



## **YEARLY STATUS REPORT - 2022-2023**

### **Part A**

#### **Data of the Institution**

**1. Name of the Institution** **S.R.K. COLLEGE OF EDUCATION,  
RAICHUR**

- Name of the Head of the institution **Dr. Arunakumari T**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **08532230305**
- Mobile No: **9113270672**
- Registered e-mail ID (Principal) **arunaellur10@gmail.com**
- Alternate Email ID **srk.bedrc@gmail.com**
- Address **opp.mahathma gandhi stadium  
raichur**
- City/Town **Raichur**
- State/UT **KARNATAKA**
- Pin Code **584101**

**2. Institutional status**

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

- Location **Urban**
- Financial Status **Grants-in aid**

- Name of the Affiliating University **Raichur University Raichur**
- Name of the IQAC Co-ordinator/Director **Sri. Baswanthraya A Patil**
- Phone No. **08532230305**
- Alternate phone No.(IQAC) **9113270672**
- Mobile (IQAC) **09845051119**
- IQAC e-mail address **baswnthrayapatil@gmail.com**
- Alternate e-mail address (IQAC) **srk.bedrc@gmail.com**

### 3. Website address

<https://srkbededurcr.com/>

- Web-link of the AQAR: (Previous Academic Year) <https://srkbededurcr.com/iqac.htm>

### 4. Whether Academic Calendar prepared during the year?

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: [https://srkbededurcr.com/calender\\_ofevents.htm](https://srkbededurcr.com/calender_ofevents.htm)

### 5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B+</b>	<b>2.62</b>	<b>2017</b>	<b>28/03/2017</b>	<b>27/03/2022</b>

### 6. Date of Establishment of IQAC **10/04/2017**

### 7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>0</b>	<b>0</b>	<b>0</b>	<b>Nil</b>	<b>0</b>

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

## NAAC guidelines

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

### 9.No. of IQAC meetings held during the year 4

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

Refining the student- teachers to use a technology based teaching learning process specially online mode.

Organizing yoga and personality development programs.

Planned to develop various teaching skills and strategies in an efficient way.

Organizing the soft skill development programmes.

Academic calendar of event was made more comprehensive by including diverse activities and successfully implemented by the IQAC.

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

Plan of Action	Achievements/Outcomes
Plan for effect to implementation of practice of micro- teaching	To be a competent teacher in the class micro-teaching skills were improved among the student teachers.
Plan of conducting various skill and strategies development programmes.	Many skill and personality development programmes were conducted during the year.
Institutional academic calendar of events.	The institutional academic calendar of event designed by the institution is successfully executed.
To focus on the new environment of digital teaching learning method	Classroom teaching is continued with the digital teaching learning process. Student teachers were entertained to develop learning skills through ICT.
Organization of seminars/internship programs for student-teachers.	Various programs were organized under IQ AC.

**13.Whether the AQAR was placed before statutory body?** **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Tagore Memorial Education Association	04/04/2022

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

**Part A****Data of the Institution**

<b>1.Name of the Institution</b>	<b>S.R.K. COLLEGE OF EDUCATION, RAICHUR</b>
• Name of the Head of the institution	<b>Dr. Arunakumari T</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>08532230305</b>
• Mobile No:	<b>9113270672</b>
• Registered e-mail ID (Principal)	<b>arunaellur10@gmail.com</b>
• Alternate Email ID	<b>srk.bedrc@gmail.com</b>
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• State/UT	<b>KARNATAKA</b>
• Pin Code	<b>584101</b>

**2.Institutional status**

• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>
• Financial Status	<b>Grants-in aid</b>

• Name of the Affiliating University	<b>Raichur University Raichur</b>
• Name of the IQAC Co-ordinator/Director	<b>Sri. Baswanthraya A Patil</b>
• Phone No.	<b>08532230305</b>
• Alternate phone No.(IQAC)	<b>9113270672</b>
• Mobile (IQAC)	<b>09845051119</b>
• IQAC e-mail address	<b>baswnthrayapatil@gmail.com</b>
• Alternate e-mail address (IQAC)	<b>srk.bedrc@gmail.com</b>
<b>3. Website address</b>	<a href="https://srkbededurcr.com/">https://srkbededurcr.com/</a>
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://srkbededurcr.com/iqac.htm">https://srkbededurcr.com/iqac.htm</a>
<b>4. Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://srkbededurcr.com/calendrofevents.htm">https://srkbededurcr.com/calendrofevents.htm</a>

**5. Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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<b>6. Date of Establishment of IQAC</b>	<b>10/04/2017</b>
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<b>7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.</b>					
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>0</b>	<b>0</b>	<b>0</b>	<b>Nil</b>	<b>0</b>

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>
• Upload latest notification of formation of IQAC	<a href="#">View File</a>

<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
Refining the student- teachers to use a technology based teaching learning process specially online mode.	
Organizing yoga and personality development programs.	
Planned to develop various teaching skills and strategies in an efficient way.	
Organizing the soft skill development programmes.	
Academic calendar of event was made more comprehensive by including diverse activities and successfully implemented by the IQAC.	
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	

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Organization of seminars/internship programs for student-teachers.	Various programs were organized under IQ AC.

13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> <li>• Name of the statutory body</li> </ul>	

Name of the statutory body	Date of meeting(s)
Tagore Memorial Education Association	04/04/2022

14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-22	19/01/2023

15.Multidisciplinary / interdisciplinary	
Our teacher education institution follows the curriculum prescribed by the University of Raichur which offers B.Ed	

program. Additionally our institution is having KSOU study centre for B.Ed course.

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

Our teacher education institution is affiliated to University of Raichur (Karnataka). We are following CBCS system. For regular course running we follow the university guidelines, curriculum and examination work. Most of the faculty members were involved in university work like paper setting, valuation and other assigned works. Further we will implement the academic Bank of credit according to University guidelines.

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

The significant skills and competence is must be within the active focus of the institutional processes. Keeping the vision and mission of our institution we create a centre of excellence by training and empowering our young minds. It is a teacher education institution the course itself is a skill based one in teaching learning process. Every student teacher should be empowered with teaching skills enabling the students for the 21st century conditions. We develop number of teaching skills like micro teaching and macro teaching. In addition with this college will organize various talks related to personality development, development of skills like communication skills, life skill programs etc. With the view to enhancing employability skills, institution conducted many programs.

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

The institution aims at integrating culture and language. Through education a lot of importance is given to local culture and local traditions. Students are made aware of rich heritage of our country by the organization of various cultural, traditional, literature programs. We have adopted two language formulas to teach the student-teacher for getting mastery over the regional language. Drama, singing, rangoli and other traditional activities were performed by the student-teachers for preserving and spreading the culture and traditions. To inculcate culture and values every year we participate in local cultural events to give a best performance.

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

Best outcome is the most important aspect of any institution. The prime duty of every institution is to focus on outcome based education. For best outcome, we strive to provide the cognitive

abilities namely remembering, understanding, applying, analyzing, evaluating etc. Micro-teaching skills helps to become a best teacher in their future. The institution provides certain resource materials for the trainee teachers in the form of TLM, SIM, best guidance/ tutorials TET /CET coaching etc, as a formal support to the student- teachers. The institution provides all possible support to cope up with modern education. With spirit of CBCS system course syllabus have been designed with due consideration of social needs. The best part of our institution is 100% result with more than 80% distinctions every year.

## 20.Distance education/online education:

Online classes were held regularly during the pandemic. Keeping aside the negative impact of lack of face to face learning, online education has tremendous impact on teaching-learning. Teachers are using many online platforms like Google meet, team link, ZOOM etc in their teaching learning process. College has been organized various webinars and seminars during the year. Our college is running distance education learning resource centre that is KSOU Mysore since 2002.

## Extended Profile

### 1.Student

2.1 100

Number of students on roll during the year

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

2.2 100

Number of seats sanctioned during the year

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

2.3 50

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

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

2.4 **100**

Number of outgoing / final year students during the year:

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

2.5 Number of graduating students during the year **100**

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

2.6 **100**

Number of students enrolled during the year

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

## 2.Institution

4.1 **1885485**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 **50**

Total number of computers on campus for academic purposes

## 3.Teacher

5.1 **16**

Number of full-time teachers during the year:

## Extended Profile

### 1. Student

2.1	<b>100</b>
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Number of students on roll during the year

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

2.2	<b>100</b>
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Number of seats sanctioned during the year

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

2.3	<b>50</b>
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Number of seats earmarked for reserved categories as per GOI/State Government during the year:

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

2.4	<b>100</b>
-----	------------

Number of outgoing / final year students during the year:

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

2.5 Number of graduating students during the year	<b>100</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.6	<b>100</b>
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Number of students enrolled during the year

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

<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	<b>1885485</b>
4.2 Total number of computers on campus for academic purposes	<b>50</b>
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	<b>16</b>
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	<b>16</b>
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p><b>The curriculum is the significant aspect for any course. All the academic activities are conducted as per the curriculum. As our college is affiliated institution. Hence, we follow the prescribed curriculum by the Raichur University, Raichur (Karnataka).</b></p> <p><b>The curriculum consists of teaching days, date of internal examination, curricular and extracurricular activities. The colleges organizes orientation program every year for the newly admitted student teachers to ensure that they should be aware of the mechanism for curricular delivery and implementation. This curriculum is implemented according to the prescribe calendar of</b></p>	

events given by the University within the stipulated period.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

<b>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</b>	<b>D. Any 2 of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<b>Nil</b>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## 1.2 - Academic Flexibility

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

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

**9**

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

**1.2.2 - Number of value-added courses offered during the year****0****1.2.2.1 - Number of value-added courses offered during the year****0**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****0****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****0**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<b>No File Uploaded</b>
Course completion certificates	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

<b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b>	<b>Two of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<b>No File Uploaded</b>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

<b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>
<b>0</b>

<b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>
<b>0</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<b>No File Uploaded</b>
List of students enrolled and completed in self study course(s)	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

### 1.3 - Curriculum Enrichment

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

**The curriculum plan is the significant role in any course. The basic objective of Curriculum construction is to provide knowledge and application. As we follow the prescribed curriculum provided by the Raichur University Raichur. Before the commencement of regular classes the induction program has been conducted. In the program student teacher are oriented above course outlines, Activities, rules and regulation of the college. The knowledge has been provided through giving micro teaching skill, Integration skills, college based lessons and school based lesson during their course of period and in the internship they get provided practical knowledge to serve in the school about 52 days.**

**The course provide an opportunity to apply and practice theoretical aspect in real life situation through field experience, presenting seminars, teaching skills by giving the college based and school based lesson. Values through taking participation in various co-curricular activities and celebrating national festival's.**

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

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

Modern curriculum reflects a holistic approach in learning. Indian school system now tends to force more on skill based technology. Indian position in education system is in high rank so India proves to be a best choice to those wish to pursue higher education compared to other countries. International education promotes career opportunities, economic development, and personal growth. Academic activities are designed and executed to familiarize the students with diversity in school system both Indian and international level. Diversity in the school builds critical thinkers. Diversity in the school develops Social awareness diversity in the school gives best academic outcomes. International system of education offers more diverse range on learning such as online learning, exchange program, interdisciplinary courses which helps the students to broaden their goals in the learning areas. The institution strives to provide such education. The institution includes integrating knowledge from various disciplines. Introduction of new learning environment by using and outdoor field study connecting science with other subjects by presenting a unit which explores the impact of weather. Students are made aware of functioning of schools through various activities of field engagement programs undertaken in the institution.

Students are exposed to the historical development of Indian education system formal schooling to latest technology structure. They learn about the functioning of state and Central curriculum methods strategies evaluation and examination system. They made familiarize about the functional difference among the

above. This comparative perspective helps in diverse choice within the Indian education system.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**Institution 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 both theoretical and practical understanding of teaching -learning.**

The practical understanding of teaching as a profession is provided through skill practicing at micro-teaching level. The most important component of the teaching-learning process is learner, as all the activities and the whole process is centered and planned around him. After mastery over micro- teaching skills they are provided to participate in simulated conditioned macro level practices with the objectives of maximum professional understanding. The institution follows and promotes varieties of teaching methods such as indo- deductive, project based, discovery learning etc. Which helps to promote collaborate event cordial group learning in all the domains of learning namely cognitive psychomotor domains. They are provided the group work field study as well as internship under experience based curriculum. Student teachers develop scholastic proficiency, leadership qualities, classroom management etc under practicing teaching programme. Student teacher student professionally by providing all in necessary skills and strategies of teaching learning system. They prepare the lesson plan with the different approaches namely ICT based, value based, use of digital technology. The record will be maintained for every performance. They will be allowed to participate in different co-curricular and extra- curricular activities along

with their curricular activities like celebration of national days, important events of school/ college, celebration of school festivals ,participating in art and culture events.

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

#### 1.4 - Feedback System

<b>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</b>	<b>All of the above</b>
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File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected, analyzed and action taken</b>
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

### TEACHING-LEARNING AND EVALUATION

#### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

100

**2.1.1.1 - Number of students enrolled during the year**

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year**

50

**2.1.2.1 - Number of students enrolled from the reserved categories during the year**

50

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

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

0

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

year	
0	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<b>No File Uploaded</b>
List of students enrolled from EWS and Divyangjan	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

## 2.2 - Honoring Student Diversity

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

**The institution follows a continuous and comprehensive system of evaluation for its students, involving both internal and external assessments conducted on a regular basis. The internal assessment includes various methods for evaluating students' performance and overall development. Here's a breakdown of the internal assessment components mentioned:**

1. **House Examination** (conducted twice for each sem): These are likely written tests or exams held within the institution to assess students' knowledge and understanding of the subjects they are studying.
2. **Assignments:** Students are likely given assignments related to their coursework, which they need to complete and submit within specified deadlines. The quality of these assignments may also be assessed.
3. **Seminars:** Students might be required to participate in or present seminars on specific topics. Their performance in seminars could be evaluated as part of the internal assessment.
4. **Attendance:** Regular attendance and punctuality are often important factors in student assessments. It reflects a student's commitment to their studies.
5. **Discussion Lessons of the Students:** This likely refers to students actively participating in class discussions and

sharing their insights and opinions. This could be evaluated as part of the internal assessment.

This comprehensive approach to assessment aims to evaluate not only academic performance but also the holistic development of students, including their personality traits, extracurricular activities, and organizational skills. It helps in identifying areas where students excel and areas that may require improvement.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	<b>Six/Five of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<b>No File Uploaded</b>
Photographs with caption and date, if any	<b>No File Uploaded</b>
Any other relevant information	<a href="#">View File</a>

<b>2.2.3 - There are institutional provisions for</b>	<b>Two of the above</b>
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**catering to differential student needs;  
Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

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

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

**14:1**

##### **2.2.4.1 - Number of mentors in the Institution**

**15**

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

#### **2.3 - Teaching- Learning Process**

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

**The college adopts a student-centric teaching methodology aimed**

at transforming students from passive recipients to active learners. Here's a summary of the key elements and practices of this teaching approach:

1. **Individualized Learning:** The teaching methodology recognizes that students vary in their ability to comprehend and absorb information. It focuses on allowing each student to understand and learn at their own pace. This approach helps boost students' confidence and encourages independence in their learning journey.
2. **Comprehensive Understanding:** The college provides students with a comprehensive understanding of the course material from the beginning. This approach allows students to self-assess their performance throughout the course, leading to better learning outcomes.
3. **Internal Assessments:** Internal assessments include methods like problem-solving exercises, dictation, fieldwork, and individual written assignments. These assessments encourage independent work, build confidence, and improve writing skills.
4. **Seminars:** Seminars are a key component of internal assessment. Students are required to present their assignments before the entire class, helping them overcome stage fear and enhancing their presentation and communication skills.
5. **Fieldwork, Internships, and Projects:** These practical components, integrated into the curriculum, offer students opportunities for experiential learning and problem-solving. They help bridge the gap between theory and practice.

This approach acknowledges the diverse needs and expectations of individual students and aims to provide them with a well-rounded education that goes beyond traditional didactic teaching methods. By focusing on active learning, practical experience, and individual growth, the college aims to prepare students for a dynamic and competitive future.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	Nil
Any other relevant information	<b>No File Uploaded</b>

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

100

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

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

**Five/Six of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

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

The institution's focus on mentoring programs is commendable, as it plays a crucial role in enhancing the learning experience for students and promoting their overall development. Here's a breakdown of the key components of these programs:

The institution has mentoring arrangements at various levels:

- Section in-charges act as mentors for students.
- Students are divided into tutorial groups, and tutors offer guidance and support on a wide range of issues, from academic challenges to personal development.
- Teachers provide guidance on lesson plan preparation and other academic matters.
- These mentoring arrangements help students address a variety of concerns, including teacher behavior, content difficulty, motivation, and personal development, creating a conducive learning environment.
- Senior faculty members take on the role of mentors for newly appointed teachers in the college.

The institution's emphasis on mentorship and case study programs demonstrates its commitment to facilitating student learning and development, both academically and personally. It also supports the professional growth of newly appointed teachers, ultimately contributing to the overall quality of education and the well-

being of the college community. These initiatives are likely to lead to more engaged and successful students and educators.

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

<b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b>	<b>Five/Six of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**The institution actively fosters student creativity and skill enhancement by organizing a range of activities such as crafting, preparing teaching aids. Additionally, the college arranges various competitions to further encourage student participation. These initiatives are particularly beneficial for students from rural areas and those from low-income families, as these skills contribute significantly to their development. By supporting these endeavors, the institution plays a vital role in motivating students and promoting skill development in creative fields, thereby enhancing their overall life skills.**

The institution promotes a hands-on approach where students are motivated to create models as part of their teaching and learning process. This involves crafting charts and other engaging materials that serve as effective aids during lessons. By encouraging these practices, the institution aims to transform typically dry subjects into captivating learning experiences through innovative resources.

Guidance is provided to students to infuse creativity into their teaching materials, making even the most mundane topics intriguing. This initiative emphasizes self-preparation, empowering students to independently craft these innovative resources. By taking ownership of their teaching materials, students develop self-reliance and self-sufficiency in preparing for their classes, which significantly enhances the quality of their teaching.

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

#### 2.4 - Competency and Skill Development

<b>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b> <b>Organizing Learning (lesson plan)</b> <b>Developing Teaching Competencies</b> <b>Assessment of Learning Technology Use and Integration</b> <b>Organizing Field Visits</b> <b>Conducting Outreach/ Out of Classroom Activities</b> <b>Community Engagement</b> <b>Facilitating Inclusive Education</b> <b>Preparing Individualized Educational Plan(IEP)</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<b>No File Uploaded</b>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>	<b>Six/Seven of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<b>No File Uploaded</b>
Documentary evidence in support of each selected activity	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

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

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

**Four of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<b>No File Uploaded</b>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social**

**Four of the above**

**media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity</b>	<b>All of the above</b>
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## Preparation of term paper Identifying and using the different sources for study

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

**First, students receive comprehensive knowledge and training in the subjects they will be teaching, as well as the necessary teaching skills. This phase ensures that they have a solid foundation in both the content and pedagogy of their subjects.**

Once they have acquired the required knowledge and skills, the students are then assigned to different schools for a teaching practice program. In the case of teaching practice in government schools, permission from the District Education Officer is obtained to facilitate this experience.

During this time, the students are divided into small groups, with each group typically comprising 10-15 students. They are expected to be present in the schools during regular working hours and actively participate in all school activities. After completing the initial phase of teaching practice, the students are required to deliver two criticism lessons, one for each of the teaching subjects they have been preparing for. These lessons are observed by teacher educators who specialize in the respective teaching subjects. The purpose of this observation is to assess the pupil teachers' performance, identify any shortcomings and strengths in their teaching methods, and provide constructive feedback. In the fourth semester the students will undergo the internship training for 52 days. Where they perform all the teaching activities along with field work.

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

**2.4.9 - Number of students attached to each school for internship during the academic year****2.4.9.1 - Number of final year students during the academic year**

100

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

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

Nine/All of the above

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

**2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure**

optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Monitoring mechanisms for students during their internship are essential to ensure that they are gaining valuable experience, meeting learning objectives, and performing well in their assigned roles. These mechanisms help educational institutions, employers, and students themselves track progress and make necessary adjustments. Here are some common monitoring mechanisms for student internships:

Assigned supervisors or mentors should meet with the interns regularly to discuss their tasks, progress, and any challenges they may be facing. Provide constructive feedback to help interns improve their performance and offer guidance on how to meet learning objectives. Develop clear internship plans and learning objectives at the beginning of the internship. These objectives should align with the intern's educational goals and the organization's needs. Periodically review and adjust these objectives to ensure they are being met.

By implementing these monitoring mechanisms, educational institutions and employers can ensure that student interns receive a meaningful and educational experience while identifying opportunities for improvement in their internship programs.

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

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<b>No File Uploaded</b>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	<b>Five of the above</b>
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<b>No File Uploaded</b>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>2.5 - Teacher Profile and Quality</b>
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<b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b>
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<b>16</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

**2.5.2 - Number of fulltime teachers with Ph. D. degree during the year****3**

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

**2.5.3 - Number of teaching experience of full time teachers for the during the year****18****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****18**

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

**The College offers a spectrum of opportunities for faculty development and growth. Faculty members have the privilege to**

attend various developmental programs like orientation, refresher courses, Induction Training Programmes, workshops, seminars, and symposiums, both organized by governmental and non-governmental bodies. Upon participation, the institution further supports faculty development through IQAC's seminars, fostering an environment for professors to share their experiences.

The institution emphasizes continuous professional growth, enabling faculty to pursue higher education through the Faculty Development Programme (FDP). Recognition for accomplishments is evident through institutional honors, awards, and acknowledgments during meetings and through public platforms. The Principal actively advocates for staff pursuing higher qualifications such as PhDs and applying for competitive exams like NET, fostering an environment conducive to professional advancement.

This comprehensive array of opportunities, support, and recognition provided by the institution allows educators to thrive professionally and stay updated with the evolving trends in education.

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

## 2.6 - Evaluation Process

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

**The institution has a continuous and comprehensive system of internal evaluation for the student -teachers. As the course has 4 semesters. Each and every semester has its own pattern of internal evaluation.**

- 1) Two periodical tests for all semesters
- 2) Writing assignments and presenting the seminars for all the semester
- 3) Microteaching and presenting kills in the first semester
- 4) In the macro lesson college based as well as school based

lessons in 2nd semester.

5) Using the ICT basics, students will give digital lessons as well as PPT presentation in the second semester.

6) School based lessons, criticism lessons and unit plan unit test are the important part of 3rd semester of internal evaluation.

5) In the fourth semester the students will undergo the internship training for 52 days.

Apart from above mention method of CIE the institution also conducts the following other methods on regular basis.

In each teaching method weak students are identified and special classes are organized for them which provides additional support and help them to improve their academic performance. The criticism lesson is also the part of internal evaluation system. Here the students will be tested their perfection in writing the lesson plan and the presentation of the lessons in schools. And the most important aspect of the student teacher is preparing them for the theory examination here the teacher educator will prepare them for the final examination.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually</b>	<b>Five of the above</b>

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

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

The college has established a transparent mechanism for addressing examination-related grievances and follows the guidelines and rules set by the affiliating university for conducting Continuous Internal Evaluation (CIE) and semester-end examinations. Here's an overview of how the college handles examination-related matters:

**Institutional Examination Committee:** At the institutional level, an Examination Committee is formed, with a senior lecturer as the convener and other teaching and non-teaching staff as members. This committee is responsible for managing issues related to the evaluation process. The process is as follows:

- Teachers distribute evaluated answer scripts to students, and any clarifications or grievances are addressed by the teacher.
- Internal marks are displayed on the notice board for students to access.
- If students notice any discrepancies, such as mistakes in question papers, marks allocation, or corrections, the concerned teacher resolves the issue, and necessary corrections are made.
- If a student-teacher remains unsatisfied with the marks awarded even after the initial resolution by the teacher, they can represent the matter to the Examination Committee.
- All such representations are taken positively and are reassessed by another teacher if needed.

**Internal Assessment Marks Entry:** Internal assessment marks are entered into the university web portal in a time-bound manner. Students can log in to the portal individually to view their performance.

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

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

The college follows a systematic process for planning and communicating the academic calendar, examinations, and internal assessments. Here's an overview of how this process is carried out:

1. **Academic Calendar Preparation:** At the beginning of each academic year, the college prepares an academic calendar that aligns with the calendar of events of Gulbarga University, Kalaburagi. This calendar includes the yearly schedule, including holidays and important activities.
2. **University Examination Dates:** The specific examination dates for semester-end examinations are decided by the university. The college receives information from the university about these dates and adheres to the university's schedule for conducting examinations.
3. **Internal Examination Dates:** The College decides and displays the dates for internal examinations well in advance. These dates are published on the notice board, providing students and faculty with the necessary information to prepare for the internal assessments.
4. **Internal Assessment:** The College conducts internal assessments, and student-teachers are informed well in advance about the dates of these assessments. The internal assessment dates are typically included in the calendar of events prepared at the beginning of each semester or academic year. This information is also made available on the college's website for easy access by students and faculty.

By following this structured approach, the college ensures that

all stakeholders, including teacher educators and student-teachers, have clear and advance notice of important dates, events, and assessments. This allows for effective planning and execution of academic activities throughout the year.

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

## 2.7 - Student Performance and Learning Outcomes

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

**The evaluation methods and tools employed to measure the achievement of program-specific outcomes are delineated below:**

The assessment of program outcomes and their specific counterparts relies on the course outcomes within the relevant courses. This assessment encompasses both direct and indirect approaches. Direct methods involve examinations that aim to enhance students' knowledge and skills in alignment with measurable course outcomes. These course outcomes, which define specific knowledge and skills, are applied to problems presented in university and internal examinations, as well as home assignments.

The determination of program outcomes is made through an assessment committee, concluding the level of achievement. At the semester's conclusion, the university administers examinations based on published results to measure course outcomes. Students receive assignments at the conclusion of each module, encouraging them to consult textbooks and authoritative references to understand and address the problems presented.

Per semester, two internal tests serve dual purposes: ensuring students have reached the desired competencies at the module level and assessing the attainment of corresponding course outcomes. By evaluating student performance in these tests and aligning their answers with expected skills and course outcomes, the level of attainment of specific course outcomes within the subject is assessed.

This approach incorporates a comprehensive evaluation strategy that combines direct assessment methods, examinations, assignments, and internal tests to thoroughly gauge and measure the attainment of program-specific outcomes.

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

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

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

### 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

Monitoring the progressive performance of students and their attainment of professional and personal attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is crucial for identifying areas for further improvement. The peer teaching sessions are in concurrence with PLOs which are monitored through understanding the self, reflective journal, portfolio & EPC. A formative assessment is given to substantiate personality traits, academic participation to enhance pedagogical competencies and professional responsibilities.

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

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

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

**95**

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

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

**The performance of students in an assessment task reflects how well they have grasped the material and applied what they have learned. It can provide insights into their overall learning progress and whether they have successfully addressed their initially identified learning needs. Here is an overview of the process:**

##### **1. Identifying Learning Needs:**

**At the beginning of a course or a learning period, instructors or educators typically assess the students' prior knowledge, skills, and learning needs. This involves written assessments, surveys, teaching sessions, microteachings and discussions to understand where students are starting from and what areas they**

need to improve.

### 1. Setting Learning Objectives:

Based on the identified learning needs, educators set clear learning objectives that outline what students should be able to achieve by the end of the course or specific learning module. These objectives serve as the criteria against which students' performance will be assessed.

### 1. Adjusting Learning Strategies:

Based on the assessment results and reflection, both students and teachers make necessary adjustments to their learning strategies. This involves additional study, seeking help from educators or peers, or modifying teaching methods for educators.

At our institution the student progress is monitored, identified for improvement, and ensured that learning objectives are met.

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

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

**Yes**

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

**0**

File Description	Documents
Data as per Data Template	<b>No File Uploaded</b>
Sanction letter from the funding agency	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

0

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

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

**One of the above**

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

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for**

**Three of the above**

**creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations**  
**Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<b>No File Uploaded</b>
Copyrights or patents filed	<b>No File Uploaded</b>
Any other relevant information	<a href="#">View File</a>

### 3.2 - Research Publications

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

**0**

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

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

**0**

File Description	Documents
Data as per Data Template	<b>No File Uploaded</b>
• First page of the published book/chapter with seal and signature of the Principal	<b>No File Uploaded</b>
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	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

### 3.3 - Outreach Activities

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

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

40

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

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

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

40

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

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

**185**

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

**185**

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

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

**The thrust area of this institution is sensitizing the student teachers towards community development and social issues. The institution always encourages women student trainees to empower themselves. They are made self-reliant academically and educationally. Parents with required expertise are invited to college to contribute academically. Outreach activities like Swach Bharat, AIDS awareness, Environmental awareness, Blood donation camp, participating in women's issues, societal issues, conducting health camps, legal awareness programmes in collaboration with local authorities, Students also took part in National programmes. Both first and second year student teachers**

were involved in developing innovative and ICT based plans for high school children.

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

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

1

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

## 3.4 - Collaboration and Linkages

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

3

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

3

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

### 3.4.2 - Functional MoUs with institutions of National and / or International importance,

**other universities, industries, corporate houses etc. during the academic year****0**

File Description	Documents
Data as per Data Template	<b>No File Uploaded</b>
Copies of the MoU's with institution / industry/ corporate houses	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

**Five/Six of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

**The college is located in the heart of the city with having its own building. There are adequate infrastructures with required facilities. The facilities are Library cum Reading room with**

computers, printers, Scanner and Xerox facilities, Language Resource centre, Mathematics Resource centre, Science Resource centre, Educational Technology Resource centre, Social Science Resource centre, Health & Physical Education centre, Sports room, Psychology lab, ICT Resource Centre, Art and Craft room, Multipurpose Hall, Ladies waiting room, Music Room, Separate Toilets for Male and Female Students and staff, Seminar Halls, 4 Class Rooms, Administrative Office, Management Room, Principal's Chamber, Canteen, Women's cell, Carrier & Guidance Cell, Grievance and redressal cell, Placement Cell, Separate Cubicles for all staff members, Visitors room, Store rooms, Wi-Fi Facilities for student, RO filter water coolers, Fist-aid box, CCTV Cameras for security, Fire & safety too. Special facilities are provided for physically challenged students. Separate Biometric system of attendance is available for staff and student-teachers. Sports Resource Room is equipped with sports materials.

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

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

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

**4**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<b>No File Uploaded</b>
Link to relevant page on the Institutional website	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

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

**155857**

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

#### 4.2 - Library as a Learning Resource

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

The College library has Easy Lib and N-list software which is available to use for both staff and students. The Library has about 14,843 books including reference books. Education related Journals have been subscribed regularly. Nearly 15 journals were available for the readers during the year, 270 Reference books for Competitive examinations like TET, K-Set and NET etc. The downloaded e-journals also found in the college software. The Library has Computers with LAN connection with printer, scanner and Xerox machine. Students were utilizing the provided facilities. There is an adequate space in the reading room. Library advisory Committee comprising of the Principal, Librarian, two faculty members, representative students and library attendant is formed by the college to discuss various issues of the library support like.. upgrading of material collection such as purchase of new books , technical issues related to computers library software , internet services, photocopy facility etc. The technology cell of the college takes care of the technological maintenance including media / computer services. The library is open from morning 9:00am to 9:00pm during examination period.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

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

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

The library has computer with internet facilities. Teachers and students use computer and internet to access freely available various kinds of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids etc., The library is used almost on each working day as and when on required basis both faculty and student-teachers. The institution library has subscribed "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", provided by Easy lib software.

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

<b>4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases</b>	<b>Three of the above</b>
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File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**27904**

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

**4.2.5 - Per day usage of library by teachers and students during the academic year****4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year****800**

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<b>Nil</b>
Any other relevant information	<a href="#">View File</a>

<b>4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are</b>	<b>One of the above</b>
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**obtained as gifts to College**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**4.3 - ICT Infrastructure**

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

**ICT facilities are regularly updated. The institution has ICT cum language laboratory with requisite numbers of computer, partially automated library, advanced equipped educational technology room and an ICT enabled seminar halls, multi-purpose hall with a LCD projector and screen. The college is in possession of desktops. The desktops are running on windows 7, and windows 10 operating systems. At present, the college has a broadband connection, and this facility is accessed in day to day work. Staff members and Student-teachers are having the facilities to make use of computers (ICT and Library). The College library has Easy Lib and N-list software which is available to use for both staff and student-teachers. Internet and other facilities were provided to the office. OHP, slide projectors, LCD projectors, projection screen, Electronic podium etc are available in the institution used for the teaching learning process.**

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

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

**1:3**

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

<b>4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)</b> <b>Opt any one:</b>	<b>E. &lt; 50 MBPS</b>
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File Description	Documents
Receipt for connection indicating bandwidth	<b>No File Uploaded</b>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<b>No File Uploaded</b>

<b>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</b>	
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<b>Nil</b>
List the equipment purchased for claimed facilities along with the relevant bills	<b>No File Uploaded</b>
Link to the e-content developed by the faculty of the institution	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

**4.4 - Maintenance of Campus and Infrastructure****4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)****1885485**

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

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

The college has its own procedures and policies for maintaining and utilizing Physical, Academic and Sports facilities. The infrastructure of the institution is well-maintained so that student-teachers and faculty members can get best utilization out of them. Physical cleanliness and maintenance of the campus is monitored through regular inspection. There are well set class rooms, seven laboratories, multipurpose hall, Easy-Library with reading room, sports room, and canteen. The maintenance of building, class rooms and other physical facilities are being done by the management. Regular maintenance of the water cooler and water purifier is done by out sourcing agents. The maintenance of reading room and stock verification of library books is done regularly by library staff. Furniture and other equipment are provided adequately. The ICT equipments and computers are maintained annually. The management and institution pay attention to maintaining the classrooms and ensure uninterrupted teaching-learning activities. All the faculties are free to submit their requirements to the principal regarding repairing and maintaining the classroom furniture and other equipments etc. For the smooth functioning of the system the institution has maintenance and utilization mechanism of physical, academic and support facilities. Various Clubs, cells and committees formed every year by the IQAC academic and support facilities. All formalities related to the purchase and

disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. This relationship is rigorously followed. The management look after the college maintenance and minor repair of furniture, electronic and electrical works.

File Description	Documents
Appropriate link(s) on the institutional website	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls</b>	<b>Seven/Eight of the above</b>
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**Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls**  
**Indicate the one/s applicable**

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>A. All of the above</b>
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File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

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

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>28</b>	<b>100</b>

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

**5.2.2 - Number of student progression to higher education during the academic year****5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****37**

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

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

**12**

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

### **5.3 - Student Participation and Activities**

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

For smooth functioning of the institutional activities and programs the IQAC has constituted Student union and Kannada sangha. The Kannada sangha and students union will organize the different educational activities. The college union is constituted by identifying students individual talent on talents day program. The series of programs were held during this academic year the classes programs and activities were conducted as per the calendar of events. The union performs many curricular and extra-curricular and activities on the and off the campus. One of the faculty members will be the students advisor all the programs were monitored by the head of the institution. Always students are involved in making college development and in the progress of IQAC. The portfolios are General Secretary, Joint secretary, Ladies representatives, Sports secretary, Cultural secretary and Tour secretary. In

Kannada sangha the portfolios are vice president, treasurer, ladies representatives and the members for these the principal is the chairman and one of the faculty member is in-charge. The various activities of club and committees will be organized and supported by the student union. This union operates with the sense of responsibility in dealing with the students concern activities. Even it involves and encourages participation of student representatives in various decisions making specially the academic activities. Student union opinions and suggestions are considered to take measures in terms of students perception. Institution gives more importance for all round development of the students which contributes to educational spirit and community welfare.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<b>No File Uploaded</b>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

### 5.4 - Alumni Engagement

#### 5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes

significantly for the development of the institution. Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

**The institution has registered the Alumni association. The body members meet on a regular basis to encourage alumni related activities regularly. The alumni members are also invited for various academic, cultural and social events held in the college as invites to motivate the student- teachers, give feed back to the institution for quality improvement. Always our College management will also interact with alumni. The alumni members were participated on eve of Gokulastami a programme organized by the ISKON in the college. On 13/08/2022 college has felicitated the freedom fighters. In this programme the alumni was actively participated. In this way they were always invited to share their views and experiences.**

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

<b>5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support</b>	<b>Five/Six of the above</b>
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File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<b>No File Uploaded</b>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<b>No File Uploaded</b>

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The SRK College of education Raichur has a registered body of alumni association. This association has the governing body with framed bylaws. The motto of association is to encourage members to take active participation to show interest in the progress of the college. The body members meet on regular basis to encourage academic related activities. The alumni members are also invited for various activities held in the college to motivate the student teachers give the feedback for quality improvement. College management also interacts with alumni. The alumni has contributed for the development of institution through valuable feedback and guidance. This association supports and gives assistant for all round development of the institution. All the outgoing student teacher were eligible to become member of the alumni association. Alumni association acts as an effective

support system to the institution in motivating students as well as recognizing nurturing any talents in them. Many alumni members were working as teachers in different schools had their support in providing their valuable time and suggestions for quality of the institution. It a kind of reciprocal relationship of faith in each other that has kept lively interaction between college authorities and the alumni. The alumni provide a platform for its members and the student-teachers to work together on research, got better placement and carrier guidance.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

**To operate the vision and mission of the institution the management provides all the necessary support to manage, supervise and administer the college affairs. Our management is the best supportive system and the backbone of any task and its implementation.**

Our institution has the vision, to educate the students to explore their potentials, do the best that they are capable of doing and become effective, humane, global teachers and useful citizens of the country. With this we have set of mission to transforming the hidden potentials of the students into realities. To enable the students to develop a holistic personality with productive thinking. To enable the students to fulfill themselves with growth, happiness and satisfaction. The college is in the path of reaching out these through giving the best quality of education and practical knowledge by conducting various activities like talks, seminars, skill development programmes (teaching skills, communication skills etc) in this regard we have best governance and an effective leadership and participatory mechanism. The head of the institution will take all the academic decisions and responsibilities for effective

and efficient functions of the college to realize it's goal. In terms of vision and mission of under the guidance of management committee. The committee will supervise the activities and gives the feedback for the betterment. The management takes active participation in the function for the effective leadership. To achieve the vision and mission of the institution the college Development Committee (CDC) has been formed.

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

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

**Our institution values active participation from all stakeholders in various developmental activities when addressing institutional challenges. Decentralization involves the delegation of authority and responsibility to employees. This delegation of authority and responsibility is on the bases of their competence and commitment to meet out the institutional objectives. We have great faith in the capabilities of our faculty and promote the decentralization of tasks and transparency in our operations. The principal plays a pivotal role in leading and executing our plans, ensuring effective implementation. To further engage the staff and student-teachers, we involve them in various committees and cells, including the Student Union, Kannada Sangha, subject-wise clubs, sports club, Management committee, IQAC committee, administrative committees work together to carry out a wide range of programs. The principal closely monitors the execution of these programs and activities, providing valuable guidance and oversight to ensure their success. This collaborative approach fosters a sense of shared responsibility and commitment among all members of our institution. This approach underscores our commitment to democratic principles of decentralization and**

participative management, as evidenced by the active participation of staff members and student-teachers in various committees and cells. Decentralized decision-making is a key feature of our institutional framework, with these committees serving as vital forums for collective decision-making and collaboration. These practices create dynamic and adaptable work culture for the success of any institution.

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

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

Institution place strong compasses on maintaining transparency across on the financial domain. Institution has a mechanism for regular internal and external audit system. We have our own internal audit mechanism system where internal audit is an ongoing continuous process. Annual financial audit account is done by chartered accountant regularly. The audit system for true and fair view of transaction with finding reliability and to know about its profit and loss. External financial audit is conducted by the state government through joint director of higher education.

**Academic:** To maintain academic transparency the institution follows guidelines given by the university. The college begins its function according to calendar of events provided by the university. All the academic and non-academic activities are scheduled as per the calendar of events. The work-load and time-table also prepared and circulated. To assess the student-teachers two periodic tests were conducted. Student-teachers will present the seminars and write the assignment and this helps them to enhance their presentation skills and writing ability. On the basis of their performance IA marks will be given to them and displays on the notice board.

**Administrative:** the college has transparency in administrative aspects by providing easy access to course outline. Transparency is maintained in admission process by following roaster and government/departmental rules. In the semester exam the

university rules has been followed. For the sake of transparency every examination block or hall has cctv cameras, good invigilation system and Squad visit.

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

## 6.2 - Strategy Development and Deployment

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

The micro teaching skill is the most significant aspect of the teacher education institution. To develop this competency the college ensures to provide necessary guidance and hands on experience.

Strategic plan for the micro teaching workshop.

a) Orientation b) guidance c) preparation d) practice e) feedback f) integration lesson g) extra practice for slow learners

### Implementation

a) The teacher-educators have given the orientation about micro-teaching cycle and micro-teaching skills.

b) Guidance: Given necessary guidance and provided model lesson plan to teacher trainees to write the lesson plan.

c) Preparation: Every teacher -trainee has written lesson plan and checked it out with the respective teacher-educator, and it has been checked thoroughly by the teacher-educator, if necessary given the re-write until the teacher trainees get the perfection in writing the lesson plan.

d) The peer team has been made for the practice and observed by the teacher-educators. The teacher-trainees would get the feedback from the peer group as well as the teacher-educators. In this way every teacher -trainee should undergo the micro-teaching cycle (plan, teach, feedback, re-plan, re-teach, re-

feedback)

e) **Integration lesson:** after the micro teaching skill practice the trainees have been presented integration lesson.

f) **Extra practice for the slow learners:** the student-teachers who have given the weak performance or slow in learning has given more focus on their learning and provided extra time for the practice.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<b>Nil</b>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

The institution is having its own organizational mechanism for the smooth running of the functions. The management and governing body has its own constituted bylaws, through which the rules and policies were followed. And the Management and Governing body make regulations for various co-curricular and extra-curricular activities. And the management delegates the authority to head of the institution and IQAC. The head of the institution and IQAC oversees planning, execution and enhancement of academic, co-curricular and administrative aspects. The college has various committees, cells and clubs. Each look after by the chairperson, convener (In charge) and members. The Anti-ragging cell, sexual-harassment cell and student grievance redressal cell work vigorously to protect the student-teachers. The academic committee work efficiently for the academic and administrative functioning of the college. The library committee also works for best academic environment. While examination committee handles semester examination as per the university guidelines. The student Union actively participates in cultural, sports and academic events. The college adheres government (KCSR) rules and regulations for the appointment and service rules and procedures.

File Description	Documents
Link to organogram on the institutional website	<a href="https://finance.karnataka.gov.in/info-4/Service+Matters/Leave+Rules/en">https://finance.karnataka.gov.in/info-4/Service+Matters/Leave+Rules/en</a>
Documentary evidence in support of the claim	<b>No File Uploaded</b>
Any other relevant information	<a href="#">View File</a>

<b>6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<b>No File Uploaded</b>
Geo-tagged photographs	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.
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<b>College has various communities' bodies and cells for its smooth functioning of activities. These committees take the responsibility to conduct meetings preparing action plans and their implementation. The committees are IQAC committee cultural committee admission committee anti ragging committee sexual harassment committee examination committee women's cell and library committee etc.</b>
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The cultural committee of the college holds number of meetings with the staff to have discussion about the participation in local organization of mungaru habba and Dussehra festival. The college cultural committee has been decided to take the participation in both the events. The principal has taken
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consent from the management. The several dance groups have been participated from all over the Karnataka state. Our college bagged first place in both the events. Passion of all the participants and in-charge were appreciated by the management and event organizers. The program had been organized by the organizers to celebrate the memorable occasion in the college.

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

### 6.3 - Faculty Empowerment Strategies

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

The institution place a strong emphasis on the welfare of both teaching and non teaching staff. To consider the personal requirements of the faculty, college offers various leaves including earned leaves, maternity leave and casual leaves. For the professional growth of the faculty members College allows to attend seminars, conference, workshops, orientation, refresher course and short term course etc. For the enhancement of knowledge and skills college organizers special talks from eminent personalities. The college supports higher education of faculty. And for the personal benefit of teaching and non teaching staff the college provides free Wi-Fi and e-resources. In addition to this the college organizes the computer and English language fluency classes for non teaching staff. The staff members who are availing management salary will get benefit of PF.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<b>No File Uploaded</b>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

**0**

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

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

**2**

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

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

**1**

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

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

**Our institution has established a performance appraisal system aligned with the guidelines provided by competent authorities. This system encompasses both teaching and non teaching staff who are required to submit their annual performance reports. The head of the institution conducts through review of the submitted reports assessing and evaluating the progress made.**

**This system encompasses teacher-educators, librarians and office staff who are responsible for submitting their annual performance evaluations. The internal quality assurance cell (IQAC) is responsible for cross checking and reviewing the annual performance report submitted by staff members to ensure adherence to the established standards and continuous improvement in performance.**

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

#### **6.4 - Financial Management and Resource Mobilization**

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

The institution maintains transparency and accountability in its financial issues by regular audit. The institution has a mechanism for regular internal and external audit system. We have our own internal audit mechanism system where internal audit is an ongoing continuous process. Annual financial audit account is done by chartered accountant regularly. The external financial audit is conducted by the state government through joint director of higher education.

To maintain the financial transparency, the private chartered accountant (CA) who verifies payable bills, balance sheet, income expenditure and accounts bank statements, receipt account etc.

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

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

0

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

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

The institution operates as an aided organization and does not receive financial support from any external bodies. Instead it relies solely on the support provided by the management and government and the tuition fees collected from the student teachers. Additionally the institution collects development fees in accordance with government norms to support various activities within the institution. Furthermore the college places strong and compasses on cost cutting measures every year. Efforts have been made to reduce expenses enabling the saved funds to be utilized for the productive purposes like purchases of books on discount bases, minimizing paper usages with single sided sheets being used for the various academic purposes.

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

## 6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) serves as the "Think tank" of the institution, playing a pivotal role in ensuring and enhancing the quality of teaching and school leadership, which are crucial factors in improving students' performance. The IQAC recognizes that effective teaching is fundamental to achieving effective learning outcomes. It is through the best teaching practices that effective learning plans can be developed, contributing to educational quality and excellence.

In light of this, the professional development of teachers is a key consideration. The IQAC has organized a multitude of seminars, guest lectures, and talks aimed at instilling a research-oriented mindset, uplifting knowledge, and fostering the exchange of ideas among student-teachers to enhance their skills.

The programs cover a range of topics, including effective teaching methods, the preparation of e-learning materials, the significance of internships, and the challenges that next-generation teachers may face in light of new policies. Furthermore, these initiatives aim to inspire student-teachers to become agents of positive change.

In addition to academic development, the institution focuses on holistic development, encompassing green initiatives, value-oriented programs, and ICT knowledge, which are delivered through seminars and guest lectures. The institution is dedicated to preparing students for excellence in both academic and career aspects. To this end, it provides guidance for students aspiring to qualify for the Teacher Eligibility Test (TET) and Common Entrance Test (CET) in order to secure permanent or government sector positions.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**The academic and syllabus monitoring committee is responsible**

for overseeing the progress of academic activities and syllabus completion. The institution conducts periodic reviews of its teaching-learning process, operational methodologies, and learning outcomes. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in this regard, with several activities aimed at assessing and improving the quality of education:

- 1. Students Feedback:** Students provide feedback on faculty, teaching-learning processes, and evaluation methods. This feedback significantly informs the quality of the teaching-learning process. All students are encouraged to provide feedback, ensuring a comprehensive and accurate evaluation. The entire process is managed by the IQAC, ensuring impartiality.
- 2. Academic Monitoring:** The Academic Monitoring Committee conducts regular classroom visits to assess the regularity and punctuality of class activities. The Principal is kept informed of these observations on a daily basis.
- 3. Syllabus Monitoring:** The Principal, who also serves as the Chairman of IQAC, closely monitors the progress of syllabus completion. The Principal ensures that the prescribed syllabus is covered within the stipulated time frame, thus maintaining the academic schedule. These monitoring and evaluation practices contribute to the institution's commitment to providing quality education and ensuring that students receive a comprehensive and effective learning experience.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**3**

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

<b>6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF</b>	<b>Two of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://srkbededurcr.com/minutsmeeting.htm">https://srkbededurcr.com/minutsmeeting.htm</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://assessmentonline.naac.gov.in/public/index.php/postaccreditation/aqar_hei_list">https://assessmentonline.naac.gov.in/public/index.php/postaccreditation/aqar_hei_list</a>
Consolidated report of Academic Administrative Audit (AAA)	<b>No File Uploaded</b>
e-Copies of the accreditations and certifications	<b>No File Uploaded</b>
• Supporting document of participation in NIRF	<b>No File Uploaded</b>
Feedback analysis report	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

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

The institution has laid out a comprehensive plan for the progressive development of its ICT section. Initially, staff members encountered challenges in adapting to computer usage and related materials. Learning about various devices and software posed a significant hurdle. Amid the COVID-19 pandemic, staff members exerted immense effort to adjust to the evolving mode of studies, with online sessions organized to educate them on managing lessons through digital platforms.

Equipped with newfound knowledge, staff members endeavored to enhance student-teacher development, passing on acquired techniques to uplift teaching methodologies. Consequently, student-teachers integrated online platforms and tools into their teaching practices, facilitating the explanation of complex subjects. A dedicated ICT lab was established for students, revolutionizing teaching methodologies and enhancing student comprehension.

Moreover, the institution fosters a culture of sports, regularly organizing activities for student-teachers. In response to the pandemic's impact, management initiated sports sessions to engage student-teachers, starting with indoor games like Chess and Carom-Board before transitioning to outdoor activities such as running races. While participation was initially tepid, staff gradually became more involved, inspiring students to join in, thus revitalizing campus enthusiasm for sports and fostering a spirit of sportsmanship.

File Description	Documents
Relevant documentary evidence in support of the claim	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of

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

**The alternative energy sources of our institution is made for proper implementation and efficient utilization of renewable energy source in such systematic way so as to minimize it's impact on the environmental and alternative energy source of opportunities for a student community to engage initiative for contributing to the mental protection**

The college manage has taken following

#### 1. Sensor based energy conservation

Automatic water level controlled sensor is used in overhead water tanks in the campus ground water is pumped up to overhead tanks using water pumps which are controlled by electric motors automatic water level control by overhead tank goes below or above the minimum or maximum level

#### 2. Use of LED bulb or power efficient equipment

Bulbs are filled with required energy and can use up to 90% less power when compared to in candy scent light bulbs places in the college for achieving proper lighting.

Renewable and nonrenewable energy awareness programs, specially the water management awareness programs were conducted during the year

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

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

**Our institution has stated policy and procedure for implementation of waste management procedure**

#### 1. Solid waste management

To reduce the waste the Institute, student and staff are

educated on proper waste management practices through lecturers, advertisements. In the campus waste is collected on a daily basis from various sources and is separated as dry and wet waste. Start by having different dustbins to segregate waste and ensure it is sent to local CMC. We host waste management workshops and encourage student to learn more about recycling and how different material like plastic, paper, electronic goods etc can be treated.

#### Institutional policy on waste management

The regulation of waste management requires in our campus to carry out a number of different activities.

**2. The development of legal and policy frame work setting of policy objectives implementation of this frame work including permitting and enforcement functioning data collection monitoring and evaluation.**

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

<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	<b>Two of the above</b>
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File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<b>No File Uploaded</b>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>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.</b>	<b>Two of the above</b>
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**Economical usage/ reduced wastage**

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<b>No File Uploaded</b>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**Enforcing initiatives like the Prime Minister's "Swachh Bharat Mission" is a commendable effort done at our institution, and it has several positive impacts on the college environment.**

**Efforts of the college in maintaining cleanliness and hygiene can be described into following actions-**

**1. Cleanliness**

- Provide door mats at the entrance of the college
- Keep trash bins at strategic places
- Recycling practices in the college
- Encourage students and teachers to keep things tidy.
- Organize cleaning day events like "Swachha Bharat", "Swachhata hi Seva" etc.
- Clean the campus facilities frequently.

**2. Sanitation**

- Events on personal hygiene
- Clean toilets
- Safe drinking water
- Proper disposal of Waste water
- Solid waste management

**3. Green Cover**

- Trees all around the buildings in the campus
- Tree plantation programs
- Use of natural lighting
- Maximizing air ventilation
- Rain water harvesting

**4. Pollution free healthy environment**

- **Ban on single use plastic**
- **Reduction in plastic usage in the campus**
- **Students encouraged to reduce plastic usage**
- **Usage of dustless chalks**
- **Implementation of paperless office**

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

<b>7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants</b>	<b>Three of the above</b>
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<b>No File Uploaded</b>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

<b>7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</b>
<b>4</b>

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

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

Our Institution ensures students with all the preparation necessary to succeed in their projects and to benefit from the learning experience that Community engagement provides. The institution organizes and takes part in Public conferences, guest lecturers, community talks, campus or community tours and other exchanges to build understanding and trust between the campus and community. The institution makes sure that the teachers are flexible in adapting the learning goals of the course to the practical needs of the community partner. Local community also tries to be flexible in choosing projects that will provide meaningful learning experiences for students. Raichur is a place where students and residents belong to a very wide range of communities with gap in financial status and thinking. Hence the college allocates all the students in various locations of the city so that the students can interact with wide range of people and acquire greater knowledge about the outside world. The teachers are trained to use local languages efficiently in the classroom and even in the practice-in-teaching, internship activities. They use it effectively to enhance their students learning. Teaching in kannada is made mandatory in some schools which encourages the students to interact easily with their students. Teaching in local language also supports the students in gaining confidence and involvement in their role as a teacher. As learning takes place in a social context, thus cultivating relationship among its members is highly important.

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

<p><b>7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized</b></p>	<p><b>A. All of the above</b></p>
<p>File Description</p> <p>Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University</p> <p>Web-Link to the Code of Conduct displayed on the institution's website</p> <p>Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct</p> <p>Details of the Monitoring Committee, Professional ethics programmes, if any</p> <p>Any other relevant information</p>	<p>Documents</p> <p><a href="#">View File</a></p> <p><b>No File Uploaded</b></p> <p><b>No File Uploaded</b></p> <p><b>No File Uploaded</b></p> <p><b>No File Uploaded</b></p>
<p><b>7.2 - Best Practices</b></p> <p>7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format</p>	
<p><b>1. Teaching Learning using ICT</b></p> <p><b>(Improvising classroom teaching through digital media.)</b></p> <p><b>The utilization of (ICT) has been instrumental in equipping teacher trainees with proficiency in contemporary information tools.</b></p>	

Teacher trainees should be equipped not only with the skills for traditional classroom teaching but also with the technology, particularly in the effective use of ICT tools to enhance the overall teaching and learning process.

Support is offered through the integration and application of cutting-edge technological advancements, including Google Classrooms, Teamlink laptops, tablets, and smart phones, all aimed at enhancing and enriching the teaching and learning experience. Several innovative ICT practices have been implemented, contributing to the college's enhanced quality. The incorporation of ICT tools has led to a highly effective, progressive, and transformative teaching-learning process.

### 1. Mentoring System

Our college places a strong emphasis on providing quality education and teacher training. Here are some key points:

- Priority on Guidance: The college prioritizes providing guidance to student teachers.
- Infrastructure: There is excellent infrastructure for academics, sports, and co-curricular activities.
- Coaching: The College offers coaching for TET.
- Practical Experience: Student teachers receive special guidance during their teaching practice, including writing lesson plans, presenting lessons, and facing real classroom challenges.
- Academic Support: Regular theory classes, tests, seminars, tutorials, and other activities are provided to support weak students and help in developing leadership qualities, communication skills, and personality.
- Management Support: The management supports and ensures the quality of the teaching and learning process.

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

### 7.3 - Institutional Distinctiveness

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

vision, priority and thrust in not more than 100 -200 words

1) Excellent In Higher Education 2) Empowerment Through Knowledge3) Inclusive Growth For Socio Economic 4) Change And Sustainable Development.

As far as Our mission and vision is concerned college always tries to implement the distinctiveness in the work .Our college has a large number of students from the surrounding villages. The number of girls students is more in number. The college always considered the progress of rural students is actual strength of the institution. The priority of the college is to provide quality and higher Education aimed at enhancing the required knowledge and skills. The college has organized a number of activities throughout the year in view of vision and mission statements. The students are also motivated to make presentation using advance technology the relation between the staff and student in the college is very good and it has a positive bearing on a student performance on various activities of teaching learning process, curricular and co-curricular events.

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