselves to the world of purity, humanity, hard work, dignity of labour, dedication and effortless, contribution of national and international personalities.

- **Resource :**

Principal and faculty members, library and internet, magazines and reference books, daily newspapers.

Best Practice 2

Title of Practice : National integrations songs in different languages

Our teacher trainee will be practicing group songs, national language like- Kannada, Telugu, Malayalam, Assam, Hindi and Marathi. The practices are supported staff and guidance CCRT. One of the faculty members

Asst. Prof.B.H.Manmathanal – Physical director and

Smt.Shankamma.H.Kopparad faculty are being trained in CCRT. CCRT is provided a kit on national integration activities.

- **Objectives :**

- 1.To provide basic knowledge on national languages.
- 2.To help them to maintain national integration and good mental health for students.
- 3.To acquaint of the knowledge and skills of different national language.

- **Procedure :**

Before commencement of theory classes all teacher trainees assemble in auditorium hall do practice yoga and meditation, and then they will go by practicing invocation songs on national integration in different national languages. It will be practiced thirty minutes everyday.

- **Impact :**

That every teacher trainee enjoying phonetic styles of different national languages its usage components.

- **Resources :**

Our staff member Asst. Prof. B.H.Manmathanal – Physical director and

Smt. ShankammaH.Kopparad lecturer are undergone trainee in CCRT is handling the activities. CCRT is provided a kit.

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

7.3 Institutional Distinctiveness

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

Response:

7.3.1 Performance of the institution in of distinctiveness related to its vision priority and thrust.

Empowering the students to be responsible, competent and committed teachers in the global society

- **Use of assistive technologies**

To make teaching and learning effective we using verity of assistive technologies such as online based learning, project based learning, OHP based learning, smart class based learning and computer based learning and also got the prize as district green champion for Bagalkot district and got recognised Swacchata action plan institution, got Art and Crafts Self NGO and VENTAL Programme organised by MGNRC under Hyderabad zone.

- **English language training**

In every year, college organised workshop in English language training for Teacher Trainees and give knowledge in English language also improve students confidence , for this our college MOU with the SVM Arts, Commerce and Science College Ilkal.

- **Education to students interested in National service**

N.S.S. started at our college in 2018 and conducted village campus and slum area camp and received certificates.

- **Education to students interested in cultural activities**

The college encourage students in cultural activities, drama in one nation and one constitution and election process, Arrange our college Vishay Sampadikarana training science teacher in Taluk Programme, fresher's day, traditional puppet show, talent day, quiz competition in awareness of voting and handloom day, yoga day, fit India day, Mother's Day from Girl's Islamic organisation Ilkal, Kannada Rajyotsava, Kannada Kavigoshti, Independence Day, Republic Day etc.

- **Education to students interested in extension activities and environment consciousness**

The college encourages of students in extension activities and environment consciousness such as CTC camp, YRC camp, Red Ribbon, covid 19 unit, swaccha Bharat, Blood donation camp, World Environment Day etc.

- Our institution consists of an indoor and outdoor stadium as well as a swimming pool which is shared with our graduate college

Thus, our college moulds the character and carrier of each student by making them individuals and this is our most distinctive future.

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

5. CONCLUSION

Additional Information :

ADDITIONAL INFORMATION :

- To produce more E-learning content.
- To give boost to action research activities.
- Research initiatives to be taken up with research reputed institutes at national and international level
- To start one year B.Ed Programme
- To get autonomy to our College
- The Institution providing consultancy service to our past students who are now working as teacher, local school teachers, district officers and different departments.
- Our institution Staff members recognized by various local and national bodies and are associated with such organizations and guide DIET research projects.
- Meritorious students are allowed to use library and other facilities of the college.
- Local and surrounding school management requests us to arrange interview and select best students for their schools.
- Campus selection is also organized.
- Students were continuously under observation. Feedback is provided during practice teaching. Each staff member also mentors students progress and advice regularly.
- All teacher trainees empowered by guidance and counseling student interaction.
- To monitor the regularity attendances have been maintained in the daily attendance book and Bio metric.
- Organizing co-curricular activities, workshops, orientation programme, micro-teaching simulated practices, and school visit to lessons observations for preparing pre-internship programmes.
- Faculty members encourage our institution to prepare articles for magazines.
- Human empowerment programme and whole programme was lead by girls students.
- Our college initiated cleanliness mission throw swachha bharat abhiyana conducting various awareness programmes through the year.
- All the parents appreciated the facilities provided and teaching –learning process.
- Students also collect feedback during send off means (DEEPDANA)function at the end of the course.

Concluding Remarks :

CONCLUSION

To conclude, despite of all the constraints ,our college has taken all possible steps to provide quality education to the aspiring rural youths with clear focus on empowerment and enrichment of the teacher trainees for their upward mobility, economic welfare and quality of life, our college striving hard to contribute to its mite to social transformation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: E. Any 1 or none of the above</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>88</td> <td>96</td> <td>95</td> <td>95</td> <td>92</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>44</td> <td>46</td> <td>45</td> <td>46</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	88	96	95	95	92	2020-21	2019-20	2018-19	2017-18	2016-17	43	44	46	45	46
2020-21	2019-20	2018-19	2017-18	2016-17																	
88	96	95	95	92																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
43	44	46	45	46																	
2.1.3	<p>Percentage of students enrolled from EWS and Divyangjan categories during last five years</p> <p>2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years</p>																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	92	51	100	47

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
85	103	91	96	95

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

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

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

Answer After DVV Verification: E. Any 1 or none of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
06	02	02	02	02

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
06	03	03	03	03

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

	<p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 90 Answer after DVV Verification: 86</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p>
2.4.4	<p>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</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning

	<p>3. Effective use of social media/learning apps/adaptive devices for learning</p> <p>4. Identifying and selecting/ developing online learning resources</p> <p>5. Evolving learning sequences (learning activities) for online as well as face to face situations</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : Input edited as only photographs are provided.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p>

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

(* 'Schools' to be read as "TEIs" for PG programmes)

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

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

2.5.2	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Answer before DVV Verification : 6 Answer after DVV Verification: 0</p>																				
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Answer before DVV Verification : 188 Answer after DVV Verification: 107</p>																				
2.7.2	<p>Average pass percentage of students during the last five years</p> <p>2.7.2.1. Total number of students who passed the university examination during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1310 1046 1444"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>96</td> <td>89</td> <td>92</td> <td>93</td> <td>93</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1525 1046 1659"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>91</td> <td>89</td> <td>92</td> <td>93</td> <td>93</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	96	89	92	93	93	2020-21	2019-20	2018-19	2017-18	2016-17	91	89	92	93	93
2020-21	2019-20	2018-19	2017-18	2016-17																	
96	89	92	93	93																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
91	89	92	93	93																	
2.7.4	<p>Performance of outgoing students in internal assessment</p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</p> <p>Answer before DVV Verification : 75 Answer after DVV Verification: 91</p> <p>Remark : Input edited as per the clarification documents given by HEI.</p>																				

3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p>																				
3.2.2	<p>Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</p> <p>3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 987 1046 1122"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>1</td> <td>2</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1200 1046 1335"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Remark : Input edited as per the clarification documents.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	5	1	2	0	2	2020-21	2019-20	2018-19	2017-18	2016-17	0	1	1	1	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
5	1	2	0	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	1	1	1	3																	
3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1653 1046 1787"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>9</td> <td>5</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1865 1046 2000"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>5</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Remark : Input edited as Excluding day celebration.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	7	7	9	5	8	2020-21	2019-20	2018-19	2017-18	2016-17	4	4	5	3	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	7	9	5	8																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	4	5	3	3																	

3.3.3	<p>Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years</p> <p>3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>100</td> <td>100</td> <td>97</td> <td>99</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>100</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The input should be less than or equal to total number of students.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	92	100	100	97	99	2020-21	2019-20	2018-19	2017-18	2016-17	92	100	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
92	100	100	97	99																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
92	100	0	0	0																	
3.3.5	<p>Number of awards and honours received for outreach activities from government/ recognized agency during the last five years</p> <p>3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	4	0	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	2	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	0	0	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	0	0	0	0																	
3.4.2	<p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 7</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p>																				

2020-21	2019-20	2018-19	2017-18	2016-17
8448063	7671018	1139145 6	614278.9 3	6918267

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
84.48063	76.71018	11.39145	66.14278	69.18267

Remark : Input converted into Lakhs.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8448063	7671018	1139145 6	614278.9 3	6918267

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.40299	0.00900	0.48726	0.0	1.41796

Remark : Input converted into Lakhs.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8660746	7338984	9674586	1073592 3	8719510

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
86.60746	73.38984	96.74586	107.3592	87.19510

Remark : Input converted into Lakhs.

5.1.2 **Available student support facilities in the institution are:**

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

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: C. Any 6 of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	7	0	2	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	7	2	0	0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
42	39	37	17	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

41	39	39	17	11
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7.1.3 **Institution waste management practices include**

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

Answer before DVV Verification : C. Any 2 of the above

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

Remark : Input edited as per the geo tagged photograph.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35400	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.35400	0	0	0	0

Remark : Input edited as INR into Lakhs.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>100</td> <td>100</td> <td>99</td> <td>99</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>100</td> <td>100</td> <td>99</td> <td>99</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	92	100	100	99	99	2020-21	2019-20	2018-19	2017-18	2016-17	92	100	100	99	99
2020-21	2019-20	2018-19	2017-18	2016-17																	
92	100	100	99	99																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
92	100	100	99	99																	
1.4	Number of outgoing/ final year students who appeared for final examination year wise during																				

the last five years..

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
94	89	92	95	93

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
91	89	99	95	93

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
92	100	100	99	99

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
92	100	100	99	99

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	13	11	12	13

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	13	11	12	13

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8660746	7338984	9674586	10735923	8719510

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
457.280	457.280	460.998	209.18	186.44