SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KUMADVATHI COLLEGE OF EDUCATION

DR. SHIVAKUMAR G S, PRINCIPAL KUMADVATHI COLLEGE OF EDUCATION, SHIVAMOGGA ROAD SHIKARIPURA - 577427 SHIVAMOGGA DISTRICT
577427
www.kumadvathibed.in/kceeng/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1. **INTRODUCTION**

About Swamy Vivekananda Vidya Samsthe (R) Trust

Swamy Vivekananda Vidya Samsthe (R) is a name in quality education and is a voluntary organization registered under the Indian Trust Act. The is having its head office at Shikaripura, is contributing its share in providing quality education, and is also engaged in social service Since 1996. The trust is rendering a remarkable service in the field of education by running several reputed and prestigious B.Ed. College. educational institutions. viz., P.U Science and Commerce College, High School, Residential Central School, Apparel Training and Designing Centre, First Grade College, PG Centre, Nursing School, and many Hostels. It is known for its selfless service and is continuously involved in social welfare and educational activities for 25 Years. The mission of the trust is to **"Do Best to do the Best".**

Sri. B.S Yaddiyurappa., the founder Chairman of SVVS(R) a true educationist as well as Chief Minister of Karnataka is the chief architect of the trust.

Sri. B.Y Raghavendra., Secretary, SVVS(R), and Member of Parliament, Shivamogga Constituency with his persistent efforts have developed the institution into a great temple of knowledge.

Presently **Sri. M.B Shivakumar** is the President, **Sri. Vijayendra** is the Treasurer, **Smt. Tejaswini Raghavendra** and **Smt. PremaVijayendra** is on the board of Directors of the Trust. With their commitment and entrepreneurial qualities are striving continuously for the development of trust.

About the College:

Kumadvathi College of Education is established in the year 1996-1997 and received Grant in Aid from the government of Karnataka. It is permanently affiliated with Kuvempu University and recognized by NCTE and also under UGC – 2f & 12(B) and NAAC Accredited with a "B" Grade (2.70 CGPA). It is housed in a well-equipped building as per the NCTE norms. It is situated on 16 acres of land adjacent to Shivamogga road, Shikaripura. The campus refreshes you with its scenic beauty, and calm & quiet environment, completely conducive to education. The college has a track record of providing good quality teacher education and gets almost 100% results and ranks every year.

Vision

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.**"**

Mission

Mission

- 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

Values

- To encourage creativity, independent thinking, and lifelong learning.
- To nurture and foster work, and enthusiasm and exhibit diligence and sincerity.
- To provide education that is cognizant of changing demands of our society.
- To develop sincerity, responsibility, and work culture.
- To provide the finest infrastructure, resources, and services to enhance the growth and development of every student

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

Strengths

1. Infrastructure Facilities :

- Well equipped Physical and Academic Infrastructure enabling a conducive atmosphere for teaching-learning,
- Inclusive Library for physically challenged students
- Sports facilities with a playground 400M, 200M track, and Indoor Auditorium.
- ICT facilities with Wi-Fi A total of 54 computers are available for students and staff.
- Up keeping the green canopy

2. **Student support :**

- Mentoring, counseling, and remedial teaching are provided to students based on their needs.
- The institution caters to an ample number of students belonging to categories like SC, ST, OBC, and differently-abled.
- Opportunities are provided for the all-round development of the students with emphasis on academic and non-academic activities such as Clubs, Field visits, and cultural activities.
- Training for Competitive Exams and spoken English classes
- Institutional developments are focused on women’s rights and safety

3. Teaching Learning Process

- Dedicated leadership of the Principal

- A team of humane, righteous, and enthusiastic teachers having absolute commitment towards their profession in the signature of the institution
- Participation in FDPs and Swayam courses
- All teachers are extremely committed, competent, and qualified.
- Distinguished and committed faculty exemplified by 9 faculties were Ph.D., more than 54 publications last 5 years in UGC/reputed journals, and 10 publications of books. Some faculty members have been honored at the National level

4. Skill, Value, and Competency Development

- Intensive Practice of Micro Teaching, Internship Programme, and Hands-on experience classes.
- In-house workshops/seminars are organized for academic development
- Personality development programs,
- Morning assembly with a reflective thought
- Extension activities and community-based projects.

5. Library :

- Automated digital Library
- The library is 173.75 Sq. mt and it has 13129 books,1441 reference Books,27 journals 11 Magazines & Daily Newspapers, 5 Computer with an internet facility of 100 Mbps speed, an N-List facility with 6000 e-resources, and e-library facilities made available to staff, students, alumni campus staff and students.
- Resource Centre with a huge collection of Rastra Kavi Kuvempu, Swamy Vivekananda, and Shiva SharaneAkkamahadevi-related literature.

6. Alumnae Association :

- Alumni Association is the backbone of the college. Highly supportive and co-operative alumnae association.

7. **Placement :**

- The outgoing students are assured of 100% job placement.

Institutional Weakness

Institutional Weakness

- To build linkages and collaboration with international, national local agencies.
- Additional infrastructural expansion as per the NEP 2020, for Integrated Teacher Education Programme (ITEP).
- Lack of Faculty and Student Exchange Programm
- Delay in Career Advancement Scheme (CAS): Due to the delay in the proceedings regarding CAS,
- Admission Procedure: The State government and parent University rules and regulations hinder the admission policies and procedures in filling up the seats.
- Delayed sanction of scholarships adversely affects the students and the college.
- Less scope is given to experimental studies with innovative practices due to the rigid almanac of the

cooperating schools.

Institutional Opportunity

Institutional Opportunity

- Opportunity for more collaboration related to the local economy, utilizing the expertise of alumni.
- Taking advantage of the strengths of the Management in introducing research centres and PG departments
- Ample scope for academic/professional enrichment Promotion of institution-community network
- Management support
- Geographical advantage
- Promote Indian culture through EPC programmes.
- Organize capacity-building programmes for student teachers, parents and local people
- Developing online courses to be included in the SWAYAM portal
- To extend collaboration with first-grade colleges, professional colleges and teacher training institutions, student exchange, faculty exchange and research.
- To motivate staff to publish papers in Scopus indexed, UGC -CARE and other reputed international journals.

Institutional Challenge

Institutional Challenge

- Setting up a new environment for multi-disciplinary/4-year ITEP with a strategic action plan. Planning a multidisciplinary flexible curriculum with disciplinary knowledge, pedagogical discipline, and apprenticeship-based vocational courses.
- Research on multi–disciplinarily in ITEP through different levels, interdisciplinary in the context of teacher education with respect to disciplinary knowledge and pedagogical dimension.
- The duration of different programs has enhanced so it is very challenging for 100% enrolment.
- Need to increase the number of publications in SCOPUS
- The rising cost of education
- Mushrooming of Teacher Education Institutes
- The attitude of the entrant toward the teaching profession
- Strengthening in-house research publications
- Collaborating with Ed Tech companies for developing online courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

a) **Curriculum Planning:**

Our college is affiliated with Kuvempu University, Shankaraghatta strictly follows the curriculum prescribed by it. The strategic plans of the college concerning academic flexibility and curriculum enrichment have made it an academic destination for both students and teachers of the state.

A well-structured Induction Programme is organized and students are oriented toward the Programme Learning Outcomes and Course Learning Outcomes. The PLOs and CLOs are also communicated through the Prospectus and uploaded on the college website. All programs are reinforced and complemented by practicum and assignments that enable students to develop inferential and exploratory capabilities besides making them a coherent understanding of the field of teacher education.

b) Academic Flexibility:

The students have adequate flexibility to choose Pedagogy, Optional and Elective courses. Qualified teachers are available to teach these courses. Students have a high range of flexibility in the selection of courses. All these courses are approved by the as per norms of the University.

Furthermore, beyond curriculum skills and competencies are developed through various value-added courses like Spoken English, English & Kannada Typing, and EPCT (Effective Pedagogy for Creative Teaching), etc. The college also earmarks various units of study for self-study besides being a local chapter for online SWAYM courses, Drawing, Tailoring, and Nursery Programmes.

c) Curriculum Enrichment:

As part of the curriculum enrichment, the college has a well-structured feedback mechanism, analyses the feedback taken from the stakeholders, and actions are taken as per the analyses.

College also provides ample opportunities for students to acquire and apply knowledge, skills, values, and attitudes to real-life situations through participation in different activities and competitions related to various learning areas.

During the Internship, students are trained to conduct action research, develop unit plans, and lesson planning, create and maintain resources and organize academic and co-curricular activities.

Collaborative Tasks namely, Micro Teaching, team teaching, Simulation Lessons, and ICT lessons are organized.

To develop skills and desirable attitudes among students Celebrations of days of significance, Sports day, Language Lab, ICT utilization in teaching, and Practice on national integration priority Learning programs are organized

Teaching-learning and Evaluation

Teaching-learning and Evaluation

a) **Student Enrollment and Honoring Student Diversity:**

The institution offers B.Ed., program. The intake of B.Ed. programs are 50 each per year. 75% of student enrolment is done through the Common Admission Cell (CAC) administered by the Government of Karnataka, strictly adhering to the rules and regulations of the University and NCTE norms. 25% selection is done by the Management quota based on entrance exam and merit. The admission committee of the college helps in the smooth conduct of the admission procedure.

b) Teaching-Learning Process, and Skill Development:

The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. Teachers utilize experiential learning, problem-solving methodologies, Active Learning Strategies, Reciprocal teaching strategies, Collaborative Learning, Flipped Classrooms, Blended Learning, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits, and case studies for enriching their students' perspective. They also use various ICT resources such as Google Classroom in providing a variety of learning experiences to the students. Students use ICT support for various activities that include Practice teaching, Internship, preparation, and presentation of assignments.

Workshops, seminars, guest lectures, and content enrichment programs are conducted for students to provide exposure to various aspects related to education. Models of Teaching and Innovative strategies in Advanced Pedagogy are practiced by the students to enhance their teaching skills and nurture creativity and intellectual abilities

c) Continuous Evaluation Process:

The evaluation system is both scientific and objective. It is both formative and summative in nature. The students of all courses are given a clear idea of evaluation at the beginning of the program itself during the orientation course and through the academic calendar. All records of attendance and term-end examination are documented. To achieve stated PLOs and CLOs, the CIA and suitable pedagogical approaches are utilized. College holds full transparency in the dissemination of details of each and every enrolled student which further helps in boosting enrolment and upgrading the quality of higher education. The pass percentage is 100% during the last five years. 88 % of students have secured more than 70% in internal assessment.

Infrastructure and Learning Resources

Infrastructure and Learning Resources:

a) Physical facilities

The college functions in an area of 4 acres 24 cents. We at this Institution, envision the holistic development of our students into vibrant professionals, conscious of human values and eco-friendly environment and competent in skills. To achieve the goals the college has a building with all amenities to accommodate classrooms with ICT facilities, 5 well-equipped laboratories, two well-equipped seminar and lecture halls, sports facilities, 200m and 400m track playgrounds, and provision for indoor sports. The academic infrastructure includes well-equipped ICT facilities in classrooms for teaching-learning, and internet facilities (Wi-Fi). Every year the physical infrastructure is upgraded with additional books and journals, ICT equipment, furniture, and other necessary equipment.

b) Library Facilities:

The library is 173.75 Sq. with a seating capacity of about 100 Students. The library has 13129 books, 1441 reference books, 27 journals, 11 magazines, and 10 daily newspapers, 03 computers with internet facility of 100Mbps speed, a Digital N-List Facility of 6000+ e-journals and e-books available for students, importantly our library includes a resource center where you can get sufficient information concerned to Swamy Vivekananda, Rastrakavi Kuvempu and Sharane Akkamahadevi and their literary contributions. A photocopy facility is also provided for the student teachers.

c) ICT facilities such as computers, Projectors, Printers, and reprography facilities are upgraded. The college is equipped with 3 separate NET (BSNL FTTH 100Mbps)-unlimited internet connections with Wi-Fi facilities are provided to staff and students. 54 computers are used for academic purposes.

d) Other facilities like

The institution has its website- which is updated from time to time.

The college has playgrounds for football, basketball court, and badminton court, and spaces for indoor games and yoga activities.

The college has a live recording studio for developing e-content.

An adequate budget is sanctioned every year by the management of the college to ensure the maintenance and augmentation of physical, academic, and support facilities.

The college also has Medical Room,

Guest House, Swimming pool, and Residential Quarters for the faculty.

The college is under CCTV surveillance.

The college has a generator (22KVA) for an uninterrupted power supply.

Student Support and Progression

Student Support and Progression

a) Student Support:

Kumadvathi College of Education has a keen sight and comprehensive approach to supporting its students. The institution organizes various career-oriented programs and personal counseling sessions which instill much-needed confidence in students and give impetus to their performance not only in academics but also in other activities in the curriculum.

A range of capability-building and skill-enhancement initiatives were organized in the Institution related to academic, technical, and organizational aspects. Student teachers have greatly benefitted from these initiatives to enhance their professional competencies. The institution has modern amenities to aid students learning. It includes a digitized library, book bank facilities, a hostel, and other facilities. Students get a scholarship from the Government as monetary benefits (from SSP/NSP/Vidyasiri/Motivational Scholarship) as they belong to

SC, ST, OBC, and minority groups.

b) Student Progression, Student participation, and activities:

The placement cell acts as the launch pad for students by holding skill development, and career guidance programs as well as campus drives for opening job opportunities. The average placement in the last five years, starting from 2016 to till now is an average of 75%. 60% opted for higher studies. The institution provides training to students to write competitive exams as well as in communication skills. The training has benefitted a large number of students to clear competitive exams. More than 50% number of students cleared TET, CTET, and other examinations from 2016-17.

The graduates of the Institution are employed in administrative positions and appointed as teachers in the government & Private sector in international, national, state, and local schools of high reputation.

c) Alumni engagement:

The college has a highly experienced and helpful Alumni Association which makes whole-hearted and credible contributions financially as well as in areas of student placement, orientation programs, curriculum development, student mentoring, serving as resource persons for content enrichment programs in different pedagogies, judges for various competitions, constant guidance and mentoring during practice-in-teaching, involvement in various student welfare measures in the institution and many more.

The Kumadvathi College of Education Alumni Association is a registered body under the society Act, of 1956.

Governance, Leadership and Management

Governance, Leadership, and Management

a) Institutional Vision and Leadership

Kumadvathi College of Education is one of the pioneer educational institutions governed by Swamy Vivekananda VidyaSamsthe(R), Shikaripura, Shivamogga District and has a rich experience of more than 26 years in the field of managing colleges and schools in the Malenadu the center districts of Karnataka. The college is affiliated with Kuvempu University. At present, SVVS Institutions are making great progress under the patronage of His Excellency Sri. B.S Yaddiyurappa., former Chief Minister of Karnataka., and the dynamic leadership of Secretary Sri. B.Y. Raghavendra., Member of Parliament, Shivamogga Constituency.

The representation of staff and students in committees and cells are functional in Governing Council, IQAC, Internship, and Examination Committee, Admission Committee, Research Committee, Student Welfare Committee, Placement Committee, Library Advisory Committee, Anti Ragging Committee, Grievance Redressal Cell, Internal Complaints Committee, etc. The committees meet periodically to evaluate the programs undertaken and discuss perspective plans.

b) Strategy Development and Deployment

A strategic plan for five years is prepared and the academic calendar is prepared in tune with the strategic plan.

c) Faculty Empowerment Strategies:

On average 10 professional development or administrative programs are organized for teaching and non-teaching staff. The college believes in the democratization of activities and information.

Progress is the impetus that drives the college, which at the same time rests on the well-being of the students and the staff. Welfare measures such as health and economics have been implemented effectively for the college fraternity.

d) Internal Quality Assurance System

Qualitative professional development and academic programs are organized in the college to extend incessant support to the staff in their professional pursuits. The IQAC and faculty member has been instrumental in overall quality assurance in teaching-learning processes. This collaborative effort has taken the college to new heights every year, aspiring for higher competitive goals in leadership, governance, and its institutional values. The IQAC conducted an Academic and Administrative Audit for the year 2019-20 and 2020-21.

Institutional Values and Best Practices

Institutional Values and Best Practices

- The institutional values and best practices of the institution are in harmony with its vision and mission with the idea of holistic development of students to give a new direction to society.
- The institution has Energy Conservation Policy, Waste Management Policy, and Water Management Policy. Awareness of Segregation and Management of waste including e-waste is provided to students because of Environment protection.
- The institution is committed to maintaining cleanliness and sanitation and provides opportunities for a healthy pollution-free environment. Seminars on Health and hygiene are organized.
- Green Audits are conducted to assess the performance of the institution in green initiatives and to promote environmental consciousness among students.
- To support green practices, the solar panel is installed for power use and upgraded.
- Student teachers are trained to use locally available resources to enhance teacher competencies. Community-related activities are organized to balance community engagement and students' goals. In view of this, visit various places of scientific and historical importance,
- Field study-Charaka,
- Waste management plant in Shikaripura.
- Plantation and plant distribution programs
- Vermicompost plant visit and orientation is given to villagers
- Some of the community engagement practices include Sensitizing the community to e-banking
- Rallies of Fit Indian Programme
- Rallies of Save Water in Thimlapura Village and HosadupadaHalli Village.
- Rallies on awareness of electoral rights Street plays highlighting the importance of the Right to vote.
- Soil Testing Demonstration
- Bio-gas plant visit
- Visit Rehabilitation centers and special schools. And many more.
- All wastes are disposed of through a proper waste segregation mechanism. Vermicomposting is done using Biodegradable Waste. E-waste and hazardous waste are also tackled effectively. Theme-based

Assemblies, seminars, extension lectures, cleanliness drives, workshops, competitions, mass pledges, interactive sessions, and skits are organized to make students Environment Savvy.

- The institution has a prescribed code of conduct for students and teachers which is displayed on the website.

Research and Outreach Activities

Research and Outreach Activities

a) Resource Mobilization for Research:

The management has made a policy to strengthen the research, facilitate the professional growth of teachers by giving study leave with pay, and provide financial and material support for encouraging research amongst the college faculty to attend the seminar/conference/workshop or to get membership in academic forms.

With the help and encouragement of the management of the college the faculties completed 8 minor research works with self-finance support, and Management. The research committee meets regularly to evaluate and discuss the growth of research activities and plan new research initiatives.

Our college Psychology laboratory is well equipped with the latest tests and equipment for exploring unexplored areas in the research.

With the encouragement of the management and the research committee of the institution, the faculty members published a number of research papers in international, national, and UGC-Care-approved Journals during the last five years. Faculties extended their work in the publishing of books, chapters in edited books, and articles in seminar proceedings in national and international level publications.

b) Outreach activities

The further institute organizes various outreach activities for community development and participates in government initiatives- Swachh Bharat movement, Road safety week, health awareness, ELC, and like in collaboration with NGOs, Charitable Societies, etc.

Students participate in National Priority Programmes such as National Youth Day, National Science Day, the Celebration of the birth anniversary of Dr. B.R Ambedkar, Dr. Radhakrishanan, Mahatma Gandhiji, Sadhbhavana divas, and ELC programs.

To create awareness and sensitize the community institution organized the needful programs like health and awareness, Digi locker facilities, Voter Awareness, voter registration, use of mobile apps in teaching and learning, and Health and hygiene at the adolescence stage especially concern to secondary school girls.

c) MOU Activities:

The college has signed MOUs with different agencies

1. Taluk Government General Hospital, Shikaripua
2. Siriyaala Kala Kendra, Shiralakoppa and

3. Kumadvathi Apparel Training and Designing Centre, Shikaipura

The institution has a linkage with local community and internship schools for pre-teaching observation of lessons, demonstration of lessons, organizing events of mutual interest with various agencies, and collaboration with schools for innovative practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KUMADVATHI COLLEGE OF EDUCATION
Address	DR. SHIVAKUMAR G S, PRINCIPAL KUMADVATHI COLLEGE OF EDUCATION, SHIVAMOGGA ROAD SHIKARIPURA - 577427 SHIVAMOGGA DISTRICT
City	Shikaripura
State	Karnataka
Pin	577427
Website	www.kumadvathibed.in/kceeng/

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Shivakumar G S	08187-222383	9448929975	-	kumadvathibed@gmail.com
IQAC / CIQA coordinator	Kiran Kumar K S	08187-222067	9739972024	-	kceiqac14@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Karnataka	Kuvempu University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	07-04-2003	View Document
12B of UGC	05-09-2014	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	30-06-2015	12	We have continuation of Permanent Recognition

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	DR. SHIVAKUMAR G S, PRINCIPAL KUMADVATHI COLLEGE OF EDUCATION, SHIVAMOGGA ROAD SHIKARIPURA - 577427 SHIVAMOGGA DISTRICT	Rural	4.59	2338.53

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Teacher Education	24	Degree	English,Kannada	50	46

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				10
Recruited	0	0	0	0	0	0	0	0	8	2	0	10
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				14
Recruited	13	1	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	6	2	0	8
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	17	0	0	0	17
	Female	63	0	0	0	63
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	3	2	1	4
	Female	10	4	5	4
	Others	0	0	0	0
ST	Male	1	1	0	3
	Female	4	1	4	1
	Others	0	0	0	0
OBC	Male	7	3	2	2
	Female	20	23	23	26
	Others	0	0	0	0
General	Male	0	0	0	1
	Female	1	0	3	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		46	34	38	44

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The College has proposed the introduction of B.A.-B.Ed/B.Sc-B.Ed as new courses in-line with NEP 2020. As per NEP's (2020) recommendation, all the standalone Teacher Education Institutions have to convert themselves to Multidisciplinary Institutions by 2030. In view of this, the institution has discussed this matter with the management, Governing Council, and Faculties. It has been decided to work on the possibilities of converting the existing Institution to a Multidisciplinary Institution The Institution is waiting for the call of applications from NCTE for the 4-year Integrated Teacher Education Programme (ITEP).

2. Academic bank of credits (ABC):	Academic flexibility will be ensured by allowing students to attend one course from another institution of similar repute. Being an affiliated college the institution is in the process of studying the guidelines of UGC, Central Government, State government & Universities and will redesign the future Curriculum in keeping with the norms for the easy implementation and transfer of Academic bank of credits.
3. Skill development:	The Institution gives utmost priority to skill development in training teachers. Teachers require a lot of skills which are developed through various activities organized by the Institution. The hardcore art of teaching skills is developed through micro-teaching orientation, simulation practice, and internship programs. Soft skills required for teachers like creative skills, communicative skills, problem-solving, and leadership skills are developed through various co-curricular activities organized by the institution. Along with this, the institution provides needful value-added courses for students to make efficient teachers for the 21st century.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College is flexible in its approach to promoting Multilingualism. The future Curriculum in Schools based on NEP (2020), recommends the introduction of an engaging course as an elective to secondary school students on "Indian Knowledge systems". In view of this, our institution provides suggestions and feedback to universities and the government to design teacher training courses to enable the pre-service teachers to appropriately integrate “The Indian Knowledge System into the school setup.
5. Focus on Outcome based education (OBE):	The Institution ensures that the curriculum in all programs is operationalized according to stated CLOs & PLOs. B.Ed program encourages outcome-based education through all the activities and programs. The focus is on the holistic development of the student. Outcomes are encouraged in knowledge, attitude, skill, and competency levels.
6. Distance education/online education:	In this contemporary technological world, our college also played a vital role. The management and staff of the college are committed to using ICT in education. On this strategic plan, the management is very supportive of upgrading the facilities of ICT to online teaching and evaluation. Besides regular classes, a

	number of webinars, workshops, and special events were conducted through the use of G suite products such as Google meet, Google classroom as well as Zoom. The effectiveness of such classes was enhanced by the use of a chat box and interactive whiteboards. The internet connectivity in the college was enhanced to meet the growing requirements of the faculty. Special sessions were conducted to make the students proficient in making and editing short videos, organizing online quiz competitions, and digital posters designing. The college administration has addressed the issue of the digital divide and has supplied gadgets to students who are in need of them. Teachers and students were encouraged to do online courses through the SWAYAM portal

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our institution established an Electoral Literary Club on 19-11-2018, with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing, and other programs which create awareness regarding electoral procedures. To follow the ELC initiatives and activities we have created an ELC unit following teacher educators and student representatives. President: Dr. Shiva Kumar G. S., Principal, Kumadvathi College of Education, Shikaripura Nodal Officer: Dr. Deveraja Y., Assistant Professor, Programme Officer: Dr. Ravi H., Assistant Professor, Sri. Ravikumar N G., Physical Education Director, Members: Moulali K., Student Teacher Swetha G H., Student Teacher Kavya S Uppanasi., Student Teacher Manjula C., Student Teacher Sahana S M., Student Teacher Reshma S., Student Teacher Sanjaya N J., Student Teacher Mahanthesh Kumbar., Student Teacher
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institution has the ELC functional with the following office bearers of the year 2021-22 President: Dr. Shiva Kumar G. S., Principal, Kumadvathi College of Education, Shikaripura Nodal

	Officer: Dr. Deveraja Y., Assistant Professor, Programme Officer: Dr. Ravi H., Assistant Professor, Sri. Ravikumar N G., Physical Education Director, Members: Moulali K., Student Teacher Swetha G H., Student Teacher Kavya S Uppanasi., Student Teacher Manjula C., Student Teacher Sahana S M., Student Teacher Reshma S., Student Teacher Sanjaya N J., Student Teacher Mahanthesh Kumbar., Student Teacher
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	a) Our students participate in Voter Awareness Campaigns aimed at educating the public in the nearby villages. b) To create awareness and interest among faculties and students through workshops. c) To educate the targeted populations about voter registration, the electoral process, and related matters through hands-on experience 1 10-04-2021 Electrol Literacy Club 2 14-04-2021 Birth Anniversary of Dr. B R Ambedkar 3 23-09-2021 Inclusion and Modification of our student teachers names in the voter list 4 25-01-2022 Oath-taking Ceromancy on Voters Day 5 24-01-2022 Essay Competition 6 11-08-2022 Linking Aadhar to voter Id program 7 12-11-2022 & 19-11-2022 Essay Competition & Poster making Programme 8 16-12-2022 Essay, Poster Making, and Quiz Competition 9 10-04-2021 Electrol Literacy Club 2020-2021 10 14-04-2021 Birth Anniversary of Dr. B R Ambedkar 11 11-07-2021 Population Day celebration 12 27-08-2021 Quiz on Independence Day
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC takes initiatives that are socially relevant to electoral-related issues especially awareness drives, creating content, and articles writing their contribution to advancing democratic values, and participation in electoral processes. a) To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner b) To develop a culture of electoral participation and maximize informed and ethical voting and follow the principle ‘Every vote counts and ‘No Voter to be Left Behind’. c) Each Student-teacher has followed a policy of creating awareness for about 5 persons with respect to Voting Value and Ethical Voting. It means one student teacher teaches and creates awareness for 5 persons of the society which in turn continue in their numbers.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activities to give experience-based learning of the democratic setup. We also conduct awareness programmes on linking Aadhar to Voter EPIC No, poster presentations, debates, mock parliaments, oath-taking, essay writing and other programmes which create awareness regarding electoral procedures. Institution conducted a workshop on the correction of the name and date of birth of voter id holders online by using “The SVEEP” App. Through this programme, the students and their family members corrected their names, dates of birth, address and more.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	63	59	51

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

Other Upload Files	
1	View Document

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	34	22	29	35

File Description	Document
List of final year students with seal and signat	View Document
Institutional data in prescribed format	View Document

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	34	22	29	35

File Description	Document
Institutional data in prescribed format	View Document
Consolidated result sheet of graduating students	View Document

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	34	38	44	22

File Description	Document
Institutional data in prescribed format	View Document
Enrollment details submitted to the state / univ	View Document

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.28	3.62	8.18	11.61	5.46

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

3.2

Number of Computers in the institution for academic purposes..

Response: 47

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The curriculum is reviewed with the aim of holistic development of students and enhanced employability. Kumadvathi College of Education is affiliated with Kuvempu University, Shankaraghatta, Shimoga, and adheres to the curriculum prescribed by the University in an efficient way. At the beginning of the academic year, the Principal along with the faculty members finalizes the Academic Calendar in alignment with the University calendar. Subjects are allocated to faculties based on their subject expertise and interests well in advance. Time Table for every academic year is prepared by the Time Table Committee in consultation with the Principal with even workload distribution. The University provides the syllabus with evaluation schemes and objectives for every course. Action plans and assignments for each course are prepared by the respective subject in charge before the start of the new academic year.

As well as traditional lectures and seminars, infrastructure for the use of ICT in classrooms, like PowerPoint presentations, smart boards, and audio-visual support are all available to make the delivery of the curriculum enabling and interesting for the students. Concept Enrichment courses are held in order to make the curriculum delivery more holistic and effective. Critical thinking is encouraged through the various debates, role-playing brainstorming approach, and class discussions. The curriculum is enhanced through the conduct of assignments and field trips giving insights beyond the syllabus. The college arranges an array of co-curricular activities to enrich the curriculum. All classrooms are ICT-equipped and Wi-Fi enabled. This provides for interactive classroom learning. Our college library subscribes to numerous journals so that both students and teacher educators can keep abreast of changing trends in their respective subjects. The institute also subscribes to E-journals (N-List). A record of the students using the numerous library facilities is maintained by the Librarian. The college infrastructure and facilities are continuously being upgraded to suit the needs of changing curriculum and pedagogy.

Regular interaction with Student Union members with the Principal ensures that lecturers complete their portion on time and effectively. The responses gathered via the student feedback survey helps us to identify areas of improvement in curriculum delivery and evaluation methods.

The progress of the student teachers is maintained through regular tests, presentations, and exams. The result analysis is done after every examination and proper measures are incorporated to improve performance by arranging remedial classes for the weaker students and giving additional assignments/tasks to the brighter students. The college has a Mentoring Programme which enables students of all years to provide feedback to teachers on curricular issues, college infrastructure, administrative matters, and other non-academic matters. The college also focuses on TET and CTET coaching classes for the students. The entire approach of the institute is student-centric.

To successfully completion of the course, a systematic plan for curriculum delivery is made and followed during the course of each term. Work has been distributed to faculty members and they conduct the work

concerned to their department and maintain records of sessions both hard and soft copies. Collect feedback from the student teachers, alumni, and Head Masters of internship schools and analyze them and take them into consideration and implement them for the smooth functioning of the teaching-learning process in future planning of the course and other academic works.

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

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

Response: A. Any 5 or more of the above

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

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

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	2	0

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

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

Response: 83

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	63	59	0

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: 83

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	63	59	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment

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

Response:

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

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

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

- Being an affiliated college our institution undertaking to facilitate the student teachers to attain the knowledge and the skills for different levels of school education through innovative techniques and hands-on experiences such as micro and macro teaching, internship, field engagement, field trips, laboratory work, MOU activities, extension activities and field exploration etc.
- Faculty of the college uses different strategies and techniques like demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations and the use of audio and video weblinks for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills in teaching during the internship programme.
- Instead of this knowledge of the curriculum as prescribed by the affiliating university is provided but also value-added courses also supply the prospective teacher with skills as per the needs of the schools.

- Values learnt in various value-oriented classes help students to imbibe these values in their real-life situations/classroom situations.
- Skills in classroom management, programme organization, and maintaining discipline help them to make connections among disciplines of study.

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

Learnt knowledge is of no use until it is applied to society's welfare.

1. The student's skill development is done by exposing the students to theoretical and practical aspects of teaching skills via micro and macro teaching practice.
2. The students practice acquired knowledge and competency during school internships and field engagement activities.
3. In developing skills among them we have given the opportunity to SUPW works student teachers learn different skills like envelop making, flower making by using paper and cloth, candle making, bookbinding, papercraft, and many more.
4. Observations of demo lessons and classroom lessons given by lectures and experienced teachers in the schools during internships and during school visits help students to acquire skills and put them into practice.
5. Orientation on the preparation of teaching aids, and writing of lesson plans help students for internships and to make use of them in their future teaching careers.
6. To develop skills like better communication we provide spoken English classes regularly.
7. A sound mind in a sound body to make students fit for their future we conduct regular yoga classes for student teachers.

All these help the student teachers to make competitive and bring confidence in this profession.

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

Through the value-added courses and the Enhancing Professional Competencies EPC courses, students are exposed to the application of these concepts and use them in the classrooms.

- The full focus is on the skill/competency development of the students through EPCs (Understanding Self/Language Across the Curriculum/Drama and art in education). Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment. Peer guidance and peer tutoring help the students to work in collaboration.
- Opportunities are provided for students to assume responsibilities in various activities of the college, a celebration of religious festivals, national festivals, special assemblies and other days of importance.
- Celebration of important events and days also makes them work in collaboration with peers, teachers and local bodies.
- Various committees and clubs are initiated and club activities are conducted in the electoral literary club, Language club, Science club, social science club, placement cell, and more than 14 academic clubs which enhance their organizational and participatory skills and teamwork.
- Weekly co-curricular activities provide ample opportunities for trainees to manifest their talents. Literary activities such as quizzes, debates, essay writing, paper-presentation, the composition of

poems etc., help to develop literary and communicative skills.

Through various seminars, workshops, and value-added courses, the college facilitates the development of emotional intelligence, critical thinking, negotiation and communication skills.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response:

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

Functioning of various Boards of School Education: Various systems of schools like Morarji residential school, Kasturba Gandhi Balika Vidyalaya, Kendriya Vidyalaya, and special schools are made known through the syllabus designed. During the first to fourth semester, students are made to visit Government schools, aided schools, residential schools, and special schools as part of their field visit.

During the visits, experienced teachers /Heads from the schools are requested to take a class and give a brief description of the pattern, syllabus, mode of instruction, and facilities provided by the government and other organisations. Students observe, note down, interact, and receive clarifications by understanding the work pattern, type of students, and role of parents, and differentiate among the various forms of school systems.

Norms and standards: Students are familiarized with the global norms and standards for teaching and evaluation. To understand the norms and standards of the different school systems we provide assignments and a school visit programme and also an Internship programme during the course. Through this work student teachers tries to understand the pattern of schools, admission system,

role and responsibilities of the teachers at various schools like Government, Private and Residential schools(Murarji Desai Residential schools, Kittur Rani Chennamma Girls Residential schools) etc.,

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

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

Response:

From the institution's inception in 1996-97, the vision, mission, and objectives framed provide a holistic education for pre-service teachers. The whole curriculum is formed to enable the trainees to gain knowledge, understand them and put the acquired knowledge into practice, and apply them efficiently in their teaching career. Theoretical inputs on teaching methods, skills, communication, and evaluation ensure that the student trainees are well-equipped for their careers.

The institution not only ensures imparting knowledge but equips prospective teachers and teacher educators with the necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at the micro and macro level. Initially, students are acquainted with the theoretical and practical aspects of microteaching and its skills. Then, students are provided a platform for practicing micro-teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with micro-teaching skills, they are sent to schools for their internship program, as per the prescribed syllabus with the objective of maximum professional understanding. During the internship program, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes for students of the allotted school.

Along with the school system, we help our student teachers and teacher educators to participate in various extension activities and MOU activities organized in the institution. Like our student teachers give orientation to school students regarding vermicompost plan and its maintenance, SUPW orientations, etc., as our teacher educators work under the faculty exchange program they teach Constitution classes, communication classes, and spoken English classes to Degree students, encouraging the teachers by motivating them to bring efficiency in their work and more.

Interns are also motivated to identify weak students and organize remedial teaching for them. It ensures that weak students can cope with other students in their studies. Thus, teaching practice is a skill

improvement as well skill development process with hands-on experience and teaching as a profession.

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

1.4 Feedback System

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

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

Response: B. Any 4 of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 73.6

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

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

Response: 97.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	22

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

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

Response: 0.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

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

2.2 Honoring Student Diversity

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

Response:

- Admission Cell :

The College has a **well-structured Admission Committee** headed by the **Principal** and representative **faculty members**. Before the admission process with the suggestion of the principal the committee sent an advertisement bulletin and facilities available in the college chart to the degree colleges of Shimoga district. It helps the student to get detailed information about the institution.

- The Admission process consists of 4 Levels.
- **Level - 1: Distribution of Application and Enquire Section:**

The students who take admitted to this institution invariably belong to **diverse economic** and **social strata of society.** Their **admission is based** on **academic merit** and **relevant reservation policies** and seat allotted by the Government. The admission committee inquires whether the candidate has **fulfilled the basic requirements** for the course such as **minimum percentage of marks** in Bachelor's degree, subjects, and **migration certificate** for outstation candidates. The College prospectus describing the nature of the Programme is given.

- **Level - 2: Entrance Examination**

For **admission** to **management seats,** the college conducts an **entrance test** for candidates who applied for seat, on the **basis of merit the students** will get the **opportunity** for **admission** in the institution.

- **Level - 3: Candidate Interview**

During the time of admission, **Principal interacts** with the **parents** and the **students** to assess their **needs and aspirations**. The candidates are interviewed based **on questions related** to their **stream**, their **family background** and **interest level** with which they have opted for the course. Once the students are admitted for the course committee makes all efforts to resolve any kind of **personal or academic difficulties** encountered by the students. The **interview** is conducted with **an accessible mode of communication** being one to one interaction. The whole admission process thus gives a **valuable opportunity** for **50% of candidates** seeking admission to get a **holistic view about the B.Ed.** Programme and have a **mindset** of preparedness and **readiness** prior in undergoing the professional education programme.

- **Level - 4 : Understand the Needs and Creating situation**

The institution organizes **orientation program** for the students at the commencement of the **new batch** every year and it **helps to understand** the **needs** and **requirements** of the students before the commencement of the program.

- are taken by the teachers as per the **needs of the learners**.

Students with good co-curricular skills are **identified through 'Talent Search Program'** organized by different clubs of the institution it helps The students **express** about their **talents** and **potentialities** and the **reasons for undertaking** the course and are **nurtured** to further gear their talents.

Based on their interests, students are **grouped** into **different clubs** and **cultural activities**. This form of **informal assessment allows** the students to identify their shortcomings, habits and helps teachers take necessary action for its improvement. To form this as a basis for teaching, a content test is given at the entry level in order to judge the language and subject competency. The Pedagogy teachers orally teach and revise the content using techniques and strategies.

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

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

Response: A. Any 5 or more of the above

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

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 7.67

2.2.4.1 **Number of mentors in the Institution**

Response: 9

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

2.3 Teaching- Learning Process

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

Response:

The academic plan of Kumadvathi College of Education is learner-centered. The goal is to impart up-to-date knowledge, acquaint students with the latest research and empower them to apply their skills to develop innovative solutions to present-day problems.

1. **Interactive and Participatory approach-**The teachers employ an interactive and participatory approach in transacting the subject matter and facilitate students in the self-construction of knowledge. This includes group interactive sessions where learners gather information in social and flexible environments.
2. **Experiential Learning-**Teachers use Field experiences to allow students to relate and reflect on their content, specialized and pedagogical knowledge, skills, and attitudes in various school situations.
3. **Focus Group Discussions -** Teachers use focused discussions in-class lectures to organize learning, and discover ideas or experiences on a particular topic.
4. **Problem-Solving Skills -** Teachers use problem-solving skills to make students articulate their problem-solving process and teach them to identify specific problems and difficulties. students are given action research projects, club activities, models of teaching, and certain classroom activities to emphasize
5. **Active Learning Strategies-** Teachers use techniques of active learning such as brainstorming, think-pair-share, fish bowl techniques, Socratic questioning, classroom opinion polls, etc in the transaction of content and also encourage students to include them during teaching practice.
6. **A reciprocal teaching strategy** is also employed by teachers to summarise the text at the end of the instruction. This strategy encourages students to think about what they are reading and their thought process and allows them to collaborate with one another to gain a better understanding of a text and to be actively involved in monitoring their comprehension
7. **Collaborative Learning-** Whenever teachers teach concepts with higher-order thinking, this strategy is used and builds self-management skills, increasing self-esteem among learners.
8. **Flipped Classrooms -** This instructional strategy is used by teachers to transform learning into an interactive flexible learning environment by constant interaction in the classrooms and then providing video or audio materials on online platforms for further reference.
9. **Blended Learning -** Teacher educators have been combining in-person teaching or face-face teaching with technology-enabled learning for a long time, by using the ICT resources in the classroom to bring about new, high-quality educational opportunities for the students..
10. **Online Modes of learning**: Due to the covid-19 Pandemic situation it was offered to start an online learning concept for students for this the faculty has developed an LMS platform by using google classroom creation. The students submit their assignments through Google classroom and similar collaborative tools. This will help students to be competent in using ICT. Even the teachers are encouraged to use various ways of teaching including online mode. These guidelines were issued during COVID so that better learning experiences are provided to students.

Assessment through online Quizzizz and Testmoz is effectively done for online testing of content by the teacher and helps in strengthening content knowledge.

Lecture Discussions and seminar Presentations Teachers use the lecture-discussion method to teach theory involving recognition and employment of different perspectives and skills to create an inclusive classroom environment. This is followed by seminar presentations where teachers present topics that keep discussions constructive and positive.

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

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

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

Response: 100

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

Response: 69

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

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

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

Response: A. Any 4 or more of the above

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

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

Response:

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

a) Working in teams:

During the commencement of the academic year, students are divided into groups or teams randomly and a mentor is assigned to each team. These groups named different rivers, mountains, poets, and many more. The main role of the mentor lies in providing any kind of guidance in enhancing the professional performance and development of the mentee. The team meets on different occasions to discuss the needs of individual students in regard to their personal and academic growth in the institution. As a teamwork, the institution engages students in different mentoring programs. Under the guidance of assigned mentors, students are trained in both theoretical and practical aspects of school management systems like Lesson Planning, Micro Teaching, Community Services, etc.

2. Dealing with student diversity:

At the entry-level, orientation programs are organized by the institution in which pupil teachers get the opportunity to interact with the faculty members. The faculty members identify, reflect, and engage with diverse learners in order to maintain an effective mentoring relationship. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, gaps, if any, are identified by the teachers which are removed by the Bridge courses that are designed for newly admitted students in order to fill the gap between subjects studied in previous classes and subjects that they would be studying in new courses. Students are trained to take up project works/assignments/TLM to facilitate relationships with the mentor and thus strengthen and challenge one's interest in the broad new area.

c) Balancing home and work stress:

The mentor will be able to prioritize the work and work towards its completion in a positive manner. The most significant factor highlighted is readiness and willingness to take up any task at hand. In order to balance home and work stress, the institution conducts many sports activities and excursions/subject tours to different places which allow students to interact with others and help them in socializing and building personal bonds with each other.

d) Keeping oneself abreast with recent developments in education and life:

The College is also facilitating students in updating their knowledge and competencies by way of organizing workshops/seminars/conferences, encouraging self-study, and by providing internet facilities. Knowledge-based assignments and hands-on activities are given to students where they are expected to make vast references for the topics assigned. This helps students to keep themselves updated about current and recent developments in education and strengthens learning diversity among students.

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

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5.

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

Response: A. Any 5 or more of the above

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

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

Response:

Case – 01

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

- Use of Google Classrooms (LMS) and G-Meet online classes :
- Experiential learning: The students develop new ideas to design a wide variety of working models, charts, and teaching aids. Many students are engaged in developing e-content.
- Field visits: The College also organizes field visits or projects for the students in order to promote participative learning.
- Seminars: The College also organizes workshops, seminars, conferences, and extension lectures in order to develop creative and innovative minds.
- Co-curricular competitions: The College encourages students to participate in various competitions like quiz competitions, debates, poem recitation, drawing, map writing, and other CCA programs, etc.
- Value-added courses: The College also provides value-added courses like spoken English, English & Kannada typing course, etc
- Use of ICT: The College promotes the teaching-learning process through the effective use of PPTs, projector and multi-media, and various equipment in the laboratory.
- Preparation of lesson plans.
- Brainstorming session.

Case – 02

- Drama and Art in Education Dramatic Arts education is an important means of stimulating creativity. It can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that might not otherwise have the means to express. A student can, if only for a few moments become another and explore a new role, try out and experiment with various personal choices and solutions to very real problems, problems from their own life, or problems faced by other people. Hence, Dramatics play an important role in imbibing creativity, innovativeness, etc among the students.
- For support on this point, the institution has an agreement with Siriyaala Kala Kendra, Shirakoppa, for providing the best exposure and making an effective orator in this profession. Our institution invites the Director of this center, to give special lecturing on topics like "Drama Art in Education, Voice exercise, encourage learners to develop their aesthetic sensibilities and use drama and art in creative expression, enhance critical thinking, develop good communication and needful aspects for it, Stress and intonations in better communication in classroom more.

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

2.4 Competency and Skill Development

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

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

Response: A. Any 8 or more of the above

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

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

Response: A. Any 8 or more of the above

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

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

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

Response: A. All of the above

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

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

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

Response: B. Any 3 or 4 of the above

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

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

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

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/identification of schools for internship: participative/on request

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

2. Orientation to school principals/teachers

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

3. Orientation to students going for internship

The Mentor Teacher Educators of the internship by directing about the objectives and competencies expected during the program.

The intern is informed to follow, the below-given instructions:

- Be regular and punctual to the assigned school. In case, of emergency, call the coordinator or the principal by the designated time established by the school.
- Maintain the dress code as professionals.
- Submit all lesson plans to the mentor/subject teacher before teaching.
- Make sure that your classes are observed and collect feedback from the mentor.
- Reflective practice is needed as a desire to improve one’s own teaching experience.
- Involve themselves in different activities of the school including remedial teaching, action research, functions/ programs in the school, etc.
- It was informed that complete all the needful documents within a time.

4. Defining the role of teachers in the institution

The principal of the college explains the role and responsibilities of the teacher educators in the internship.

To guide the interns in preparing unit-based lesson plans, notes of lessons, preparation of unit tests, diagnostic testing, and remedial teaching. The faculty directs the interns on the activities and tasks to be undertaken with the organization of co-scholastic, extracurricular, remedial classes, and action research planning. The importance of each of the activities is specified to the interns based on internalizing the actual and unique facets of the school set up. They also take part in monitoring students' performance by visiting the internship schools. This monitoring process primarily focuses on assessing an intern's personal strengths and weaknesses as a teacher, communicator, and leader in the classroom.

5. Streamlining mode/s of assessment of student performance

The intern is assessed through mentor assessment sheets provided by the college to the mentor teachers. The interns are also assessed in their classrooms regularly by their mentor teachers. the systematic feedback mechanism is adopted where interns are given necessary suggestions so as to modify their behavior, and communication and implement innovative methods and strategies with the aim of delivering quality lessons.

6. Exposure to a variety of school setups

The very design of the internship program encompasses exposure to a variety of school setups. The student teachers are required to attend institutions catering to different levels of learning such as Middle Schools, High Schools & Higher Secondary, (Private, Govt and as well as English and Kannada medium, functioning of CBSE, ICSE, residential schools (Kittur Rani Chennamma Residential school for girl, KMRD Schools. Prior permission is taken from the Principals to orient the interns about the objectives, curriculum structure, features, and assessment pattern of each of them.

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

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

Response: 3.63

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

Response: 8

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Role of Internship Incharge- This is the Teacher Educator in the institution nominated by the Principal to coordinate the school Internship Programme. The Coordinator allows the Mentor Teacher Educators with a

group of students who will be responsible for assessing the interns' overall performance in the respective internship schools. In charge of the internship program allot the timetable and syllabus distribution and other work. They also prepare an observation schedule for the month.

Role of School Head/ Principal –The Principal orients the interns about intensive participation in all school activities and fulfillment of the objectives of the internship program. The Principal assigns a Mentor teacher to each of the interns. The Principal supervises the lessons and the activities to be shouldered by the interns. Appropriate feedback is given at regular intervals to improve innovativeness, performance, capacities, and abilities.

Role of School/ Master Teachers: As the internship phase draws near, the institution plans ahead for allotting schools to the student teachers. The students approach their respective methodology master teachers as instructed by the school principals. The master teachers assign the lessons to be taught for the month earmarked by the government. The division of lessons into periods, number of classes to be allotted for specific activities, how to give homework that could encourage active participation, conducting unit and slip tests, monitoring the test items to be included in the test papers as well as the content knowledge. They render psychological support too.

Role of Mentor Teacher Educator - The Mentor Teacher Educator visits the school regularly during the internship program without prior information to the interns. The mentor teacher educator assesses the interns with respect to their lessons, activities, involvement in school activities, action research projects, and others. The mentor-teacher educator also gathers information from the Mentor teacher, subject teachers, and head of the institution about the details of the responsibilities and participation of the interns in every activity of the school.

Role of Peers - Peer groups observe at least 20 lessons (10 per subject) delivered by each student teacher in each pedagogy including ICT and Integrated lessons and provide feedback that helps the student teachers to be aware of their strengths and weaknesses. During the internship program, peer groups collectively perform various assigned duties of co-curricular events for its successful completion.

Internship during the pandemic: During the COVID-19 Pandemic, the college came out with clear guidelines to the students about how to extract best by using ICT as a link with students and learning resources as well. During the pandemic situation, we successfully completed the internship program by creating simulated conditions following the norms of the university.

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

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

1. **Self**

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: 55.56

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

Response: 5

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

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

Response: 1.33

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

Response: 12

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

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

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

Response:

Staff members are permitted to attend the orientation, refresher courses, Induction Training Programme, workshops, seminars, and symposiums organized by government and non-governmental organizations. After these programs, the institute organizes faculty development programs through IQAC (Internal Quality Assurance Cell) where teachers get the opportunity to share their experiences with fellow colleagues in the form of seminars. Seminars have been conducted on the following topics such as:

- Communication Skills
- Action Research
- Case Studies
- Flipped Learning
- ICT-Enabled Teaching and Learning
- Development of Modules for Instructional Strategies
- Integration of Value and Peace Education in Teaching Practice
- Instructional Strategies for Science and Social Sciences Teachers
- Stress Management
- Soft Skills
- Development of Internship Module for School Internship and etc

Staff is sent as resource persons to seminars, workshops, etc at the University, colleges, and schools and also acts as resource persons in the college activities. The staff members are encouraged to present papers in seminars and workshops at national, international, and state levels. For this management provides them with duty leave. The management encourages writing books and articles and publishes them for the college. The staff is motivated to publish articles in reputed research journals. They also write books and contribute chapters in edited books.

Every faculty member is encouraged to use the latest technologies. They are provided access to the computer laboratory and have access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education.

Faculty members are permitted to carry out university duties such as evaluation, paper setting, invigilation in university examinations, etc. Every year some of our faculty members are deputed by the affiliating university as members of various committees.

For professional or career development the institution encourages the faculty to enhance their qualification. The staff members are free to avail the opportunity of pursuing higher studies through the FDP (Faculty Development Programme). When a member of the faculty wins any award; or completed a Ph.D. he/she is felicitated by the institution. The management of the institution recognizes and appreciates the teacher educator’s performance by honoring it as an excellence award every year. The best performance is also appreciated in meetings and on the public address system. The staff is also encouraged to appear for NET exams if it is required.

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

2.6 Evaluation Process

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

Response:

The College adopts a system of assessing the academic performance of the students continuously.

This includes:

- Continuous assessment in curricular aspects one internal tests are conducted every semester. The students are allotted 10+ 10 + 05 Marks each course for tests and assignments with seminar presentations. In this framework, students have to answer a descriptive paper carrying 38 marks each in every perspective paper. The assignment marks are awarded based on references made, uniformity in organizing the matter for assignment, presentation, and classroom interaction. Based on their performance in the seminar presentations and tutorial works the students are informed about their progress and if need be are asked to modify the assignments. The students who have not performed well in exams are given remedial measures for improvement.
- Continuous assessment in practical aspects This includes micro-teaching and internship programs each semester, like the observation of school practice, Practice in teaching, internship, school lessons, and reflective diary. The performance of students is measured through Microteaching where students are equipped with knowledge of integrating teaching skills and simulation of lessons which improves their abilities, skills, and expertise in their teaching profession. Students have to practice 10 micro-teaching skills followed by 5 lessons in each pedagogy of all micro-teaching skills. Once students achieve the teaching skills, they have to get acquainted with the school environment through pre-teaching which involves observation of lesson demonstration of teachers and college faculty. During the Teaching practice, students are assessed for their content mastery, transaction of the content, and consistency in using tools and techniques in developing the lessons and organization of CCA activities in internship schools. They are also trained in using various tools and techniques of evaluation.
- The students are exposed to actual school engagement through an internship programme conducted in two phases(Primary and Secondary Schools Phase). The student performance is assessed for all activities of the internship schools through mentor assessment provided by the college to the mentor teachers. The interns are also assessed in their classrooms regularly by their mentor teachers. The interns are guided in preparing unit-based lesson plans, notes of lessons, preparation of unit tests, diagnostic testing, and remedial teaching. The faculty directs the interns on the various school-based activities, community projects, action research, and tasks to be undertaken in schools.
- Students are practically trained in adapting ICT in classrooms with the preparation of assignments and are assessed for the same. Students are trained to apply appropriate Technology in the process of Classroom Communication & Interaction like browsing educational websites, learning to use

open education resources, and ways of integrating ICT into the teaching & learning process. They were also observed by participation in weekly organized CCA activities, SUPW works, NSS, and other interactive programs of the college.

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

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

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

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The Institution has an organized mechanism for grievance redressal related to internal evaluation. At the

commencement of the B.Ed Programme, faculty address the students about the various components of the evaluation process. The students have the flexibility to approach the faculty, in charge of internship and examination and the Principal to redress their examination-related grievances.

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

- To examine the grievances.
- To make necessary recommendations to the Principal.
- To hand over grievances related to examination and evaluation.
- To take suitable action to overcome the grievance or solve it.

Grievance related to internal assessment and examination: During the orientation programme, the Principal and teacher in charge brief the students about the examination-evaluation system and how the CLOs and PLOs can be attained. The college conducts tutorials, home assignments, tests, presentations, group discussions, etc. to assess the performance of students. The college exam committee executes its internal exams in a meticulous manner. While organising the internal examination for students institution follows a systematic procedure the preparation of question papers followed by a weightage table and blueprint and scheme of evaluation of each course. Once the faculty gives the answer papers to students, the answer key is thoroughly analyzed by discussing the points for the questions as well as the marks allotted to the points for the answers. students discuss in groups and ask grievances or queries to the concerned staff. After all, doing this the students are not able to secure the best results will be undergone for remedial teaching. It will be followed by a timetable and re-examination and evaluation system.

Grievance related to Assignment works: Students are given assignments after teaching the subject matter and assessed on basis of certain criteria followed by a presentation by individual students. These marks are entered along with final exam marks. Students can approach the in charge of the examination, faculty or the Principal in case of any doubts or grievances related to the marks allotted. Students also have the provision of a suggestion box to put in a note of dissatisfaction or any kind of grievances that are genuinely related to academics if any. The entire mechanism for grievance redressal is deliberated by the Principal along with grievance redressal committee members which follows transparency and is strictly time-bound.

Grievance related to the Internship Programme: As a part of the B.Ed programme internship is mandatory work, Internship will be carried out in two sessions followed by primary and secondary schools. While allowing the students to intern schools will consider their request for convenience to go to schools. The internship in charge and principal explain the details of the internship programme. At times practice students face problems regarding adjusting to the school system and adjusting with the peer interns and it will give them a chance to them resolve under the supervision of mentor teachers and the principal. Our vision is to provide a rich experience for their better professional journey.

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

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

Response:

Before the commencement of the academic year, In order to facilitate the teachers and update them about all the activities to be conducted for the academic year with regard to the internal evaluation process, the academic calendar is prepared and published once finalized. During Institutional Planning, the Principal with the staff members holds a thorough discussion regarding all the activities of the institution and keeping in mind the evaluation of the activities of the previous academic year. The academic calendar is also published on the college website and a copy of it is given to the faculty as well.

The 'Academic calendar' consists of relevant information concerning the various academic and non-academic activities to be organized, the number of 100 working days in regard to the teaching-learning schedule, a list of holidays, dates for internal examination (1 internal test of 38 marks each in a semester), final examinations of each semester along with dates for study holidays. The dates for practice in teaching, internship, and field assignments is also considered with an intensive discourse between the faculty and the Principal. The academic calendar also highlights the need to conduct Library work, Self-Study, and practicum in a time-bound manner.

The Principal conducts academic committee meetings where all committee members discussed their respective committee/cell/club annual program and plan of action according to the annual plan of the institution through which frequent reviews of the semester's progress are done along with providing suitable suggestions. The institute incorporates the necessary changes accordingly in case of any changes or modifications. The academic calendars help faculty members to plan their corresponding course delivery, research work, and academic and co-curricular activities. After all, the discussion on the academic plan of the institution is displayed on the website and helps to complete the academic work effectively.

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

2.7 Student Performance and Learning Outcomes

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

Response:

The learning effectiveness of any programme and course depends on the PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes). The programme includes comprehensive coverage of all areas of the teaching-learning process and is aligned with PLOs and CLOs through developing academic, professional, research moral and spiritual competencies among students. These are reflected through curricular areas with respect to Perspective, Pedagogic and Optional courses.

The different activities that are aligned with PLOs and CLOs are as follows:

- All the PLOs and the CLOs have been prepared meticulously by discussing with all stakeholders and are displayed on the college website.
- Teachers' induction programmes are conducted to map the learning outcomes and how to attain it. For students, through orientation programmes, classroom discussion, expert lectures and practicals (Internship and block teaching), all these outcomes are shared with the students.
- The faculty members are also encouraged to update their subject knowledge along with changing trends in teaching methodology and participate in faculty development programmes and seminars as it enhances the effective attainment of PLOs and CLOs. They are encouraged to use experiential learning techniques like seminars, workshops, field visits and internship that helps to evaluate students' organizational and leadership skills which are a component of PLOs and CLOs attainment

The college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the semester by course teachers in the following ways:

- Continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic progress.
- End-semester house tests and final exams also help to ensure alignment of stated outcomes.
- Suitable pedagogical approaches are utilized for the effective realization of learning outcomes.
- Parents are informed on a regular basis about the academic performance of their children.
- Placement record and feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs.
- Contribution to various literary and cultural programs.
- Participation in various competitions such as debates, elocutions, essay writing competitions, and quiz tests.
- Participation in various classroom activities such as group discussions, and seminars.
- Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps and health camps, etc.
- Participation in community engagement activities such as visits to special schools and historical places.

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

2.7.2 Average pass percentage of students during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	34	22	29	35

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

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

Response:

The institution has designed its CLOs/PLOs in such a manner that they lead progressively to the development of professional and personal attributes in student teachers. The framed CLOs and PLOs cater to the cognitive and professional attributes of the students. The progress in student performance on learning tasks is recorded, to a good extent, in the transcript form in the following ways:

- **The Perspective papers** and **Pedagogic courses** enhance the use of various methodologies in teaching and transacting the subject content of the school curriculum. The progressive performance of the students is measured through Microteaching and practice where the students are equipped with knowledge of integrating teaching skills and simulation of lessons which improves their

abilities, skills, and expertise in their teaching profession. During the Teaching practice, students are assessed for their content mastery, transaction of the content, and consistency in using tools and techniques in developing the lesson. Students also master the content regarding principles of teaching, determining what to teach, the technology of teaching learning and integrating ICT skills, psychology (when and how of teaching) and various systems of education, and various acts and rights related to education.

- **In internship/school engagement:** The institution has developed broad and detailed criteria to trace the student progress on various components of school engagement/prepractice/demonstrations/simulation. The progress in all areas of school engagement is traced in terms of the set criteria, and assessments are made in transcript form giving credence to the holistic development of student teachers as competent professionals. The criteria enable the institution to monitor the performance to enhance future performance.
- **Assignments/projects/demonstrations:** Students are given assignments regarding the planning of lessons, demonstration, internship, microteaching, simulated teaching, and practice of teaching, which are monitored and supervised by the teaching faculty, students, and the practice of teaching schools.
- **ICT Skills in the use of media tools**, techniques, and emerging trends in today's education system like blended learning, flipped learning, etc. Students employ ICT skills during seminars, tutorials, LAC activities, microteaching, and simulation lesson delivery. The use of LMS such as Google Classroom and creating YouTube videos and quizzes through Google forms etc can be developed and assessed in the students through lab activities and practical exams and Viva. Students are taught ICT Basics in the first semester and ICT Applications in the second semester.

Curricular and co-curricular activities are conducted during the four semesters. These are evaluated through activities and personality development activities. Organizing various club activities such as Mathematics Club, Science Club, Language Club, SUPW, and different events mentioned in annual activity reports etc that enhances the student's performance not only academically but also professionally

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

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 29

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

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

Response:

- During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations. Students are counseled at the time of admission.
- The institution organizes an orientation program for the students at the commencement of a new batch every year. New entrants are acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institute.
- A series of talent search programs help the students to show their hidden talents and it helps us to formulate students union on the basis of their talents.
- Content analysis work and the test given at the entry-level is a valuable tool that facilitates content mastery in a particular subject area through an initial assessment of knowledge and skills and prepares for in-service teaching.
- Mentoring and counseling initially identified the needs of learners to help in developing classroom practice effectively and achieve better learning outcomes throughout the program.
- To enable the students to learn ICT at the application level and to adopt modern technologies in teaching-learning processes such as the use of Google forms, the creation, and editing of videos, creating youtube videos, diagnostic tests,s and quizzes through Google forms, and online tests and evaluation that help them to develop ICT skills
- Students are engaged in project works, action research, preparation of online tests, ICT-based lessons, and e-content preparation which help in sharpening their skills to match the challenges of the 21st century.
- All regional, national, and international days of importance and celebrations are observed through various clubs and association activities to develop national integration and uphold the heritage of the nation.
- Develop personality and leadership qualities with Teachers' feedback and constructive suggestions for improvement which in turn enhances self-confidence, and boosts morale and self-esteem. Through exposure to different activities, students develop values that heighten their principles of professionalism and transform into teachers with professional competencies.
- The faculty members assess the learning needs of the students through regular class tests and house tests. The performance of students is measured in terms of their scoring on these tests. Those who score less are provided extra assistance in order to improve their performance. The institute conducts remedial classes for weak students in different subjects to enhance their skills and

competencies. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Students are provided with reading material. Lots of written assignments and exercises are given to them. In the end, remedial examinations are held to test the knowledge acquired during class hours.

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 4

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 1.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	9	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 0.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1.59	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

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

Response: 5.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	8	15	18

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

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	15	6	4	27

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

3.3 Outreach Activities

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

Response: 7.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	3	4	4

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

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

Response: 67.33

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	25	25	25

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	63	59	51

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

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

Response:

Kumadvathi College of Education has strived to live its vision, and statements of becoming a useful citizen of the Country. Abiding by the college motto, **"Be and Make"** The institution organizes a range of **outreach activities** for the welfare of the community and the multifaceted development of students. These activities are performed in collaboration with a government organization, internship-going schools, **MOU organizations**, and the local community with the active participation of faculty and students.

All the wings of the college organize Community awareness programs and NSS Wing organizes camps for students in villages and nearby local communities and spread awareness about cleanliness and plantation and spread awareness regarding health and hygiene, social malpractices, and conserving natural resources. The college organizes blood donation camps, health checkup camps, and health campaigns in collaboration with Government hospitals. In addition to this institute organize various activities like gender sensitizations, awareness programs, and celebration of important days for students of Internship schools. The institution also participates in **local campaigns** organized by Government and Non- Government Organizations to spread awareness among local communities regarding health and otherpractices like drug awareness, run for unity, walk for peace, cycle rally, etc. The ELC club of our college organizes various campaigns related to enrolling new electrols, linking aadhar cards to Voter cards, and bringing awareness about the usage of Electronic machines. The list of various outreach programmes such as organizing judicious use of environmental resources, vocational training and skill development program for Students, Health and sanitation, Swachh Bharat movements, Road safety programs, Literary and art (Essay, drawing, quiz, and speech) competitions for school students. Seminars and extension lectures on social and gender issues for school students

The further institute participates in the government's initiative of the Swatch Bharat movement, Road safety week, health awareness (during the global pandemic), and like in collaboration with the Municipal Corporation. Days and weeks are also celebrated and special morning assemblies are conducted to sensitize students towards various social issues. These include women's day, AIDS day, world environment day, Human Rights Day, republic day, Independence Day, etc. under the various clubs and cells of Kumadvathi College of Education.

Covid pandemic

During covid pandemic, our institution plays a vital role in bringing awareness about Coronavirus by organizing a series of awareness and vaccination programs involving local communities and authorities such as town municipal, gramina panchayath, and non-government organizations. Our staff and student teachers visited the various villages in a group and motivated the villagers to vaccination. This is one of the best initiatives of our college at the same we are organizing the tribute to the corona warriors' program to salute their selfless service in bringing awareness and developing the ability to fight against the Covid pandemic.

MOU activities

Our college has a **memorandum of understanding** between various organizations such as **Siriyala Kala**

Kendra (R), Shiralakoppa (Voluntary Involvement in Academic and co-curricular Activities), Kumadvathi Apparel Training and Design Centre (Organize Skill Development Activities and organize self-empowerment program and training) Citizen Help Desk Udbhav NGO, Shikaripura (Awareness Programme concern to Health and Hygiene and Government Facilities Awareness Programme) and General Hospital, Shikaripura (Organize Health Awareness Programme and camps).

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

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

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

3.4 Collaboration and Linkages

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

Response: 15.2

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

years

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	12	16	19

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 3

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

Response: 03

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

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

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**

4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Physical Facilities

The College established in **1996,** With a built-up area of 25167.29 Sq.ft of land is equipped with modern and traditional works places and creates an excellent ambiance and atmosphere for teaching learning. The College has an adequate number of classrooms, laboratories, a library & resource Centre, a Computer Lab, educational technology room, a studio, an auditorium, a Seminar Hall, a playground, and other facilities for the execution of the teaching-learning process efficiently and effectively.

Class Rooms

The College has **19 well-ventilated** and spacious classrooms with green boards, Comfortable furniture, and a Wi-Fi facility with 100 Mbps speed. The college has **two multipurpose** classrooms and **Multipurpose Hall** with adequate seating capacity, By considering the NCTE framework, existing facilities were upgraded based on the redesigned curriculum**.**

Educational Technology room

The college has well equipped educational technology room and has (an overhead Projector, OHP Sheets, Projector, and Desktop) Audio Visual Equipment like Film strips, CDs & DVDs, Mike (Collar &wireless), Trolley Speaker, amplifier, Camera, and video Cam.

Computer lab

The computer lab is well-furnished with 37 computers along with a printer facility and LAN and Wi-Fi Connection with 100 Mbps speed. This service is utilized by the student teacher & teacher educators. IQAC room has 3 computers with 2 printers, one computer system along with printer in the staff room, our office is having 5 computer systems, 2 printers with Wi-Fi facilities and Management chamber have one computer, General Hall is having one computer with an advance featured projector and ET lab is having one computer system with a television facility and projector. The college has 5 Systems in the library along with a scanner and printer. We have one projector in the auditorium and also one movable Projector.

Science and Psychology laboratories

Our college is utilizing the resources of our sister concerned institutions like well-designed laboratories (Physics, Chemistry, Biology) on a need-based. Which is located within our premises. We have a psychology Laboratory with well-equipped tools and Psychological test items which are made for B.Ed. students.

Studio

The studio is well equipped with Smartboard facilities, soundproofing, and focus lights and it is made usable for recording, teaching, and conferences.

Library and Resource Center

The library is 173.75 Sq. mt and it has 13129 books,1441 reference Books,27 journals 11 Magazines & Daily Newspapers, 5 Computers with an internet facility of 100 Mbps speed, an N-List facility with 6000 e-resources, and e-library facilities. We have separate library facilities for disabled children and a Resource Centre with a huge collection of Rastra Kavi Kuvempu, Swamy Vivekananda, and Shiva Sharane Akkamahadevi-related literature.

Cultural & Sports Facilities

The college provides sporting equipment & infrastructural facilities to conduct indoor & outdoor games for students. The college has well-maintained playgrounds for football, basketball, badminton court, &kho-kho, etc.

Other Facilities

Washrooms & restrooms for boys & girls, hostels for boys & girls, drinking water, guest house, swimming pool, residential quarters for faculties, spacious parks, CCTV surveillance, 24/7 LAN and Wi-Fi facility, and transportation.

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

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

Response: 60

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

Response: 06

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

Response: 10

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

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

Response: 17.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
.89	.45	1.11	1.89	1.27

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

4.2 Library as a Learning Resource

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

Response:

Our college library is an **excellent learning resource** and was established in 1996 since that library has made a consistent program of collection of books, periodicals, e-resources, and other services. The College library is enriched in terms of the availability of textual resources consisting of textbooks, reference books, e-books, national policies/Documents, journals, e-Journals, abstracts, magazines, encyclopedias,

dictionaries, dissertations, theses, and newspapers. The library is divided into various sections, a general section, a periodical section, a research section, new arrivals, a resource center, a photocopy section, a literature book section, scanning, printing, and a browsing room.

The college journeyed from a manual facility to an automated integrated library management system (ILMS). The college has subscribed to the service of the national library and information services infrastructure for scholarly content **(N-List) under ID C-17792**. N- List is a part of the e-Shod Sindhu consortium and INFLIBNET. It provides access to e-resources to students, researchers, and faculty of the colleges and other beneficiary institutions through a server installed at the **INFLIBNET** Centre. The authorized users from colleges can now access e-resources and download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre.

The national library and information services infrastructure for school content (N-List) provides access to more than **6000 e-journals and more than 1,90,000 e-books**. It covers all the disciplines viz. Pure Sciences, Social Sciences, and Humanities including Linguistic and Languages, N-List e resources involves, American Institute of Physics, Annual Reviews, Economic and Political Weekly, Indian Journals, Institute of Physics, JSTOR, Oxford University Press, Royal Society of Chemistry, H.W. Wilson, and Cambridge University Press, E-BOOKS collections includes, Cambridge Books Online, E-Library, EBS Co Host-Net Library, Hindustan Book Agency, ISEAS Books, Oxford Scholarship, Springer eBooks, Sage Publications eBooks, Taylor Francis eBooks, My library-McGraw Hill, South Asia Archive and World e-Book Library

Our college library is **partial automation using LIBSOFT software of version 9.8.0** in all the models viz., acquisition, circulation, and serial control with barcode in 2013. It is an integrated, multi-user, user-friendly Library Management Software Package. All Library routines and high-level documentation services are possible in a user-friendly manner. This package has been designed to handle large volumes at speed thus saving manpower and is windows-based software. It is functional with proper internet and wi-fi connectivity.

Along with **LIB-soft and N-List facilities**, we are having our e- library the collections of e-content prepared by our teacher educators and student teacher. Our librarian organizes regular orientation programs related to N-List registration and steps for accessing e-resources in an effective manner. The scanning and photocopying facilities are available for the students.

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

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

Response:

The library is an effective source of information of all kinds to be shared by people of all kinds. The library of the college serves as a gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. The library offers free Internet access with high-speed broadband, and Wi-Fi facilities which are required by students, research scholars, and faculty for conducting research, writing research papers, and other research-oriented activities, etc. The college has subscribed to services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID C-17792, which is jointly executed by the e-shod Sindhu consortium, INFLIBNET Centre Infrastructure for Scholarly Content (N-LIST) provides access to more than 6,000 e-journals and more than 1,90,000 e-books. The college has also subscribed to services of e-Shodhganga, which are digital repositories of Indian e-theses and e-dissertations set up by the INFLIBNET Centre, is also made availability of e-resources in open access.

N-List covers all the disciplines viz. Pure Sciences, Social Sciences, and Humanities including Linguistic and Languages, N-List e resources involve, American Institute of Physics(18 titles), Annual Reviews (33 titles), Economic and Political Weekly, Indian Journals(180+ titles), Institute of Physics(46), JSTOR(2500+titles), Oxford University Press(262+titles), Royal Society of Chemistry(29 titles), H.W. Wilson(3000+titles), and Cambridge University Press(224titles), E-BOOKS collections includes, Cambridge Books Online(1800+titles), E-Library(185000+titles), EBS Co Host-Net Library(936+titles), Hindustan Book Agency(65+titles), ISEAS Books (382+titles), Oxford Scholarship(1402+titles), Springer eBooks(2300 title), Sage Publications eBooks(1000 titles), Taylor Francis eBooks(1800 titles), My library-McGraw (1124 titles)Hill, South Asia Archive and World e-Book Library.

Our college is having very unique resource center, which is having a huge collection of around 640 books pertaining to the literature of Jnana Peta award winner nature poet RastrakaviKuvempu, Shiva Sarane Akkamhadevi, and Sri JagajyothiBasaveswara. This resource center is open for all student teachers, teacher educators, and also for community people and other interested students and researchers.

The college library provides a **remote login facility** to all student teachers the faculty members to **access digital resources** online subject to the following conditions. However, in the event that students and staff are unable to access it, an alternative is to use access through the College email and password. Students are thus able to access UGC and its affiliate libraries. Users can access **online journals and e-books** as per guidelines (rules) created under the e-resource access policy and remote access policy. The information retrieved from these e-resources through remote/campus access facilities is used only for educational and research purposes and not for any commercial gains.

Our college is trying to make available to the students and staff access to the library through the College website. The inventory of all the books accessioned can be accessed. This provides the students and staff to ascertain if the material they need is available in the College Library. The books have to be checked out physically using the library's automated service.

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

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

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

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
.14	.15	.12	.13	.17

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

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

Response: 22.31

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

Response: 228

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

Response: 219

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

Response: 455

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

Response: 576

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

Response: 262

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

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities

The institution encourages teachers to do online teaching, assessment & evaluation of learning. Most of the teachers take their internal assessments and class tests online using freely available tools. The institution also has **50% ICT-enabled classrooms** with **Interactive touch panels, digital projectors**, and smart boards that facilitate and enhance our teaching–learning process. The institution has also developed e-content for various courses and the subject-wise material is uploaded on the college website.

The institution also has ICT enabled auditorium for catering to the demands of organizing seminars,

debates, symposiums, guest lectures, etc. for interactive teaching–learning activities. The office is Wi-Fi and has a Biometric system **(Essl software)** and close circuit cameras. Computer systems are upgraded as per the requirements of the college.

Educational Technology room

The college has well equipped educational technology room and has (an overhead Projector, OHP Sheets, Projector, and Desktop) Audio Visual Equipment like Film strips, CDs & DVDs, Mike (Collar &wireless), Trolley Speaker, amplifier, Camera, and video Cam. The Education Technology lab is having one computer system with a television facility and projector.

Computer lab

The computer lab is well-furnished with 37 computers along with a printer facility and LAN and Wi-Fi Connection. This service is utilized by the student teacher & teacher educators. IQAC room has 3 computers with 2 printers, in the staff room one computer system along with printer facility is provided, the administrative office is having 5 computer systems,2 printers with Wi-Fi facilities 100 Mbps speed and Management chamber is having one computer. The principal chamber is having one computer with color printing facilities.

Library

The library is of 5 Computers with an internet facility of 100 Mbps speed, an N-List facility with 6000 e-resources and e-library facilities, an Ink-Jet printer cum scanner, and photocopies available for teachers' educators, and students. Our college library is partial automation using LIBSOFT software of version 9.8.0 in all the models viz., acquisition, circulation, and serial control with barcode in 2013.

Accessibility

The staff and students have access to the internet with a separate username and password. In the college LAN and Broadband internet connections are connected to the principal's office, Staffroom, office, library, and computer lab. The usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities. PowerPoint presentations, seminars, assignments, etc. are possible through the ICT facilities.

Software:

The institution uses predominantly Windows 7 and 10, MS office 2007, Adobe reader, and New gen lib. During covid-19 conditions conferencing apps were installed to conduct online classes smoothly. LMS and MOOC platforms were extensively used.

ICT Service Management:

Maintaining computer hardware and troubleshooting software, LAN, and Wi-Fi connectivity was monitored regularly. UPS for backup **4 BSNL FTTH** internet broadband connections for accessing the internet to cater to academic and administrative activities with the high-speed of 100 Mbps are provided for the smooth conduction of the programs. The college website is maintained and upgraded by **Mild wave Technologies.**

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 1.47

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

4.3.3 Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

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

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**

4. **Teleprompter**
5. **Editing and graphic unit**

Response: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure

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

Response: 88.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.01	1.62	8.18	11.6	4

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

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities

- laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

Physical Facilities

The College established in **1996,** With a built-up area of 25167.29 Sq.ft of land is equipped with modern and traditional works places and creates an excellent ambiance and atmosphere for teaching learning. The College has an adequate number of classrooms, laboratories, a library & resource Centre, a Computer Lab, educational technology room, a studio, an auditorium, a Seminar Hall, a playground, and other facilities for the execution of the teaching-learning process efficiently and effectively.

Class Rooms

The College has **19 well-ventilated** and spacious classrooms with green boards, Comfortable furniture, and a Wi-Fi facility with 100 Mbps speed. The college has **two multipurpose** classrooms and **Multipurpose Hall** with adequate seating capacity, which are used to organize a workshop, seminars, conferences, and for the regular teaching-learning process. By considering the NCTE framework, existing facilities were upgraded based on the redesigned curriculum**.**

Educational Technology room

The college has well equipped educational technology room and has (an overhead Projector, OHP Sheets, Projector, and Desktop) Audio Visual Equipment like Film strips, CDs & DVDs, Mike (Collar &wireless), Trolley Speaker, amplifier, Camera, and video Cam.

Computer lab

The computer lab is well-furnished with 37 computers along with a printer facility and LAN and Wi-Fi Connection with 100 Mbps speed. This service is utilized by the student teacher & teacher educators. IQAC room has 3 computers with 2 printers, one computer system along with printer in the staff room, our office is having 5 computer systems, 2 printers with Wi-Fi facilities and Management chamber have one computer, Principal chamber is having one computer with color printing facilities. General Hall is having one computer with an advance featured projector.

Science and Psychology laboratories

Our college is utilizing the resources of our sister concerned institutions like well-designed laboratories (Physics, Chemistry, Biology) on a need-based. Which is located within our premises. We have a psychology Laboratory with well-equipped tools and Psychological test items which are made for B.Ed. students.

Studio

The studio is well equipped with Smartboard facilities, soundproofing, and focus lights and it is made usable for recording, teaching, and conferences.

Library and Resource Center

The library is 173.75 Sq. mt and it has 13129 books,1441 reference Books,27 journals 11 Magazines & Daily Newspapers, 5 Computers with an internet facility of 100 Mbps speed, an N-List facility with 6000 e-resources, and e-library facilities. we are having separate library facilities for disabled children and Resource Centre with a huge collection of Rastra Kavi Kuvempu, Swamy Vivekananda, and Shiva SharaneAkkamahadevi-related literature.

Cultural & Sports Facilities

The college provides excellent facilities for organizing cultural programs, we have an auditorium with a projector and an advanced sound system. The college provides sporting equipment & infrastructural facilities to conduct indoor & outdoor games for students. The college has well-maintained playgrounds for football, basketball, badminton court, &kho-kho, etc.

Other Facilities

Washrooms & restrooms for boys & girls, hostels for boys & girls, drinking water, guest house, swimming pool, residential quarters for faculties, spacious parks, CCTV surveillance, 24/7 LAN and Wi-Fi facility, and transportation.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: A. All of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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

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

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

Response: A. All of the above

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

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

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 49.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	15	11	12	23

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

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

Response: 55.17

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 16

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

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**	
File Description	**Document**
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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

Response: 48.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	09	08	13

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

5.3 Student Participation and Activities

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

Response:

Student teachers are active representatives of academic and administrative bodies and committees of a college. Student union members have been selected based on their performance in talent search activities, academic achievements, area of interest, and service motto. The general secretary is selected from the 2nd

year and the joint secretary will be from the 1st-year student teacher. These two students are instructed to be part of every committee and cell of the college and their suggestions are considered with regard to teaching-learning processes.

The process of selection of students in different committees is briefly highlighted here below **(a) Sports**: Students who have good track records in sports achievements are chosen as a are Secretary for this unit. **(b)Cultural**: one Student from the first and second semesters is chosen based on the hidden talents of students in cultural activities, i.e, drawing, painting, singing, dancing, mono acting, etc. **(c) Youth Red Cross**: Based on their leadership abilities, students are selected, and also students who wish to be part of this unit are also considered to be the part of Red Cross Unit. **(d)Women Welfare Committee:** One girl student who has leadership abilities, and language proficiency is selected as a member of this committee**. (e) Language club Committee:** students who have performed Excellency in elocution, and debate are considered for this forum. **(f) Library Advisory Committee:** College has formed a Library Advisory Committee. as a representative of this committee**. (g) Social and Science Club:** The club is entrusted to plan and organize visits to historical places, quiz competitions, in-house seminars, etc. NSS, CTC, and Tour committee: Representatives of this committee need to organize the NSS camp, CTC, and educational excursion under the guiding principle and staff. In spite of these, we have a student membership in Anti-ragging, grievance redressal cell, laboratory, student welfare committee, Examination, and internship and SUPW Committee and electoral literacy club, etc. a student membership.

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

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

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

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

Response: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

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

5.4 Alumni Engagement

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

Response:

The College has a registered Alumni Association. **Alumni Registration No. is DRSH/SOR/37/2020-2021/Shivamogga.**

Kumadvathi College of Education Alumni Association, Shikaripura, plays a crucial role in its functioning through student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become a successful and efficient human resource for the college. The institute has a dynamic alumni association that works coherently with faculty in devising methods to improve teaching methods, muster resources, and organize events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during the course curriculum. For example, preparation of lessons for classroom teaching, presentation, and also participation in personality-oriented events like debate competitions and performing arts, etc. Alumni members, via Alumni association meetings, seek directives as well as advice on curriculum development, placement, guidance as well as mentoring. Feedback from members plays a very vital role in filling the lacunae in the curriculum left unnoticed. This association works as the ultimate watchdog that keeps the institute on track to meet pre-set targets in a

timetable.

The association regularly meets and interacts with the management. It is the flag bearer of the development of the college. The College has a social networking page and a separate link in the website where the Alumni can register and connect to share their ideas.

The aims and objectives of the Association shall be:

1. Bring the old students of Kumadvathi College of Education, Shikaripur under one forum for the exchange of experience, dissemination of knowledge and talents amongst its members, and also for the furtherance of fellowship, advancement of scientific knowledge in general of the members of the Association and country.

2. To conduct seminars, conferences, workshops, endowment lectures, and other academic activities and also to keep in touch with one another of the B Ed College faculty, non-teaching staff, and students.

3. To create and establish Alumni endowments for granting scholarships, prizes, and medals to students showing high proficiency in their studies and honoring former students of the B Ed College.

4. To advise and interact with state and Central Government Bodies, Universities, and Associations of other academic institutions on matters relating to the promotion of higher education, training and management systems and thereby promote the welfare and status of the B Ed College.

5. To collect funds by subscriptions, contributions, donations, and gifts from members, non-members, Governments, Universities and other institutions and philanthropists for the furtherance of the above objectives.

6. To render financial aid to deserving poor students studying at B Ed College.

7. To bring out magazines, souvenirs, and newsletters highlighting the activities of B Ed College and its alumni.

8. To help the alumni to get advice from the B Ed College on various technical problems and job opportunities that they may come across in their work and real life.

To carry out such other activities as may be necessary for furthering the above aims and objectives.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

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

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

Response: 10

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	1	1

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

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

Response:

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

The alumni members also do their services in monitoring the Practice of Teaching/Internship as they are invited to conduct viva and supervise lesson delivery. During these activities, a congenial atmosphere is created to nurture the talent of the students.

In maintaining the quality standard in the institution, the Alumni members have been made part of the Internal Quality Assurance Cell (IQAC). They share their valuable experiences and knowledge in order to improve the overall quality of education in the institution. In addition, the college conducts alumni meetings every year where they share their concerns, experiences, and suggestions. The suggestions/feedback expressed by alumni members is analyzed by the IQAC team and the same is presented before the college administration for further course of action.

Alumni members via Alumni association meetings seek directives as well as advice on curriculum development, financial aid to needy students, and students' support for admission, placement, guidance as well as mentoring. Alumni members deliver seminars, hold workshops, and plan internships, and demonstrations.

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The college has the following well-defined vision and mission statements in accordance with the National Educational Policy.

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. ”

Mission

- 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.

Values

- To encourage creativity, independent thinking, and lifelong learning.
- To nurture and foster work, and enthusiasm and exhibit diligence and sincerity.
- To provide education that is cognizant of changing demands of our society.
- To develop sincerity, responsibility, and work culture.
- To provide the finest infrastructure, resources, and services to enhance the growth and development of every student.

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

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

The institution is committed to democratic and participatory governance with the active participation of all stakeholders in its administration. The staff meets once a month and evaluates the activities of the previous month and gives feedback. This feedback is recorded and is used for further planning. At the end of the academic year, the entire faculty evaluates all the activities of the academic year and works out concrete suggestions and solutions for qualitative enhancement of B.Ed., programs, and these suggestions are incorporated in the next year’s Action Plan. The non-teaching staff meeting is also held periodically to

evaluate their performance.

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

The committees and cells in which representation of staff and students is seen are as follows Governing Council, IQAC, internship and examination Committee, Admission Committee, Research Committee, Student Welfare Committee, Placement Committee, Internal Complaints Committee, Women empowerment committee, grievance and redressal, Library Advisory Committee, Anti Ragging Committee, and Equal Opportunity Cell.

These committees and cells meet from time to time to discuss perspective plans and evaluate the performance of the Institution. The feedback and suggestions of these committees and cells are taken sportively and included in the planning of the institution. Quality measures and important decisions are taken to improve the performance of the Institution, these committees and cells function as benchmarks for the quality enhancement of the institution.

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

6.1.2 Institution practices decentralization and participative management

Response:

The success of an institution is the result of the combined efforts of all who work towards attaining the vision of the institution. Kumadvathi College of Education, Shikaripura practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal than to Coordinators and teachers in-charge of the various cells and committees in the college.

The following committees and cells are operational in the institution to implement various activities:

Research Committee

Anti-Ragging Committee

Admission Committee

Discipline Committee

Library Committee

Examination Committee

Sports Committee

Internal Quality Assurance Committee

CCA Committee

Grievance Redressal Cell

Placement and Career Counseling Cell

Women Empowerment Cell

Internal Complaint Cell

SSP Cell

Language Club

Science Club

Social Science Club

Magazine Committee,

Socially Useful Productive Work cell.,

Internal Complaint Committee

The college organizes all staff meeting to constitute various committees democratically that discharge various duties of the college:

Formulation of committees: At the beginning of each session the committees are formulated. The process begins with the formation of college committees/staff councils which involves all teaching and non-teaching staff of the college. All programs and activities of the institution are planned & executed by the said committees headed by the convenors.

Process of formulation: After reviving the performance of the previous year by various committees the faculty and non-teaching staff is given chance to choose the committees they want to work in. The

convenors are chosen by the committee members through mutual consultation on the basis of merit.

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

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

The Principal of the college oversees the activities of various committees and cells.

- The admission committee is taking the responsibility that visiting nearby Degree colleges and approaching the student to taken admission to our college, also providing a prospectus to students, also post-college information pamphlets to all degree colleges of the district to motivate the students to join B.Ed Course in our college.
- The cultural committee organizes all the functions, celebrations academic, and co-curricular activities in the college.
- The examination committee prepares data sheets and conducts tests in a semester and prepares an internal assessment of students. This committee takes initiations planning and successful completion of the Internship program in all 4 semesters.

The committee meetings are held as and when required for the implementation and organization of activities and meeting minutes were documented both in soft and hard copies.

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

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

Response:

The institution maintains complete transparency in its financial, academic, and administrative functions. To ensure good governance, transparency, and accountability, the vision, mission, and goals are clearly defined at all levels.

Financial Transparency: The Institutional mechanism for monitoring the effective and efficient use of financial resources is by the Finance Committee/Administrative staff. All expenditure proposals are

budgeted by the Finance Committee and approved by the Governing Council, Principal, and finally by the management. Regular internal and external auditing is a practice of this college. The accounts of the Institution are audited by the auditor appointed by the management and the department.

The budget proposed and utilized is reviewed after every purpose mentioned in the proposal via bills and documents if any. Actual day-to-day financial transactions are tracked by the administrative staff for approvals and transactions.

Academic Transparency: With regard to academic matters, All the guidelines given by Kuvempu University, Colliegait of Education, NCTE, and UGC are followed. The Governing Council, IQAC, and Principal is the highest decision-making authority. It decides matters such as the functioning of the institute's academic programs. Before the commencement of the session, the college academic calendar is prepared and all the academic activities are scheduled beforehand. All the current events, including admission, examinations, circulars, events, time-tables, workshops, training programs, and campus drive information is posted on the college website as well as the college notice board. They are circulated among the staff and students. Timetables and workload are also prepared and circulated too. Greater use of technology is encouraged to enhance the teaching-learning process Periodical tests and house tests are scheduled regularly to assess the progress of the students. There is an Examination in charge who takes the responsibility of submitting the student applications for the exams, preparing date sheets, managing seating arrangements, maintaining the record of absentees, and also preparing the question papers. The examination coordinator works with the examination committee of the institution to complete the examination process smoothly.

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

Regular Faculty Meetings, Institutional IQAC, Student union Meetings, Governing council meetings, and Curriculum planning meetings are conducted. QAC (Quality Assessment Committee) from the university will scrutinize the quality check yearly.

Administrative Transparency: The institution maintains transparency in its administrative aspects. Service Rules Book is available to provide information on Service rules, code of conduct, and benefits available to the staff. The administrative inspection is done both by the management and the principal. Transparency is maintained in the admissions of the students. 25% of the Management seats of the B.Ed Course are allotted based on merits. 75% of the students come under Government Quota. Equal importance is given to these students.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The extensive goals of Perspective Plans are associated with Kumadvathi College of Education, which is committed to providing quality higher education and research, and skill-oriented human resources, and the plan is accordingly focused on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan.

One Activity successfully implemented based on the strategic plan:

- In this modern technological world, our college also played a vital role. The management and staff of the college are committed to using ICT in education. On this strategic plan, the management is very supportive of upgrading the facilities of ICT in the college.
- Studio Room/Digital Room : 80 inch Interactive Panel + UPS + Floodlight System + Sound Systems + Wifi + Green Screen + Voice Recorder + Sound Systems + Handy Cam + Camera + Tripod Stands
- General Class Room: Interactive White Board Cum Projector, 1 Computer System, Wifi
- Et Room (Educational Technology Room): Interactive White Board cum Projector + 50inch Smart TV + Voice Recorder + Sound Systems + Camera+ Mike Systems + Amplifier
- Administrative Block: 5 Computer Systems, UPS, 3 Printers, LAN & Wifi
- Staff Room: 2 Computer Room, LAN, Wifi, 1 Printer
- IQAC Room: 1 Computer, Wifi Router, 1 Printer
- Computer Lab/Language Lab: 37 Computers, 1 Projector, UPS, LAN for Each computer, 37 Headphones, and One Printer
- Library + Resource Center: 5 Computer Systems, Printer, Scanner, and Wifi
- Auditorium + Multipurpose Hall: 1 Projector, Laptop, and Sound System
- The staff of our college was also involved in upgrading themselves in learning advance ICT knowledge in teaching and as well as they were implementing practical way. During Covid time all of our faculties attended online FDP and workshops to help them to update in the ICT world.
- Now the faculties were well in using online teaching platforms like ZOOM, Google classroom, teaching, Webex, and Microsoft team.
- For online evaluation purposes – google forms, testmoz, quizzes, and other online evaluation tools
- For presentation – App preparation, Preize presentation, Canva preparation, e-books preparation, using of mind master
- For video presentations and uploads on youtube – VN app, A to Z recorder, OBS software, Screen recorder, Camtasia, open shot software, LOOP, and youtube as a gateway.
- For Research and publication - Mendeley software, Grammarly, latex, and more.
- The institution has organised workshops and seminars to help in the development of professional competencies among teachers :
- Faculty Development Programme: **A Two Day National Level Workshop on New Approaches to Teaching and Learning for 21st Century Teachers** on 29th and 30th June 2019.
- **Two Day Workshop on Video Making and Video Editing** on 16th and 17th January 2021.
- Workshop on **Usage of Mobile Phone Apps in Teaching & Learning Process for Primary School Teachers of Shikaripura Taluk** on 7th August 2021 to 28th August 2021.
- Workshop on Introducing **Teachers Friendly Software for Student Teachers**
- A Two day National Conference on **Innovative Pedagogy and Effective Teaching Learning to**

Promote NEP-2020

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

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

Response:

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

Each faculty is the coordinator of a different committee which has the flexibility in decision-making and implementation with the principal as the ex-officio. Most of the committees have administrative staff and student representatives as members.

The Principal is responsible for the College functions and growth including administrative, academic, co-curricular, extra-curricular, and extension programs. IQAC of the college is involved in developing a quality system of the academic and administrative performance of the College. Each one's responsibilities are specified in the form of workload at the beginning of every academic year during Institutional Planning. They are given the freedom to take initiative in planning and performing their responsibilities. Every staff member is encouraged to participate actively in Institutional Planning at the beginning of every academic year, during periodic staff meetings, and during academic meetings.

Governing Council guides the college in fulfilling the objectives of the institution and approving the annual budgets of the college. Suggesting IQAC and other bodies of the college for quality initiatives. It acts as a guiding force for the institution. The institution maintains transparency in academic administration. The functions of the institution and its academic administrative units are in accordance with the principles of participation, accountability decentralization, and transparency. The Internal Compliance cell and Anti-ragging cells ensure that the institution is free from all types of harassment. The placement cell makes sure that all our students are placed well. The Alumni Association conducts several programs to ensure quality in the institution and provides feedback on the activities of the college. Student Welfare committee works towards the overall welfare of the students while the Library Committee addresses the grievances regarding library resources and works towards providing better facilities. The Research Committee encourages

research culture and tries to ensure quality in research undertaken by the college. The Academic Audit Committee assesses the academic performance of the staff and the effectiveness of teaching.

All staff is oriented about the Administrative and Service instructions available in the institution. Faculties are educated about conditions of service, roles, and responsibilities, discharge of duties, kinds of leave, code of conduct, incentives for attending the Faculty Development Program, incentives for achieving academic excellence, and others. To make the system more transparent all these parameters are also uploaded on e-governance.

Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC, and the affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by a selection committee and management. The qualification, teaching experience, and other eligibility for recruitment are as prescribed by the state Government / UGC / NCTE and the affiliating university.

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

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

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

Response: A. Any 6 or more of the above

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

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

Response:

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

During the meeting with the placement cell and Alumni association, it was decided to publish a magazine for job information and it is named “Future”. This magazine gives information regarding job notification details, Ph.D., NET, KSET, CET, TET, and CTET notifications and results of different examinations, and more. This informative magazine is circulated to 18 B.Ed colleges affiliated with Kuvempu University free of cost. In response, most of the teacher education colleges sent their appreciation letters to the college for their remarkable work. The complete work of this magazine was carried out by the placement cell and IQAC. The second example is that under ICC and the Women empowerment cell we have organized health and hygiene programs for secondary school girls.

Through Language club, science club, and social Science club celebrates national festivals, the birth anniversary of poets, freedom fighters, and more. These clubs' annual magazines released namely Chiguru, Inspire and Science and Social Science yearly awards for it also.

The college is structured with different committees. The Internal Compliance cell and Anti-ragging cells ensure that the institution is free from all types of harassment. The placement cell makes sure that all our students are placed well. The Alumni Association conducts several programs to ensure quality in the institution and provides feedback on the activities of the college. Student Welfare committee works towards the overall welfare of the students while the Library Committee addresses the grievances regarding library resources and works towards providing better facilities. The Research Committee encourages research culture and tries to ensure quality in research undertaken by the college. The Academic Audit Committee assesses the academic performance of the staff and the effectiveness of teaching.

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

6.3 Faculty Empowerment Strategies

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

Response:

Yes, the institution has welfare measures for both teaching and non-teaching staff.

Teaching Staff:

1. Co-operative Management
2. Maternity and Paternity provisions.
3. Promotional Benefits
4. OOD facility for seminars, conferences, training
5. 25 Percent fee concession for staff family members who are studying in the sister institutions of SVVS
6. Staff achieving State and International awards and on Completion of the Ph.D. award are felicitated by the institution
7. Medical checkups of teaching and non-teaching staff
8. Staff is encouraged to participate in seminars, workshops, and conferences. Financial Assistance is provided to attend conferences/seminars/workshops. The staff has access to infrastructure and library resources in the college. The college resources such as material, academic, and human resources of the college namely the library, computers, psychological tests, staff assistance, and clerical assistance are made available to the faculty to be used for their professional and personal up-gradation.
9. Medical Insurance facilities both teaching and non-teaching staff

Non-Teaching Staff:

1. Co-operative Management
2. Maternity and Paternity provisions.
3. Promotional Benefits
4. OOD facility for seminars, conferences, training
5. TA facility for attending office work.
6. 25 Percent fee concession for staff family members who are studying in the sister institutions of SVVS

7. Regular training for non-teaching staff on using e-governance and software used for financial transactions.

Other

1. A separate room for rest and relaxation is also provided for the staff members. This facility has helped them to take rest whenever they felt sick. Two separate halls for small discussions are provided. Boiled and cooled water for drinking, guest rooms with beds, and attached toilet cum bathing rooms for resting when needed are provided for the staff.

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

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

Response: 24.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	9	2	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 10

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	1	1	1

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

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

Response: 80

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	3	6

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

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

Response:

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

- Based Appraisal System (PBAS). Increments and Promotions are completely based on the Performances.
- The performance of teaching staff is assessed on the following bases: their academic qualification, research experience, and training worked on research projects or carried out,
- publications: published papers in journals, book publications, chapters published in books,
- Paper presentation: in seminars, conferences, symposia workshops, workshops attended teaching and evaluation experience, total teaching experience, courses taught, duration.
- Evaluation experience includes: paper setting, invigilation, evaluation, and practical exam, Other than that, extension work and membership in professional bodies or societies are also recorded.

On the other hand, all non-teaching staff is also assessed through annual confidentiality. The various parameters for non-teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Cooperation with superiors, subordinates, colleagues, students, and public, Power of Drafting, an efficient organization

of documents and technical abilities. Their overall assessment is based on the above-mentioned parameters. Their performance is first assessed by the head of the institute and then forwarded to the management. The Performance Appraisal System significantly helps in the evaluation of the performance of employees, motivating them, analyzing their strengths and weaknesses, and ensuring better performance.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The institution has a mechanism for internal and external audits. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors verifying and certifying the entire Income and Expenditure and the Capital Expenditure of the Institution every year. Management officials and principal periodically conducts Internal Audit they thoroughly check and verification all transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on yearly basis.

Furthermore, the Institute's accounts are routinely audited by a Chartered Accountant in compliance with government rules. The externally Certified Charted Accountant audits the financial statements and submits to the institution the audited financial statements with audit reports in every financial year regularly.

Even the government body has conducted an Audit yearly will be done by the Accounts Department of Collegiate Education. They verify the records and the objections raised by them will be resolved subsequently. The Finance management system is computerized. The salary of all the personnel is through HRMS (Human Resource Management System) online. All relevant service information of the personnel is made available online. All the salary grants received and utilized by the college is through Khajane-2, hence there will be no financial mismanagement.

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document

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

Response:

- As it is an aided Institution, the main source of funds is given by the State Government and fee collection by management students. Almost all the expenditures like salary, infrastructures, day-to-day expenditures and laboratory and library expenditures are sanctioned by the government rules.

- In addition to the state government grants, UGC also provides funds for various developmental projects and programs.
- A portion of the fee collected from the students is also meant for the utilization of the institution.
- The parent institution helps us to mobilize more and more funds to create a well-furnished and healthy campus for the students.

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

6.5 Internal Quality Assurance System

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

Response:

The IQAC is consistently working to promote a quality culture in all spheres of college activities by channelised efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of the vision and mission of the college. IQAC prepares a perspective plan of development for the college and executes it in a strategic plan every year. It has been trying to institutionalise a number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period, the IQAC was successful in implementing and introducing several curricular, co-curricular and extracurricular activities.

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

- Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators was collected and analysed for future planning and improvisation of quality service education
- Improved teaching-learning and evaluation process
- Effective delivery of curriculum and enhanced usage of ICT tools
- Organising Seminars/Workshops/Conferences and Endowment lecture series recognizing and felicitating distinguished alumni Organizing staff training programmes. (A Two Day Virtual National Conference on Innovative Pedagogy and Effective Teaching Learning to Promote NEP-2020 on 18th and 19th December 2021, and In Collaboration with the BEO office, the Department of Public Instruction, Shikaripura organised a workshop on the Usage of Mobile Apps in Teaching Learning Process for Primary & Secondary School Teachers of Shikaripura Taluk. in this workshop nearly 380 primary and secondary school teachers were benefited by this workshop.)
- COVID-19 Awareness programme and Vaccination programme at college and Primary health centres of Shikaripura Taluk.

- Free health checkups and blood donation programme
- Plant distribution and planting programme,
- Fire safety measures demonstration programme,
- Seed sowing programme in collaboration with the Forest department
- E-waste management and waste management plant visit programme by student teachers,
- Special lecturing programme on Folk Literature and Education
- Road Safty measure awareness programme
- Soil Testing demonstration programme
- Vermicompost plant visit programme and its cultivation at the campus
- e-Library inauguration

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

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

Response:

1. ??????The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching-learning process, structures, and methodologies of operations in the institution and strived hard for its reforms.
2. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library, and ICT facilities in classrooms, labs, and the library are ensured before the commencement of every academic year.
3. A good number of faculty participation in syllabus revision workshops enhances the preparedness for effective teaching and learning in the classrooms.
4. Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses compulsory/elective/add-on/remedial etc. on one hand and schedules of co-curricular and extracurricular activities on the other.
5. As a quality measure, an academic audit is also conducted by the college, and reports are sent to College GC and management. IQAC takes reviews the activities carried out by different committees periodically and suggests changes if any so that the effectiveness of the teaching-learning process shall enhance.
6. The success of this effort is seen in form of the number of students getting university ranks, and other research competitions, getting success in TET and CTET, placement in organizations, and a high rate of progression along with a higher percentage of results.
7. Specially previous and this academic years came in to practice of Online teaching. Online teaching is another change that IQAC of our college has brought about. IQAC has been trying its level best in order to help teachers who would like to prepare for online classes. People were talking about

online classes. But we never expected that it will become a reality so soon. We thought that it would come into practice sometime in the distant future. But due to the corona pandemic, online classes have become an inevitable method of teaching students who are in different distant places. When the teachers and the students were in confusion without knowing what to do under such unusual circumstances, the IQAC of our college has come to help the teachers to arrange the online classes. As a result, many teachers have started their own LMS platforms like google classroom, and YouTube channels and uploaded their lessons onto them. Many students have been making use of this facility.

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

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

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

Response:

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

1. Book bank System:
2. Regular TET & CTET Coaching for Student Teachers
3. Regular Yoga Practice
4. Organizing Seminar at the national level and workshops for student teachers, primary, secondary school teachers and teacher educators, etc
5. Meaningful celebrations of national and special day festivals
6. Faculty Development Programmes in innovative Strategies to be organized
7. ICT in Teaching, Learning, evaluation, Library, and administration to be effectively used
8. Fee concessions should be made for BPL Students
9. Add-on, Skill Based Course/PG Course (M.Ed) to be Introduced
10. MoU's to be signed with external Agencies
11. Book Bank Facility to be Provided
12. Internal Complaints Committee must be Constituted as per the Act
13. Alumni Association Must be Registered and Used for the Development of the College
14. Systematic internship program.
15. Hands-on experience through SUPW work
16. Free distribution of "Future" Job information magazine to 18 B.Ed colleges affiliated with Kuvempu University.

17. The college website has been redesigned College library is upgraded with new books on different teacher training programs
18. Preparation of timetable as per the guidelines of the academic calendar.
19. Faculty uses techniques like team teaching, role-playing, project method, ICT-based teaching, and flipped classrooms through well-equipped classrooms and laboratories

One of the remarkable **incremental improvements achieved in academics is**

ICT-enabled classrooms and Studio room for online classes.

- **Studio Room/Digital Room :** 80 inch Interactive Panel + UPS + Floodlight System + Sound Systems + Wifi + Green Screen + Voice Recorder + Sound Systems + Handy Cam + Camera + Tripod Stands
- **General Class Room :** Interactive White Board Cum Projector, 1 Computer System, Wifi
- **Et Room (Educational Technology Room):** Interactive White Board cum Projector + 50inch Smart TV + Voice Recorder + Sound Systems + Camera+ Mike Systems + Amplifier
- **Administrative Block:** 5 Computer Systems, UPS, 3 Printers, LAN & Wifi
- **Staff Room:** 2 Computer Room, LAN, Wifi, 1 Printer
- **IQAC Room**: 1 Computer, Wifi Router, 1 Printer
- **Computer Lab/Language Lab:** 37 Computers, 1 Projector, UPS, LAN for Each computer, 37 Headphones, and One Printer
- **Library + Resource Center:** 5 Computer Systems, Printer, Scanner, and Wifi
- **Auditorium + Multipurpose Hall:** 1 Projector, Laptop, and Sound System

Three Audits: Finance, Academic, and Administrative, and Green Audit

- **The institution has a discipline in following three types of audits which are continuously running in the institution showing the quality indicator. they are 1. to show transparency in finance institutions conducting an internal and external audit.**
- **To show the quality of the institution in academic and administrative work conduct an internal AAA of the year 2019-20 to 2021-22.**
- **The institution has the best practices of a green campus and a plastic-free zone. This institution conducts year green audit.**

Organized various extension lectures/ workshops/ seminars for creating general awareness and enriching the knowledge of the staff Faculty members are encouraged to conduct research in the field of education

- UGC Sponsored A Two Days National Seminar on Inclusion and Qualitative Expansion in Education from 18-02-2017 to 19-02-2017.
- Two Days National Level Workshop on New Approaches to Teaching and Learning for 21st Century Teachers from 29-06-2019 to 30-06-2019.
- Special One Day College Level Conference on National Education Policy - 2020: A Milestone for Future Education in India on 05-01-2021.
- A Two-Day Virtual National Conference on Innovative Pedagogy and Effective Teaching Learning to Promote NEP-2020 from 18-12-2021 to 19-12-2021.
- Usage of Mobile Phone Apps in the Teaching and Learning Process for Primary School Teachers of Shikaripura Taluk from 7th August 2021 to 28th August 2021.

- A minimum of 20 special guest lecturing programs were organised and completed successfully.
- Workshop on introducing teachers-friendly software for student teachers from 27-01-2022 to 04-02-2022.

To follow the practice of Plastic Free Campus Initiatives the institution has made a policy on different aspects:

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

Step by step upgradation of paperless instructions

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

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

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

- The college is committed to **constant improvement in its awareness** as part of a wider commitment to sustainability and social responsibility. Recognizing that in pursuing the vision and mission of the college, there is a need to protect the college's immediate environment, therefore utmost care and attention is given to all our activities to ensure sustainable use of resources, discourage wasteful practices, minimize pollution and re-using material for benefit of individual and society at large.
- The institution's **Discipline Committee'** resolve its energy conservation policy with objectives and an action plan at the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of '**The Discipline Committee'**. Extension lectures of persons with expertise in the area to promote awareness about energy conservation in order to increase and encourage the minimization of energy waste. Periodical meetings of the Maintenance committee and College Discipline Committee regarding the orientation of rules, regulations, facilities, and observations. Well-designed building to maximize the use of natural light and ventilation. Sensitization of staff and students to turn off lights /fans when not in use. Air conditioners are used only when necessary. Use of modern more cost-effective **LED lights**. The institution has a facility for **Solar Energy**.
- Science club members remind one another regarding **'Plastic Free Campus'**. From time to time, a **green audit is in practice** to streamline the ways of energy conservation.

The Technician & ICT members take chance to see that all appliances and lights are switched off when not in use. In its attempt to design and establish a fundamentally institutional commitment to responsibility towards the environment, the college has initiated simple yet workable solutions like replacing faulty electric wires and switches, using **LED bulbs**, **mapping electricity switches**, **automatic tripping system, and UPS protection** for computers in place.

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

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

Response:

- The institution aims at protecting the environment by managing the Solid waste obtained by

cleaning the classrooms and campus (like papers, remains of food particles, dust, etc, collected are handed over to the town municipality for disposal once in a while. The institution has a **waste management dump yard** and all the waste is dumped in that place. We have installed dust bins in different places on the campus where all the solid wastes are collected. The wastes collected thus are handed over to the town municipality for disposal once in a while. The **Bio Wastes** like dry leaves, flowers, fruits, and vegetable peels are collected in a cement tank with a roof which would become **organic manure** that would be used for the newly planted saplings. It was also used for **vermicompost** formations.

- **STP plant** helps to recycle the water. We have an **e-Waste Management system.** Electronic wastes like mobiles, laptops, cables, keyboards, chips, pen drives, batteries, bulbs, and so on are collected in a transparent box which would be disposed to the agency that collects the E-wastes and disposed of them scientifically.

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

7.1.3 Institution waste management practices include

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

Response: A. Any 4 or more of the above

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

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

Response: A. All of the above

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

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

Response:

The institution following the **motto Reduce, Reuse and Recycle**, took subsequent steps in the above-mentioned context.

Cleanliness and Sanitation

- The institution believes in the fundamentals of prosperity with cleanliness and hygiene for the overall purity of **'Body, Mind and Soul'.**

- The organization of assemblies, seminars, and extension lectures on creating sensitivity and responsiveness about our surroundings and emphasis on'**3R's-reduce, reuse, and recycle** policy to avoid clutter on campus.

- Drawing and poster competitions, slogan competitions, etc. Cleanliness activities as part of community service under the **NSS scheme**. Removal of broken, waste, and unusable material.

- Posters and instruction boards displaying habits of cleanliness.

- Tutorial Display board with news, quotes, thoughts, etc. on hygienic lifestyle. Discussions in tutorials to share ideas on cultivating habits of cleanliness in daily life. Interactive sessions with experts on the importance of clean water, decent toilets, and good hygiene.

- Skits on theme save water in tutorials and assemblies.

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

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

Response: A. All of the above

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

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

Response: 3.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
.22	.57	.09	.08	.12

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

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

Response:

The curriculum of the teacher education training program includes topics to address Environment Sustainability, and social issues, which **strengthen the students' content knowledge**. The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; the **Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, best out of Waste, and Seminars on Good and Bad Touch** in Internship practicing Schools. Provides opportunities to work together with neighboring schools and community members by helping in providing them with resources and facilities for the use which directly fosters social connectivity, trust, bond, and network between students and communities. For example; Organization of Teaching Practice Lectures on **Hazards of Poisonous Plastic, Women's Day, and Field trips** are arranged to make students aware of the places and environment around them and provide an opportunity to work with local people to understand their problems. Visits museums, and historical monuments to make them familiar with their own culture, history, and other cultures and develop respect for their heritage. The Institution **'strengthens ties with the Community and helps the Marginalized'** by raising **relief funds** many times with the help of staff and students. Institution organized and participated in blood donation camps for social welfare.

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

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

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

organized periodically

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

1. Title of the Practice: Well-Organized School Internship Programme

The objective of the Practice:

- Developing professional capacities, teacher sensibilities, and sustained engagement of student-teachers with learners and schools.
- Revealing the student-teacher to multicultural contexts of society that influence the school environment and its functioning
- Validating the theoretical understanding of the student-teachers developed through various perspectives and pedagogic courses.

The Context:

Student Teachers have an Internship Programme of 4 weeks in the first and third semesters and 14 weeks in the fourth semester. In the first phase, students are oriented to the internship program. They are made aware of their responsibilities and duties during the internship. In 4 weeks of the internship, the student teachers' visits to different types of schools namely ICSE, CBSE, NavodayaVidyalayas, Morarji Desai School and Special School, the DIET, and BEO's office are arranged. During these visits, students learn the objectives and functions of these schools and offices. They also write the report of these visits.

The Practice :

Before the commencement of the 4th Semester internship school program need to take permission from the BEO for school allotment. The Head of the internship schools and senior teachers of the school are invited to the orientation program of the Internship program, and the principal of the college provides detailed information regarding the internship program. As per norms and guidelines of the university student teachers are orientated for the internship program. The regular practice of the internship school is as follows,

Morning Assembly, Classroom Activities, Developing teaching aids, Formative evaluation, Counseling of exceptional children, Helping in organizing co-curricular activities, PTA Meetings, Maintenance of hygiene, Observation of festivals, Action Research, Preparing ICT-based lessons and integrated lessons.

Best Practices – 2

Title of the Practice: "Community ServiceProgrammes"

Objectives of the Practice :

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

The Context:

- The students develop among themselves a sense of social and civic responsibility.
- They utilize their knowledge in finding practical solutions to community problems.
- The students develop the competence required for group living and sharing responsibilities.

The Practice :

The following are the programs organized by the institution:

- Free Health Checkup and Blood Donation Camp,
- Fire Safety Measures Programme,
- Socio-economic Status Survey,
- Special Lecturing Programme on World Women's Day,
- SwachhathaAbhiyan,
- TraficSafty Measures,
- Plantation, Free plant distribution to villagers,
- E-waste management Awareness and collection program,
- Orientation on vermicompost to the villagers,
- Seed sowing program in collaboration with Forest Department,
- Free distribution of National flags on eve of AzadikaAmruthMahotsvaprogramme under the initiative of HarGharTirangaProgramme,
- Fit India Programme,

- Solid Waste Management Visit and awareness program,
- Save Water Awareness program and Jata,
- Awareness program on personal hygiene during adolescence for girls,
- Prohibition of Child Labour Day Celebration

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

7.3 Institutional Distinctiveness

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

Response:

Kumadvathi College of Education is established in the year 1996 and received Grant in Aid from the government of Karnataka. It is permanently affiliated with Kuvempu University and recognized by NCTE. The College has been included under 12(B) and 2F of the U.G.C. Act. Accredited 'B' Grade with 2.70 CGPA by NAAC. It is housed in a well-equipped building as per the NCTE norms. The Campus is situated on 26 acres of land adjacent to Shivamogga road, Shikaripura. It refreshes you with its scenic beauty, and calm & quiet environment, completely conducive to education. The college has a track record of providing good quality teacher education and gets almost 100% results and ranks every year. **Sri B.S. Yediyurappa,** Ex-Chief Minister of Karnataka is the mentor of this Institution. **Sri. B.Y. Raghavendra.,** Member of Parliament, Shivamogga Constituency, is the secretary of our institution.

The Vision of the college

"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."

Our College was established in 1996. The vision of the college was to provide quality education to the student teachers to the people who are poor and economically weak sections of society regardless of caste and creed who are in the urge of education. It is the premier institute of the Shivamogga district.

- To cater to the need, sufficient infrastructure is developed by the management. The management and the staff continuously strive hard to improve and sustain the quality of education imparted to the student teachers.
- Physical exercises such as games, and yoga, on regular basis, help the student teachers to develop qualities of concentration and self-control.
- The main motto of the institution is to give quality education to rural children.
- To enhance values among student teachers, such as values such as Character, Good conduct, Moral Integrity, Self Discipline Education, Compassion, Love for all living beings, Responsibility, and

many other positive qualities are inculcated.

- Student Teachers conduct morning assemblies by reproducing the vision and missions of the institution and reflecting on a theme that serves as a source of personal growth.
- To inculcate values in them to enable them to contribute to the welfare of society.
- Global values and Indian constitutional values are highlighted through different subjects of study as well as programs on the celebration of national festivals and priority programs.
- The college is grooming its character with moral and ethical values. It introduces innovative methods and trains the students to gain importance globally. Our students have proved themselves in education by securing 45 University Ranks in the past years from the inception of our institution including 3 times First Rank.
- Our students are also placed in many reputed educational institutions which again shows the efforts made by the teachers and students. Every year the students are placed through On-Campus and Off-Campus placements.

Totally our college aim is to create creative, skilled teachers in the present competitive world boasts moral support for employment

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

5. CONCLUSION

Additional Information :

Additional Information

The institution has kept its tempo on and has stayed focussed on achieving its goals and targets, despite disruptions. College staff is continuously striving hard towards the development and recording of E-content for uninterrupted sharing of knowledge during the period of covid-19. To achieve excellence in education, training, research, and governance to face the challenges of the future. From the upcoming session, the college will be starting new value-added courses in Early Childhood Care Education as per suggestions and initiations by the NEP-2020. So that the roots of our education system can be strengthened. The Institution and college are also working to get a status of an autonomous college so that the college gets an enormous amount of freedom while conducting the various activities involved in the teaching-learning process which makes an institution the best in class. The college will also focus on getting recognition from UGC as a college with potential excellence and establishing a research center that will help in reaching outstanding levels of performance in teaching, research, and academic pursuits. Faculty represent themselves as members of the Board of Studies, Board of Examiners, Academic Council, and IQAC external members of Colleges in Karnataka State. They are also involved in preparing question papers for competitive examinations of different states.

Concluding Remarks :

Concluding Remarks:

The Institutional vision of to educate the students to explore their potential to do the best that they are capable of doing and become effective, humane, global teachers and useful citizens of the country.” with a mission of 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 with the motto of ‘be and make’ and inspires the young minds amidst the complex national and global challenges.

This institution offers a wide range of programs, which help to develop intellectually competent, morally upright, psychologically integrated, and socially committed teachers for service in the emerging world scenario of education. The teaching, extension service and consultancy provided in the college aims to generate a new work culture for improving the practices of education. The institution utilizes all the available resources for experimentation and innovation, which lend a hand in achieving and sustaining excellence in teacher education. The College is a co-educational institution. As the institution is based in a rural area, the main motto of the institution is to impart the finest education to the students of rural areas so that the institution continues to excel in providing teachers of caliber to our nation and break the fetters of ignorance and illiteracy.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.1.2</td><td>At the institution level, the curriculum planning and adoption are a collaborative effort;

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

1. Faculty of the institution

2. Head/Principal of the institution

3. Schools including Practice teaching schools

4. Employers

5. Experts

6. Students

7. Alumni

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: A. Any 5 or more of the above</td></tr>
<tr><td>1.1.3</td><td>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. Website of the Institution

2. Prospectus

3. Student induction programme

4. Orientation programme for teachers

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above</td></tr>
<tr><td>1.2.1</td><td>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 last five years.
Answer before DVV Verification:
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr></table></td></tr>
</table>

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	63	59	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	63	59	0

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

Structured feedback is obtained from

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**

5. **Practice teaching schools/TEI**

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

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	34	35	40	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	22

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

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

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: A. Any 5 or more of the above

2.3.2 **Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with**

Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

2.3.3

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

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

Answer before DVV Verification : 69
Answer after DVV Verification: 69

2.3.4

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

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: A. Any 4 or more of the above

2.3.6

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

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

	6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms** **6. Visualising differential learning activities according to student needs** **7. Addressing inclusiveness** **8. Assessing student learning** **9. Mobilizing relevant and varied learning resources** **10. Evolving ICT based learning situations** **11. Exposure to Braille /Indian languages /Community engagement** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above

2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses** 1. **Teacher made written tests essentially based on subject content** 2. **Observation modes for individual and group activities** 3. **Performance tests** 4. **Oral assessment** 5. **Rating Scales** Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: B. Any 3 or 4 of the above
2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of** **1. Preparation of lesson plans** **2. Developing assessment tools for both online and offline learning** **3. Effective use of social media/learning apps/adaptive devices for learning** **4. Identifying and selecting/ developing online learning resources** **5. Evolving learning sequences (learning activities) for online as well as face to face situations** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school** 2. **Planning and execution of community related events** 3. **Building teams and helping them to participate** 4. **Involvement in preparatory arrangements** 5. **Executing/conducting the event** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.4.7	**A variety of assignments given and assessed for theory courses through**

	1. **Library work** 2. **Field exploration** 3. **Hands-on activity** 4. **Preparation of term paper** 5. **Identifying and using the different sources for study** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above
2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above
2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as** 1. **Self** 2. **Peers (fellow interns)** 3. **Teachers / School* Teachers** 4. **Principal / School* Principal** 5. **B.Ed Students / School* Students** **(* 'Schools' to be read as "TEIs" for PG programmes)** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.5.2	**Percentage of fulltime teachers with Ph. D. degree during the last five years**

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

Answer before DVV Verification : 9
Answer after DVV Verification: 5

Remark : DVV has updated the data as per the docuemnts provided by the HEI

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

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: A. Any 4 or more of the above

2.7.2 **Average pass percentage of students during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	34	22	29	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	34	22	29	35

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

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

Answer before DVV Verification : 29
Answer after DVV Verification: 29

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

0	0	1.59	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1.59	0	0

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: A. Any 4 or more of the above

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has updated the data as per the supporting documents provided by the HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	8	15	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

5	7	8	15	18

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	15	6	4	27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	15	6	4	27

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	25	09	06	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	3	4	4

Remark : DVV has updated the data only for the activities activities/programmes beneficial to the community

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

3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	63	59	51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	25	25	25

Remark : HEI has not provided the data as per SOP. DVV has updated the data on pro-rata basis as per metric id 3.3.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	63	59	51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
69	58	63	59	51

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	3	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	12	16	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	12	16	19

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

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

Answer before DVV Verification : 03

Answer after DVV Verification: 03

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification : 06

Answer after DVV Verification: 06

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

Answer before DVV Verification : 10

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
.89	.45	1.11	1.89	1.27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
.89	.45	1.11	1.89	1.27

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

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
.14	.15	.12	.13	.17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
.14	.15	.12	.13	.17

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

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

Answer before DVV Verification : 228
Answer after DVV Verification: 228

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

Answer before DVV Verification : 219
Answer after DVV Verification: 219

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

Answer before DVV Verification : 455
Answer after DVV Verification: 455

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

Answer before DVV Verification : 576
Answer after DVV Verification: 576

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

Answer before DVV Verification : 262
Answer after DVV Verification: 262

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

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

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

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

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3.01	3.62	8.18	11.6	5.46

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.01	1.62	8.18	11.6	4

Remark : DVV has updated the data because Expenditure incurred on maintenance of physical and academic support facilities cannot 100 % of the total expenditure as in EP metric 3.1 for 2017-18 to 2020-21

5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.1.4	**Institution provides additional support to needy students in several ways such as:** **1. Monetary help from external sources such as banks**

2. Outside accommodation on reasonable rent on shared or individual basis

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: A. Any 5 or more of the above

5.2.1 **Percentage of placement of students as teachers/teacher educators**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	15	11	12	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	15	11	12	23

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	09	08	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	09	08	13

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
140	121	108	87	84

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

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

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	1	1

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

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**

6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	2	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	9	2	0	0

Remark : HEI has considered the assessment year 2022-23, DVV has excluded that data.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	1	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	1	1	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

12	10	12	3	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	3	6

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	13	8	5	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

Remark : Documents provided by the HEI are not opening. DVV has updated the data on pro-rata basis.

6.5.4 **Institution engages in several quality initiatives such as**

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: A. Any 4 or more of the above

7.1.3 **Institution waste management practices include**

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**

5. **Sewage Treatment Plant**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: A. Any 4 or more of the above

7.1.4 **Institution has water management and conservation initiatives in the form of**

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

7.1.6 **Institution is committed to encourage green practices that include:**

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
.22	.57	.09	.08	.12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
.22	.57	.09	.08	.12

7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways** 1. **Code of Conduct is displayed on the institution's website** 2. **Students and teachers are oriented about the Code of Conduct** 3. **There is a committee to monitor adherence to the Code of Conduct** 4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..** Answer before DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 69 | 58 | 63 | 59 | 51 Answer After DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 69 | 58 | 63 | 59 | 51
1.4	**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..** Answer before DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 29 | 34 | 22 | 29 | 35 Answer After DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 29 | 34 | 22 | 29 | 35
1.5	**Number of graduating students year-wise during last five years..** Answer before DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 29 | 34 | 22 | 29 | 35 Answer After DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18

	29	34	22	29	35

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	34	38	44	22

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	34	38	44	22

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3.28	3.62	8.18	11.61	5.46

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3.28	3.62	8.18	11.61	5.46

3.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 54 Answer after DVV Verification : 47