



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRI KAGINELE MAHASAMSTHANA KANAKA GURUPEETHA COLLEGE OF EDUCATION

**SURVEY NO.1, WARD NO.58, ADICHUNCHANAGIRI ROAD, OPPOSITE TO RMP
QUARTERS, KUVEMPUNAGAR**

570023

www.kaginele.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Kaginele Mahasamsthana Kanaka Gurupeetha College of Education, established in 1996 and offering B.Ed. Program. The institution is recognized by National Council for Teacher Education (NCTE) and permanently affiliated to University of Mysore during the academic year 2022-23. The process to include the college under 2(f) of UGC Act is underway. It is the outcome of the sincere and dedicatory efforts of the Trust members under the blessings of His Holiness Swamiji of Sri Kaginele Mahasamsthana Kanaka Gurupeetha. The vision and love for education leads to establishment of this esteemed institution in the heart of the royal city.

The Trust also runs Kalidasa PU Collage and School in this campus. The Co-educational system is existing in the collage. The College has all the required teaching staff, library, laboratory and other amenities. The College library has a collection of more than 6567 books, 5 Journals, 4 Magazines, 6 Encyclopedia, 259 Reference Books. The sincerity and devotion of the Teachers towards the institution and commitment of the welfare of education, especially school education. The institution stands distinct in its approach towards education and teaching pedagogies. Various committees, cells and clubs are operational and assisting students to hone their potential.

Vision

- To prepare skilled and resourceful teachers by inculcating the values of citizenship, integrity, and national solidarity. To equip them with modern trends of technology enabled education. To ensure vertical mobility which gears towards quality education.

Mission

- To make the institution an innovative centre of teaching. To empowers the needed expertise. To inculcate intellectual values. To provide platform for self-exploration of hidden potential and to nurture them. To empower teacher trainees for 21st century.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The College includes qualified and dedicated teaching and non-teaching staff committed to fulfil the vision and mission of the institution.
2. As a Grant-in-aid College, primarily it caters to the educational needs of socially and economically backward classes.
3. We have harmonious relationship with all stakeholders.
4. We always encourage sports and cultural activities.
5. We have eco-friendly campus.
6. Institution practices inclusion in all aspects such as socio-economic, gender, culture, language, and

diyangjan.

7. Choice Based Credit System is followed. Outcome Based Education is in practice with greater emphasis on practical aspects of teaching.
8. We have our own transport system.

Institutional Weakness

1. The recruitment of the staff of the College cannot be done without the permission of the State Government. For some reasons, Government has not filled the vacant posts and the Institute has been hiring the services of full-time staff appointed for a maximum period of one year on ad hoc/part time basis. Considering the variety of functions performed by the Institute, the capacity building of these staff members take time and by the time their capacities are built, the term of appointment gets over. Once the appointments are done, this weakness may be overcome.
2. Inadequate financial resources due to Government restriction for raising public funds or collecting donations for Management quota students.
3. Lack of funds for organising Community based programmes.
4. As the collage is primarily an undergraduate Professional college, focus can't be made completely on research.
5. Higher level of learning and application of technology is not possible due to the students' background of rural and regional language base.

Institutional Opportunity

1. To introduce skill based and career-oriented courses
2. Explore possibility to mobilize funds from Government and Non-Government funding agencies.
3. Increase in number of MOUs/ and Academic Linkages to have more Collaboration with NGOs which would enhance professional skills among students.
4. To increase organizing national, international seminars, research activities, publications of journals and magazines.
5. Opportunity to open Post graduation courses.
6. Massive Open Online Courses (MOOCs) on various themes and thrust areas could be developed to enhance online professional development opportunities for educational functionaries.

Institutional Challenge

1. Becoming a centre of excellence is a big challenge due to students' rural background and lagging in English language.
2. Mobilizing financial resources is a great challenge due to high poverty based students.
3. Not able to meet the competency-based education due to non-flexibility of curriculum and regulations of the affiliating university.
4. Lack of human resources for supporting the extension activities in the region.
5. Minimal importance to interdisciplinary research and inter-departmental coordination.
6. Capacity building of the academic and support staff in tune with the vision and mission of the Institute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institution being affiliated to University of Mysore offers B.Ed. Program and adopts the curriculum prescribed the university. Planning for the implementation of Semester and Choice Based Credit system is optimized at all levels of learning. The faculty of the institution being the members of various bodies of the University contributes to curriculum transaction, reviews, assessment and evaluation. Choices are given for the students to select options based on the basic educational qualifications and their requirements. An interdisciplinary approach was provided with all curricular and extracurricular programs. Numerous enrichment programs were also conducted by experiential, experimental, and participatory learning opportunities in the form of field study, projects, library and online information resources. Value added programmes in collaboration with foundation and other organizations are offered for skill enrichment. A well-established Mentor-Mentee system is maintained for welfare of students. Various Extension and co-curricular activities are conducted through clubs and oriented students towards social, cultural, economic and environmental issues to be responsible citizens. The campus is facilitated with Wifi access. ICT is equipped to support regular classroom lectures add-on course was also introduced to make the students' potential to the current development from both National and International requirements. Equal opportunities were provided for both genders. Human values and professional ethics were also developed, and knowledge, environment Consciousness, professional ethics, creativity, and competencies were also developed among the students.

A well-defined feedback system is incorporated for better curriculum delivery. An effective internship programme is introduced. Alumni of the Institution provide continuous support for the carrier and professional guidance of the students. The Institution has the program learning outcomes as well as course learning outcomes in such a way that the students develop unique personalities in all the dimensions of their lives. The curriculum followed is totally aimed at the holistic development of the students.

Teaching-learning and Evaluation

The institution has a transparent admission process and ensures access and support to students from all sections of society. The students allotted by central admission cell based on Reservation policy, are admitted by the college. During admission process the details of admission, fee structure, refund policies, mode of payment through UUCMS are explained. After the admission, students from various classes and categories are assessed through classroom interaction, test, observation, Talent Hunt and Class room interaction. Freedom was given to the students to communicate freely either in their mother tongue or English or Hindi. After inspiring students for choosing this B.E.d course and to be proud to be teacher, Orientation programme was organized to provide clear information about curricular and co-curricular aspects like hard core, soft core, EWFs, EPCs, microteaching, internships, financial aid and student support services available for students. The structure of all the programs was explained in detail through bilingual approach to ease their understanding level.

The college has Mentoring system to provide the students support on issues related to their strengths, weaknesses, prospective, opportunities and challenges faced with respect to curricular and co-curricular aspects. The college has been upgrading its IT infrastructure regularly. Students are encouraged to use ICT facilities for their learning, practice teaching, internship and co-curricular activities. Faculty members encourage students to prepare slides to present PPT while presenting tutorial classes and to prepare e- content. The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning

Extension activities provide exposure to students about recent developments and are encouraged to think critically to be innovative and creative in tasks assigned to them. Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in renowned schools of Mysore. Effective monitoring mechanism is in place during internship programme. The teachers are prepared to manage the diversified learning needs of students in schools. Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers

The college has highly qualified faculty involved in teaching-learning and research works. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing various workshops and in-house discussions. Continuous and comprehensive Internal Assessment is done in accordance with academic calendar maintaining transparency and fairness. The Assessment aims at improving the performance of the students in the learning process and achieving the PLO's and CLO's of the course.

The institution has an effective Grievance cell for redressal of grievances. Performance of the student is evaluated to identify how much learning needs of the students assessed at entry level have been achieved. The instructional approach and learning experiences are planned extensively keeping in mind the stated objectives of the program. Interactive instructional techniques viz., interviews, focused group discussion, debates, projects, presentations, experiments, practical sessions, internships and e-resources that engage students in higher order 'thinking' and inquiry are conducted.

Infrastructure and Learning Resources

The institution is committed to an incremental improvement in both physical and knowledge infrastructure. The Institution established the infrastructure according to NCTE specifications, aesthetically designed buildings and responsive to environmental concerns. The infrastructure provides easy access to differently abled people thereby making it inclusive physically.

The institution has a well-maintained, Wifi enabled campus with CCTV surveillance facility. It houses 6 well-equipped classrooms with audio-visual aids, 2 seminar halls, computerized library, computer lab, language lab, Physics Lab, Chemistry Lab, Biology Lab, Psychology Lab, Girls Common Room, Sports room that are well-designed and adequately equipped with learning resources. The seminar Hall houses an auditorium with a seating capacity of 100 persons, and an excellent light system.

Information plays a vital role in enriching the knowledge of both students and faculty. The library building is Wi-Fi enabled with relevant software, and required learning resources.

The library is partially automated with Koha software and with impressive reference and lending facilities with a collection of around UG books, gifted books, National Journals, Magazines, Newspapers, CDs and video cassettes. Students are informed to use various links available for web facilities through mobile app, mails, etc.

The college with great efforts is providing the latest technology to students, keeps them up-to-date with the world. It has a total of 26 computers for students and 4 for faculty, 2 laptops. The internet lines, BSNL lines with 300 Mbps bandwidth are being offered.

It also takes pride in its comprehensive sports activities. The outdoor sports facilities include a football court, open space for yoga etc. Indoor arrangements include a badminton court and chess.

The institution provides Reverse Osmosis (RO+) Drinking Water to the students from the nearby plant which is clean and hygienic in the campus. A 36-seater bus is available for students and official use. Staff and students attendance is managed with a Biometric attendance system with iris recognition and thumb feature. Our Trust is running hostel with all modern facilities and a choultry which is always open for the services/utilization of our college activities. Thus, the institution ensures regular maintenance and upkeeps all facilities through trained and efficient staff and systematic periodic checks.

Student Support and Progression

The students are given utmost efforts on capability building and skill enhancement by providing opportunities of career and personal counseling, development of academic skills, technical skills and organizational skills, e-content and online assessment of learning. College is committed to excellence in all spheres therefore various support facilities like vehicle parking, common room, recreational facility, first aid, medical facility in nearby hospital, insurance facility, transport facility, safe drinking water, hostel facility, the government freeships, orientation for accessing different scholarships are provided to students.

Seminars, workshops, webinars are organized to reinforce the content taught to resolve the academic and administrative grievances of the students, Grievance Redressal Cell, Internal Compliance Cell and Anti-Ragging Committees, Sexual Harassment committees are constituted in the college, (both offline and online). Students having fiscal problems are permitted extra duration for late fees. Physical facilities like scooter, Ramps and toilets to physically challenged, and scholarships to visually impaired are arranged. For the students' emotional well-being, the faculty provides formal in-house counseling as well.

The Placement Cell established in the college provides orientation to the students on various kinds of career opportunities available. Mock interviews have been organized to the Students. Visits to various types of placement service fairs, workshops on carriers are organized. Notified advertisements published by all government, private, and NGOs on various job vacancies are shared to students through Whatsapp group and mails, notice boards and personal many times. Wherever possible students are motivated to opt for higher education and coaching classes on CET, TET were conducted for qualifying competitive examinations. The number of students progressing towards higher education is increasing every year. The Placement cell facilitates the students' professional growth and success as well.

Further, Student council formation is given utmost importance, where the representatives are elected democratically by active participation of all students.. The election procedure and the activities conducted under this council provides lot of rich experiences and support to the Students

The institution has various co-curricular, cultural and sports activities to ensure the holistic development of the students. Extensive focus was made on various activities in different areas by providing Variety of platforms to the students to showcase their hidden talents and potentials.

The Alumni Association, which is active since 2001, plays major role in institutional functioning and creates a strong bondage between the present and past students. The college at large with valuable inputs of Alumni association, in the form of experiences, guidance and mentorship, gifts and financial assistance enriches the curriculum. The college by providing healthy and conducive environment and supportive resources strives

hard for the progression of students.

Governance, Leadership and Management

The institution has a well-structured governance system, constituted as per the guidelines of UGC and NCTE. The Governing body of our institution that is marked by its democratic, transparency and decentralization invites all the concerned stakeholders to participate and voice their perspectives for effective decision making, developmental issues and policy formulation of the entire institution. Further, it is committed to fulfill the requirements of the infrastructure, financial expenditures and needs of the faculty members. It strives to maintain an open and interactive environment to achieve mission of college and for the progress of the organization's well-being. Further, to contribute to the quality of the institution, the faculty is empowered through meetings and feedback. Staff Council meetings are held for the effective planning and implementation of curriculum transactions and administrative programs. Student Council meetings are also be conducted at regular intervals to address student related issues There are a number of welfare measures for the benefit of teaching and non- teaching staff. They are also provided with opportunities of leave to attend professional developmental programmes. Webinar and various academic meetings are organized. The faculty is recruited as per the approved rules and procedures of the statutory body. E-governance is implemented in almost all areas of operation.

IQAC was established to improve the quality culture and to achieve academic excellence; it coordinates all the quality-related activities. It develops an organized methodology of documentation and internal communication.

The performance appraisal of all appointed faculty is invited to provide appropriate guidance and training for their empowerment. Regular feedback mechanism is in place from various stakeholders like students, teachers, employers and alumni to assess the effectiveness of the teaching-learning process. It is gathered through online and offline and after analysis; appropriate actions are taken with the advice of the Governing Body and Staff Council.

The institution ensures transparency in financial management. The income and expenditure of the institution are subjected to regular internal and external audit. The audit wing of the government visits the college and inspects all the files pertaining to the financial matters through receipts and payments in the college.

The academic auditing to improve the quality is monitored through performance appraisals of teaching and non-teaching staff. It is then evaluated to gain insight into the effectiveness of their teaching style and its impact on students and to identify and fulfill the requirements of the staff. The grievances, if found, are further resolved by the College Grievance Cell.

Institutional Values and Best Practices

Numerous challenges and pressurizing issues are emerging in the society. Institution is addressing them by integrating certain values through activities. It encourages gender equity by providing equal opportunity in all programmes without bifurcation or any discrimination.

Every basic parameters of maintenance of cleanliness like-personal hygiene, sanitary napkin disposal, pure water usage, waste water disposal, solid waste disposal, food hygiene and environmental sanitation are taken care of.

It is committed to sustainable development and protection of the environment. Numerous measures are taken to keep the campus clean and green. The Environmental consciousness has been incorporated in all the college activities through “Cyclothons” and “Walkathons”, Green Week awareness and environmental promotion programs. It promotes the goals of national mission of Swatch Bharat. The institution adopts environment friendly practices and takes necessary actions such as- installation of energy conserving LED bulbs and implementation of Solar panel as an alternative energy source, rain water harvesting system, carbon neutral (News Paper Disposal), Water is reused for Sanitary Purpose.

The students and staff are sensitized towards the constitutional obligations through programmes, Students undertake community service through community living camping at villages that forms an integral part in promoting intensive social considering. The College has taken two practices as its Best Practices. First best practice of the College is related to its various activities performed to and the second best practice of the College is related with its various activities performed to impart the skill and a good number of programmes have been organized successfully under these two best practices. The results of the two best practices are very positive and the good relationship built through these practices with the neighborhood communities have been a positive facet of the institution.

Research and Outreach Activities

The institution encourages an effective research culture among the staff and students, An IQAC initiative had organized Conferences, Seminars and FDPs to facilitate more research. A 2-day national webinar, “ICT Enabled Education” in October 2022 was organized to promote intellectual growth and professional networking. Faculty was encouraged to present papers and participates at conferences, seminars and Faculty Development Programmes. Encouragement was given to the entire Faculty to obtain Ph.D., and is promoted with UGC scale. The institution continuously supports innovative ideas.

Transfer of knowledge is initiated through guest lectures, E-resources, Workshops, Value Added Programmes, Fests, Micro Teaching and Display Boards. MOUs are made with organizations to impart value added programmes. Experiential learning programmes like workshops, exhibitions, student seminars, field study, and internships are initiated to promote interwoven skills and experiences. Outreach programmes were conducted frequently. Before 2018 Distance mode KSOU Study Center was established for B.Ed. students and special education B.Ed. Programme.

Institutional Social responsibility is promoted through the clubs of the college. Further, humane values and commitment towards society are inculcated through the extension programmes. The Red Cross Unit has received certificates of Appreciation from trust and Jeevadhara Blood Bank for successfully organizing blood donation drives. The Placement Cell works towards nurturing self-employment skills.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SRI KAGINELE MAHASAMSTHANA KANAKA GURUPEETHA COLLEGE OF EDUCATION |
| Address | Survey No.1, Ward No.58, Adichunchanagiri Road, Opposite to RMP Quarters, Kuvempunagar |
| City | MYSORE |
| State | Karnataka |
| Pin | 570023 |
| Website | www.kaginele.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|---------------------|-------------------------|------------|-----|--------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | VISHALAKS HI K K | 0821-2460921 | 9480142705 | - | skmkbed@gmail.com |
| IQAC / CIQA coordinator | SELVAKUM AR S | - | 9844041947 | - | naac2003drselvakumar@gmail.com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-----------|----------------------|-------------------------------|
| Karnataka | University of Mysore | View Document |

| Details of UGC recognition | | |
|----------------------------|------|---------------|
| Under Section | Date | View Document |
| 2f of UGC | | |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|--|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| NCTE | View Document | 13-10-2022 | 240 | The NCTE has issued continuation recognition order for BEd programme |

| 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 | Survey No.1, Ward No.58, Adichunchanagiri Road, Opposite to RMP Quarters, Kuvempunagar | Urban | 1 | 209.0318 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|--|--------------------------|--------------------|---|-----------------------|---------------------|-------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BEd,Education,Education | 24 | Any three years Degree from recongised University | English + Kannada | 50 | 48 |

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 | 1 | | | | 0 | | | | 7 | | | |
| Recruited | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 5 |
| Yet to Recruit | 0 | | | | 0 | | | | 2 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 1 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 14 |
| Recruited | 12 | 2 | 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 | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 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 | | Total |
| | | 0 | 1 | 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 | 16 | 0 | 0 | 0 | 16 |
| | Female | 82 | 0 | 0 | 0 | 82 |
| | 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 | 2 | 4 | 5 | 5 |
| | Female | 18 | 15 | 12 | 15 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 3 | 6 | 6 |
| | Female | 6 | 8 | 6 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 16 | 13 | 6 | 5 |
| | Female | 42 | 42 | 43 | 49 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 4 | 5 | 4 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 89 | 90 | 82 | 88 |

Institutional preparedness for NEP

| | |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The College will be applying for new ITEP (Integrated Teacher Education Programmes) to the NCTE in the near future which are holistic, integrated and multidisciplinary in nature. The courses of various programmes are also holistic multi-disciplinary wherein the students of the humanities and science courses study subjects like, Environmental Education, Gender, School and Society, Value and Peace Education, Indian Constitution, Contemporary Indian Education and such other courses. College implements credit-based courses by adopting a semester or credit system. Each course can be assigned a certain number of credits and students must earn a specific number of credits to</p> |
|--|---|

| | |
|---|--|
| | <p>graduate. Credit-based courses allow students to learn at their own pace and take more courses in a shorter amount of time. College offers community engagement and services by partnering with local schools, community organizations and other agencies. Students participate in service learning projects, volunteered opportunities and internships to gain real-world experience and contribute to their communities. College implements value education by incorporating ethical and moral values into the curriculum. The College also has a plan of introducing a few certificate programmes to enhance the academic strength of the teacher educators.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Regarding the implementation of Academic Bank of Credits, the College has to wait for the consent of affiliating University. The pedagogical approach of the institution is student's centric where the faculties, pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the students learning outcomes. The College follows a choice-based credit system for its programmes and is now in the process to pass a resolution related to the Academic Bank of Credits (ABC) in the University Board of Studies. The College proposes to formally register in the ABC portal as soon as the resolution is being approved by the University Board of Studies.</p> |
| <p>3. Skill development:</p> | <p>The vision of the College is to promote Value-Based Quality Education; hence the college takes efforts to inculcate positivity among the learners. The Institute also celebrates National festivals like Independence Day and Republic Day. Observing various programmes like World Aids Day, Environmental Day, observing the Death and Birth Anniversaries of our national leaders which help in imbibing the good qualities of the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after graduation and help them get the most of their studies. Combining class room education and training with experience in the field with practitioners and internships in community schools ensures skill development. The focus is towards integrated knowledge acquisition and upgrading human skill towards creating a new league of employable teachers. Teaching and training methodology of</p> |

| | |
|---|---|
| | <p>courses offered under integrated teacher education programmes designed accordingly. The programme structure and contents are as per NCTE guidelines for teacher education programmes.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The College ensures appropriate integration of the Indian knowledge system by offering Modern Indian Languages and core courses as per Choice Based Credit System (CBCS) scheme set up by the University of Mysore. Languages like Kannada, Hindi, Telugu, Tamil and Malayalam are offered to students as language subjects along with generic electives and skills. Subjects like Political Science, History are also offered in order to inculcate sense of national integration, a love for art, culture and a civic sense among the student community, whereas the subjects such as Sociology, Psychology and Philosophy offered as integrated education courses enable students to employ the same in the socio-cultural setup of community schools. Teaching these courses online mode during the COVID pandemic was offered smoothly by the college. The College develops multi-cultural exposure by conducting various important celebrations like Dussehra, Deepavali, Onam, Christmas celebrations thereby developing social skills and inter personal skills among the students.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The College offers Bachelor of teacher education programmes with number of courses. After completion of their choice of programme, a student is expected to have Social, Historical, Economical, Ideological and Philosophical tradition and thinking, the programmes also empowers the graduates to appear in various competitive examinations or go for higher studies of their choice which ignites their minds enough to think and act over solutions to various issues prevailing in society; develop scientific temper and approach among science student teachers; qualities of science observation, precision, analytical mind, logical thinking, clarity of thought and expression, systematic approach, qualitative and quantitative decision making; trains the learners to extract information, formulate and solve problems in a systematic and logical manner. The College also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, analyze,</p> |

| | |
|--|--|
| | <p>evaluate and develop responsibility and effective citizenship is one of the programme outcomes of the students. The College proposes to align syllabus that is designed with due consideration to the principles and spirit of NEP</p> |
| <p>6. Distance education/online education:</p> | <p>During Covid -19 pandemic, our College have increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face-to-face learning,online education has broken the geographical barriers creating interaction of experts and students from distant geographies. Keeping in view the convenience of the student, the various technological tools used by the faculty, especially during the pandemic lockdown are Google Classroom, Zoom, Google, using videos as teaching and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning. Opening up of the economy including that of educational institutions has paved the way of adopting hybrid mode of education. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Faculties are encouraged to offer MOOC courses on SWAYAM portal which promotes the blended learning system of learning.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>Establishment of Electoral Literacy Club in Sri Kaginele Mahasamsthana Kanaka Gurupeetha College of Education, Under the guidelines of District Election Authorities to encourage and to get awareness of Systematic Voter's Education and Electoral Participation (SVEEP), which is mainly focused on voter's awareness, information sharing and motivating them to cast their votes.</p> |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs</p> | <p>Faculty coordinator for Electoral Literacy Club of our College is Sri.Sannaramegowda.M.L, Physical Education Director, SKMK College of Education.</p> |

| | |
|---|---|
| <p>are representative in character?</p> | <p>Mr.Vivekananda of First year and Susmitha of II year are the Co-Coordinator of the club. Along with this a 5 members students nominated to lead the club activities.</p> |
| <p>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.</p> | <p>Students Voter registration camp for students in the course.Voter’s awareness campaigns by road show in the city of Mysore.Voter’s awareness guest lectures conducted for inner students. Voter’s downloading camp was organized to download voter “Helpline Application App”. Promotion of EVM (Electronic Voting Machine) voting – Demo.Enhancing participation of the under privileged section (Senior citizens and Disabled persons).</p> |
| <p>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.</p> | <p>SKMK College of Education undertook various initiatives in election related issues like awareness on Graduate Constituency, voter and registration drive in the Mysore district. Assembly election in Karnataka 2023 and Lokasabha Election of 2024. Mock election was conducted in the campus.</p> |
| <p>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.</p> | <p>An Electoral Literacy Club is a platform to engage school students through interesting activities and experience to aware them on their electoral rights and familiarize them with the Electoral process of registration and voting. College Level ELCs have been established for New Voters who are aged between 18-21 year. SKMK college of education have been organizing Mock Pollings,Voter Awareness Jatha to spread voter awareness amongst Local vendors, Farmers, Illiterates, employees of Govt./Pvt. Department/Organization and community peoples. There are many activities/ programmes and road play and shows Which have been carefully designed to impart specific awareness to make them an ‘Empowered (Prospective) Voter.</p> |

Extended Profile

1 Students

1.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 98 | 87 | 82 | 85 | 89 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 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..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 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..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 49 | 49 | 38 | 41 | 44 |
| 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..**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 49 | 49 | 38 | 41 | 44 |
| 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..**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 50 | 50 | 45 | 46 | 44 |
| 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..**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 7 | 7 | 7 | 7 |

| 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..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 8 | 8 | 8 | 8 |

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

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|---------|---------|----------|----------|
| 13.72850 | 23.5405 | 8.95842 | 18.61508 | 29.60157 |

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

3.2

Number of Computers in the institution for academic purposes..

Response: 26

| 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:

Curriculum Planning

The curricula of different courses offered by the Institute are designed keeping the national needs, NCTE and UGC guidelines as well as the national curriculum framework developed and revised at national level. The college follows the curriculum prescribed by the University of Mysore with the above standard. To enhance the quality of education CBCS curriculum followed holistic development.

- CBCS curriculum is a task oriented phenomena demands constructivist approaches to meet the needs and challenges of local context.
- Pratham meeting by the academic council was headed by the principal to chalk out the academic strategies that includes scholastic and co-scholastic activities.
- Academic council authorities interact periodically with policy makers, stake holders, resource persons, subject experts, management. Teaching facilitators and alumni in planning, reviewing, and revisiting curriculum reformation that is adoptable to local context.
- B.Ed. curriculum is accredited with multidisciplinary approach .considering this, academic strategies are planned apart from Incorporating the suggestions given by University.
- Tutorials, seminars, workshops, online national conferences, group dynamics, FDP internship programmes, projects, assignments, academic evaluation procedures (Tests, examinations) are meticulously planned and executed
- Educational tours, field trips, excursions, exhibitions are conducted for practical exposure.
- As an integral part of curriculum the focus was made on guidance and counseling, value education, health and physical education, women education and human right education.
- CBCS curriculum fulfills the vision and mission of educational institutions.
- For additional input , TET, CTET, spoken English, preparation of e- content, personality development were conducted
- As part of curriculum , implemented yoga, meditation classes to produce skillfull competent teachers,
- ICT orientations were given to meet the needs and challenges of globalized to exposure to society
- In the proceeding academic years, in order to avoid the recurrence of covid epidemic, SOP was discussed and implemented.
- Blended mode of learning has been practiced effectively.
- Due to Covid impact, self learning and online evaluation occupied priorities in teaching learning process
- To its academic credentials, SKMK is one of the few colleges that offers certificate add- on

course like Functional English which imparts grammar skills and are transacted by practitioners, thus a great opportunity is provided to students for building bridges with the world of work.

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 |

1.1.3

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

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**

4. Orientation programme for teachers**Response:** B. Any 3 of the above

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

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: 70.43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 16 | 16 | 17 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 23 | 23 | 23 | 23 | 23 |

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 0.6**1.2.2.1 Number of Value – added courses offered during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 0 | 1 |

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Brochure and course content along with CLOs of value-added courses | 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:** 31.97**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 48 | 49 | 0 | 0 | 44 |

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

1.2.4

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

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

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses | View Document |
| Data as per Data Template | View Document |

1.2.5

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

Response: 10.43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 46 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of students enrolled and completed in self study course(s) | View Document |
| Data as per Data Template | View Document |

1.3 Curriculum Enrichment

1.3.1

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

Response:

To fulfil the objective of institution curriculum and to broaden the knowledge and skills, in all the dimensions, the students were given ample of opportunities and during the course of their study. As such variety of programmes was organized within and outside the campus. Institution invited various professionals and experts in the relevant subjects to enable the students to acquire knowledge and latest information in the concern subjects. Students were also given opportunities to train their skills in making effective teaching aids and models by conducting frequent workshops. Many projects related to subjects were given to improve their subject knowledge in their concern subjects. Apart from their subjects the students were also afford to efficient life skills, peaces and hormonal life in the entire society. The skill such as awareness enormously health and hygienic practice, well-beingness, social responsibilities, activities, life solving first aid workshop were given. Activities related to professional growth and facing the competitive exam and preparing for the same was regularly conducted in the institution campus.

| File Description | Document |
|--|-------------------------------|
| Photographs indicating the participation of students, if any | 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:

To cater in the above need institution adopts high value and provides variety of background perspective and inclusion in the school setup to cater the different school environment of the country, our institution provides diversity and inclusion in the quality of teaching. The institution prepares the students with a diverse curriculum with different perspectives to familiar the student to the diversity in school system in India.

The perspective paper on “Contemporary Education in India” will throw light on the student the diversity of the school system in India related to the academic administration, objectives and learning outcomes.

The perspective paper on Inclusive Education emphasises the functional difference between heterogeneous group of students in the classrooms the challenges and opportunities in the diverse school system. The paper also discusses integrated and inclusive school setup. Students are also prepared

individual instructional plan of base on the students learning capacity like slow learners. The education administration and management prepare the students to various administrative and management setup that are available in India, where they are trained in organising school programme and activities in their diverse need. The internship programme of B.Ed. helps the student to understand the actual school setup, like divers in nature, CBSE, ICSE, State where an exposure is given to prepare themselves to cater the need of diverse curriculum boards setup in India. The school visits from the institution to residential school special school, block officer. DIET and museums and other related institutions give a practical exposure to the students in developing a competency to meet the work requirement and diverse school setup in India.

| File Description | Document |
|--|-------------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View Document |

1.3.3

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

Response:

The institution provides opportunity to analyse the process of human development variations, both physical and psychological. It helps to understand the theories of learning, intelligence and creativity, and to apply in learning situations.

Prepare the students to technology enable classroom by appropriate technology in the process of classroom communication and interaction in the usage of computer PowerPoint presentation, websites and digital education resources. Writing instructional objectives makes the student to understand and evaluate student learning, as well as reflective on self-teaching. With relevant to innovative teaching practises, students are taught to create new models for facilitating learning in their respective pedagogy. The micro teaching and simulating teaching helps the students to educate the student to accept, to acquire and teaching skills and simulation of lessons to improve their ability, skills and expertise. The writing of reflective diary trains the students in critically analysing the peer lesson record and observations and to improve on maintains reflective general. The research project and field assignment help student to undertake action research in any area related to school education.

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 |
| 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: C. Feedback collected and analysed

| File Description | Document |
|---|-------------------------------|
| Stakeholder feedback analysis report 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: 94

| File Description | 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 |

2.1.2

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

Response: 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 25 | 25 | 25 | 25 |

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 1.7**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 2 | 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 |

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:

The students for B.Ed. Programme are selected based on their basic degree ranking by Central Admission Cell and the preference/choice given in the application. Since our B.Ed. programme is a professional course and the students with diversified background and subjects, will enter this programme. It is mandatory for us to check and ensure the appropriate entry level of readiness to undergo the professional course successfully.

Various methods were used to check entry level of the students. One of the commonly used methods obtaining students data containing information from various dimensions like students personal details, academic qualifications, subject background, places of coming from, languages familiar to them in reading and writing, parental income, linguistic ability and other communicational aspects.

Keeping in view the students background and the readiness to undergo the professional programme, the institution organizes variety of activities such as 'bridge courses', parent-teachers meetings, talents day, course orientation programme, Peer-tutoring/ feedback, mentoring/ academic counselling and individual academic hand-holding, guidance and counselling etc.

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

2.2.2

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

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

Response: A. Any 5 or more of the above

| File Description | Document |
|---|-------------------------------|
| Relevant documents highlighting the activities to address the student diversities | View Document |
| Data as per Data Template | View Document |

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

| File Description | Document |
|--|-------------------------------|
| Reports with seal and signature of the Principal | View Document |
| Relevant documents highlighting the activities to address the differential student needs | View Document |

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 19.6**2.2.4.1 Number of mentors in the Institution**

Response: 5

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

2.3 Teaching- Learning Process**2.3.1**

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

Response:

The faculty uses different approaches to transact different kinds of content and provide requisite learning experiences. Teachers adopt experiential learning strategies, focus group discussions, seminars, and other modes for teaching different courses and enhancing student learning. Some of the faculty use online and blended modes such as LMS and Google Classroom.

- Keeping in view the present of educational standard in world , adopted varieties of methodologies and modes., including ICT based mode of teaching
- Our institution adopted methods which includes experiential learning with the reflection of practice and hands on learning experience in all the subjects. Science were taught by conducting practical experiments, social studies and commerce by appropriate visits to museum and commercial establishments like banks and markets.
- With regard to participative learning all students were engaged actively in the learning process which had intentionally prepared sequences of activities or learning activities to achieve the specific objective of the desired outcome among the students.
- With regard to problem solving mode, the students were engaged in solving numerous problems related to academic skills, social skills and life skills.
- The scientific approach was involved in the process of problems solving., which made the students to understand and realize various factors and challenges in their life and profession.
- Brain storming and group discussion, a special mode of learning where students of all subjects were divided into many groups, was given special topics for discussions in advance. After the arguments and discussions made by the students, all the lecturers participated actively ,guided

and concluded the session by creating awareness about the subject and by throwing more knowledge on the concerned subjects.

- To keep the students abreast in the world of technology and usage special, online mode of teaching and learning classes were conducted. All the subject teachers were allotted exclusive time for online mode of teaching. During this, students were taught how to use the technology for effective learning. Teachers made special PPT presentation, developed notes on pdf formats, created notes on podcast, created blogs on special topics on the subjects.

| File Description | Document |
|---|-------------------------------|
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | 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: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | 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: 98

| File Description | Document |
|---|-------------------------------|
| Programme wise list of students using ICT support | View Document |
| Data as per Data Template | 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 |

2.3.5

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

Response:

SKMK faculties provide continual mentoring to students in both academic and co-scholastic areas. In order to enhance their co-scholastic abilities students are engaged in activities of various clubs such as science club, literary club-poetry sleet, etc. Students are given guidance and mentoring in organizing various student council activities in co-curricular areas, sports, games, yoga, etc. The diversity of students is used extensively in all these activities. In the academic areas, the students are provided with adequate opportunities in expressing their views and sharing ideas by organizing seminar presentations, which are part of the session activities of the courses. Individual and group activities are given as assignments in theory courses as well as in school attachment programmes and internship activities where the students are expected to acquire the requisite social skills, and communication skills to deal effectively with self and with peer groups and authorities. Teachers of respective subject areas suggest reading research journal articles and referring to various sources including web browsing for updating their knowledge, which they will be using extensively in their lesson planning and adopting in the teaching-learning process.

Mentoring is found to be an important process for developing professional attributes among the students. Hence, the mentoring process was adopted among the students through instructing, modelling, guiding, coaching, collaborating and encouraging them all in all the activities. These means and modes help in building competencies among the students to meet the standards of learning process. Further, these mentoring activities through the following procedures amounts to enhanced skills among the students to impart and execute the expected tasks in a successful manner.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | 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 |
| Data as per Data Template | View Document |

2.3.7

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

Response:

To have an better outcomes of the student understood to have an effective mode of teaching learning process as such through meeting was held with the principal and teaching staff to achieve this objective.

It was planned to undertake variety of teaching learning process which would nurture creativity and build intellectual and thinking skills, life skills, innovativeness and empathy among students.

One of the above activities which was to bring about innovativeness among the students in teaching learning process. In this regards prior planning at various levels of teaching was done by respective subject teachers. It was found that all the lecturers/ teachers followed many ways and means to create innovativeness, such as role play method, dramatization, experimental method, Treasure hunt method, making of tableaus, video making, audio recording, field visit were planned and executed to bring about remarkable positive changes.

LIFE SKILLS

To make us how to make our life easier and simpler how to make our positive life, and to spend our time wisely life skills are essential in our daily life. These life skills enable to adapt to variety of situations and succeed all the situations. As such the following few of the skills are found to be essential.

1. Critical thinking and problem solving
2. Communication and collaboration
3. Creativity and imagination
4. Students leadership
5. Citizenship and digital literacy

To develop all the above life skills, numerous activities were planned and executed throughout the academic year for the students. Our programmes included conducting special communicative skill developing classes. In English language listening skills, speaking skills and writing skills for non local language speaking student's special classes were conducted.

- To develop creative and imagination skills activities such as arts-crafts making, drawing and painting, model making classes were conducted.
- To develop the leadership qualities among the students, students council was conducted, where students represented themselves as designated leaders and contested.
- The student leaders were also formed the various programmes and functions conducted throughout the academic year.
- To develop the ideal citizenship quality among the students, special community living camp was organized at a selected rural area, where students were taught to learn to live adapt to the available conditions. With regards to food, shelter, daily rituals, co-operation, understanding, tolerance in a community living camp.

With regards to improve the digital literacy among the students, special computer classes were organized after class hours. Small project on computing using excel sheets were taught to students. Internet surfing knowledge was also given to the students, making of slides was also taught to the students.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | 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 |
| Data as per Data Template | View Document |

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**

7. Addressing inclusiveness**8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement**

Response: B. Any 6 or 7 of the above

| File Description | Document |
|--|-------------------------------|
| Reports and photographs / videos of the activities | View Document |
| Data as per Data Template | View Document |

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: B. Any 3 of the above

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

2.4.4

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Documents showing the different activities for evolving indicated assessment tools | View Document |
| Data as per Data Template | 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 |
| Data as per Data Template | 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: D. Any 1 or 2 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Report of the events organized | View Document |
| Data as per Data Template | View Document |

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: 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 |

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

To executive the smooth internship programme for the students to undergo teaching practice in the actual schools, Institution developed a clear programme which includes writing letter to the local DDPI officers, requisition for conducting teaching practices in the schools. After receiving the permission from the respective schools, head master and head mistress were invited and discussed about the entire teaching programme in the school. The students were given complete information about the entire programme about internship. All students were given demonstration in their respective subject, by the students and were also made to write unit plan and lesson plans and had thorough corrections in their respective subjects. Students were also given practical exposure in science and general workshop on preparing teaching aids were given.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |

2.4.9

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

Response: 4.9

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

Response: 10

| 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 |

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 |
|---|-------------------------------|
| School-wise internship reports showing student engagement in activities claimed | View Document |
| Data as per Data Template | View Document |

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The students of the institution had given rigorous internship program as prescribed by the University of Mysore. An organised and well planned schedule is prepared for internship. The student teachers are given ample demonstrations through micro teaching skills, simulated teaching skills workshop. Demonstrations are given by the resource persons and by the concerned pedagogy teacher educators as well. After demonstrations, student trainees are provided through knowledge of internship again. Later groups are made and the students were sent to the reputed schools.

The college prepares a well planned mechanism to carry out the monitoring and assessment pattern during internship programme are well prepared timetable is given to each teacher educators for monitoring and evaluation purposes and on rotation basis. The class is given by each teacher, Chinese or observed by the teacher educators and maintain a proper record of each observation and suggestions were given a day. End of the session teach and every teacher trainees to improve upon the teaching skills.

The role of the teacher educator the teacher educators play an important role in modifying the skills and behaviours of the teacher trainees. For this the teachers are punctual during the internship. They ensure the optimal learning exposure to the students. The student trainees classes R observed meticulously and their participation in school activities are monitored regularly feedback is provided to the teacher trainees for the improvement of the teaching skills and personality. The problems if any faced by the students also be solved immediately at students level only.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the response | View Document |

2.4.12

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

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

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

Response: B. Any 4 of the above

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

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 |

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 87.5

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

2.5.2

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

Response: 57.14

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

Response: 4

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

2.5.3

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

Response: 16.57

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

Response: 116

| File Description | Document |
|--|-------------------------------|
| Copy of the appointment letters of the fulltime teachers | 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:

As we know that a teacher is not a teacher for the day or for the time, he is student of the entire carrier involving learning process to keeping himself abreast to the present knowledge and information, by accepting the above words in reality, our teacher engaged and practice all the modes available to improve and to keep themselves abreast to the new knowledge information at the respective subject.Variety of programmes during academic year programmes and also location period.Teachers attended state and national level conferences related to education and training practices.Many subject professional from higher education department, experienced teachers and professors from the reputed schools and colleges were invited for discussions to enrich the knowledge.Our teaching faculty had an opportunity to attend.Many of the refreshers courses and orientation courses at university levels. (Orientation programme on two years B.Ed syllabus).

2.6 Evaluation Process

2.6.1

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

The SKMK College follows the modalities of conducting the Continuous Internal Evaluation (CIE) as prescribed by University of Mysore, Mysore. The University started offering two year B.Ed programme from the academic year 2015-16 where more emphasis was on assignments, projects, presentations, weekly tests, internal assessment tests, practical lessons and practice teaching lessons, annual examinations which aimed at fostering peer learning and mentoring, as well as building public speaking skills of students. And as per the two year B.Ed course prescribed by University of Mysore, Mysore internal assessment is done for theory papers was for 20% of the marks (20 marks in a 100-mark paper) which is splitted 20 Marks for assignment Tutorials/seminar and two unit tests. The assignments/seminars/Tutorials foster creativity and out-of-the-box thinking. It provides an opportunity to relook at and modify teaching strategies. Students who miss the assignments due to ill health/participation in extracurricular activities of the college are given an opportunity to resubmit. Examination papers are set by university examiners wherein a balance of questions from every unit of the course is given with equal weightage to each of the units of each of the courses.

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 |
|--|-------------------------------|
| 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 |

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution as a well organised grievance redressal committee for internal evaluation, where the students have right to approach any faculty or controller of examination or principal of the institution to redress any examination related grievance. This is followed by following ways

Grievance related to internal test

After completion of each test, and after the evaluation, the students were given key answer and discussed thoroughly the relevant answer for the questions asked. Students is free to approach any authority related to examination and marks awarded students can easily access to respective teachers who are responsible for the concerned paper and controller of the examination.

Grievance related to final semester exam

Once the final semester exam is conducted, the results are immediately announced and marks of each student is also displayed in the university website To any student who are dissatisfied with the awarded marks can easily approach redressal committee of principal or controller of examination for the justification of the Marks awarded.

Internal evaluation fieldwork etc.

In regard to internal evaluation fieldwork, students were access individually during teaching practise session, where each student class is observed physically and marks is allotted for each class based on his writing lesson plan, preparation for a class actual execution in the class and student response in the class. After each class, students' feedback is given and discussed thoroughly. Any students who are dissatisfied with the marks awarded can approach redressal committee of the principal for the further clarification and justification for these marks allotted.

| File Description | Document |
|--|-------------------------------|
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | View Document |

2.6.4

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

Response:

The structure for Continuous Internal Evaluation is as follows:

SKMK College of Education being affiliated to the University of Mysore follows the Evaluation

procedure as approved by the University. The academic calendar of the College includes the aspects of Continuous Internal Evaluation which is adhered to systematically.

Assessment and evaluation processes happen in a continuous mode. However, for reporting purposes, a semester is divided into 3 discrete components identified as C1, C2 and C3.

The performance of a candidate in a course will be assessed for a maximum of 100/50 marks as explained below.

The first component (C1), of assessment is for 10 marks. This will be based on Test/ Assignment / Seminar/Tutorials. During the first half of the semester, the first 50% of the syllabus will be completed. This shall be consolidated during the 8th week of the semester. Beyond 8th week, making changes in C1 is not permissible.

The second component (C2), of assessment is for 10 marks. This will be based on Test/ Assignment/ Seminar. The continuous assessment and scores of second half of the semester will be consolidated during the **16th week of the semester**. During the second half of the semester the remaining units in the course will be completed.

During the **18th-20th week of the semester**, a semester-end examination of 2/3 hours duration shall be conducted for each course. This forms the third/final **component of assessment (C3)** and the maximum marks for the final component will be 80/40.

| File Description | Document |
|---|-------------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | 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:

A well stated PLO's & CLOs which covers all the areas of teaching learning process comprehensively helps the students in developing academic professional research and spiritual competencies. This PLO's & CLOs are reflected through the curricular subjects with reference to the core, pedagogy & optional papers.

The students admitted through a common entrance test and Management admission procedure is transparent and is according to the merit. The college takes efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. Lecture classes and tutorials are conducted to prepare the students to achieve required PLOs and CLOs. Interactive instructional strategies such as seminars, tutorials, debates and discussions, practical sessions as well as learning resources such

as PowerPoint presentations, videos, and e-resources are used to engage the classes enabling the students to achieve the specified PLOs and CLOs. Online classes were conducted using google meet and webex whenever required. Each paper of the syllabus has its own set of credits and contact hours per week, accordingly the classes are taken.

Evaluation is done using written tests, seminars, assignments, projects, peer/simulated teaching, and classroom observation of performance during the internship. The mode of internal evaluation for the different programmes is through C1 and C2 which carry a weightage of 20% (20 marks). C1 will be focused on the first two units of the paper while C2 focuses on the last two units. C1 is conducted after 8 weeks of classes and C2 is conducted after 16 weeks. C1 and C2 are conducted transparently and students will be given the corrected answer scripts.

Students have to attend a minimum of 75% of the classes conducted as a requirement for appearing for the university examination. Those who get less than 75% attendance in a course are deemed to have dropped that course and are not allowed to write the semester end examination (C3) of that course. They have to re-register for the course/s as and when they are offered by the institute.

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

2.7.2

Average pass percentage of students during the last five years

Response: 97.29

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 49 | 38 | 41 | 42 | 45 |

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

2.7.3

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

Response:

When classroom learning is monitored effectively the progressive performance of the students with the attainment of students performance of PLO's & CLOs is effective to attain the effectiveness a continuous monitoring of students progress is essential which brings a positive attitude and modification in the students behavior in the perspective papers and pedagogy courses by using various methodology in teaching & transacting the subject content of the school curriculum. The progressive performance of students teaching is measured through micro-teaching and communication using teaching skills.

Further with the simulation of lessons also improves the abilities, skills and expertise in teaching the content of the particular pedagogy courses.

Through respected classes of teaching practice students are assessed with their mastery in their subject content ways of using look& techniques in developing the lesson plans like using browsing dates, educational websites and integration of ICTs in class room teaching all these will enhance their professional competencies of students which is also assessed with the peers observation schedule.

Teaching competencies are also made to develop through integrating the knowledge of drama, Art, Self and yoga into curriculum.

By continuous observation of the classroom teaching of students by the respective pedagogy teachers and their feedback will be an effective process in mastering their teaching skills.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | View Document |

2.7.4

Performance of outgoing students in internal assessment

Response: 77.55

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

Response: 38

| 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 |

2.7.5

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

Response:

For the effective performance of various assessment task of the students an initial evaluating procedures of the student's entry level is observed. Students contact knowledge is accessed with the initial content test. This test helps in strengthen the content areas for the students.

To analyse the student's interest and attitude towards the course and aptitude test is provided to the students at the entry level of the course. This will strength and identity the student's interest and prepares him for various activities that needs to be performed during the online course.

Since the students are from diverse background a monitoring a counseling Rs done at the initial stooge of the course it enables the teachers to identify the learns needs which intern brings about a positive learning out come at the end of the course.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.88

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: E. None of the above

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

3.1.4

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

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

Response: E. None of the above

3.2 Research Publications

3.2.1

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| 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 |

3.2.2

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

Response: 1.71

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 4 | 4 | 2 | 0 |

| 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 |

3.3 Outreach Activities**3.3.1**

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

Response: 1.4

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 6 | 0 | 0 | 0 | 1 |

| 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 |

3.3.2

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

Response: 98.87

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 97 | 87 | 79 | 85 | 88 |

| 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 |

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: 98.87

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 97 | 87 | 79 | 85 | 88 |

| 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 |

3.3.4

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

Response:

As you know teachers are responsible for constructing a healthy and harmonious society. The teacher training students were exposed to organized and involved variety of outreach activities related to social issues such as health, education, negative social elements such as superstitions belief, child marriage, social discrimination, gender discrimination etc., Our college conducted street plays in the rural areas, where the need of awareness health mode, adult education, water conservation, importance of education are conducted in the street plays, songs, carrying slogans, posters, organizing film shows, awareness on voting, AIDS awareness camp.

Alumni ha a active role in the regular Institutional functioning the students are enrolled every year as per CET allotment and management as well the Alumni takes suggestions from the in-house curriculum development b discussions various activities other than the classrooms like Debate, folk songs competitions, posture competitions are organized periodically.

| File Description | Document |
|--|-------------------------------|
| Report of each outreach activity signed by the Principal | View Document |

3.3.5

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

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/

recognized agency during the last five years.

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Appropriate certificates from the awarding agency | View Document |

3.4 Collaboration and Linkages

3.4.1

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

Response: 0.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| 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 |

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: 3

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Copies of the MoUs with institution / industry/ corporate houses | 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: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Infrastructure: The institution has well furnished, spacious and excellent physical infrastructure. The college has a total built up area of 24,219 square meters. Sufficient care is taken to keep the campus, eco friendly, beautiful and free from Pollution.

Classroom: There are 7 lecture halls and one multipurpose hall. Each classroom has enough seating capacity. Classrooms are equipped with LCD projector with white screen. Classrooms are well-fitted with sufficient number of LED lights, fans and other requirements for teaching learning process. There are Ladies Rest Rooms and store room in the institution.

Laboratories: The institution has adequate facilities for teaching learning process like Computer, Language, Technology, Psychology, Biological Science, Physical Science, Mathematics laboratories. Optimum working condition of all equipments in laboratories at the campus is ensured regularly, which are used by students and teachers for teaching learning purpose. Osmosis (RO+) drinking water facility is available for students and staff.

Library Facility: Library is located at the first floor of our college, well furnished with 50 seating capacity. The total built-up area of the library is 55.7418 sq mtrs. The institution has an impressive reference and lending library with a collection of around 6567 books, 215 SC/ST books, 6 National Journals, 4 Magazines, 5 Newspapers, CDs and video cassettes. Library system is managed by computers. Library works from 10.10 am to 5.00 pm, and during the examination 9 am to 6pm. Photocopy facility and Internet facility is available for students. Making self impression is compulsory in the library, visitors register is maintained both for students and faculties. Suggestion box is also kept in the library to express the view and opinions of the students.

Sports: The sports campus has cricket, badminton, tennis and volley ball. These facilities are utilized as and when required with prior permission from the sister institutions, indoor sports facilities are also provided in the campus, table tennis, carom, chess etc. Physical Education faculty carries out smooth functioning of all the extra-curricular activities.

ICT Facility: Students are trained to handle LCD, slide projector and computers during practice teaching and internship. The student teachers are encouraged to develop ICT based lessons with the help of Wi-Fi, YouTube, e-content, digital lesson plans, pictures, events, stories, animated slides, PPT as teaching aids which are to be used in the process of teaching and learning. Academic and administrative day to day activities of the college are also handled by using computers. The computer is also provided to official section of the college for administrative work.

Medical Facility: For small health issues college has first-aid kit and also with the help of medical practitioner at call. Free medical Checkup is provided by SKMK College of Education. Our staff is generous enough to provide their own vehicle to ferry the students to hospitals in emergency.

| File Description | Document |
|---|-------------------------------|
| List of physical facilities available for teaching learning | View Document |
| Geo tagged photographs | 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: 33.33

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

Response: 2

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

Response: 6

| File Description | Document |
|---------------------------|-------------------------------|
| Geo-tagged photographs | View Document |
| Data as per Data Template | View Document |

4.1.3

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

Response: 4.21

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.40908 | 0.54367 | 0.08772 | 1.55346 | 1.38454 |

| 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 |

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:

SKMK College of Education has not finalized the purchase of ILMS/INFLIBNET/any other soft ware facilities due to some technical issues. As on the date the college is providing the online/ online link facilities to utilize online references. Users can use the provision of an online reservation facility for any resource they want without physically visiting a library. It also allows member users to view their accounts and allows them to update their details, reserve books and suggest new books, Patron self-registration can also be done through online. The library covers a range of rich resources which includes books in all South Indian languages, English, Kannada, Hindi, and Sanskrit. The library is grouped into Reference books, reserved documents, rare books, bound volumes, Theses and dissertations and a collection of Audio Visual materials which users are allowed to borrow for their teaching, research or reference. Statistics, Accession register, patron list of a different category, issue and return records, list of books on different item types and is generated using regular techniques. The physical record management of helps to check the subscription details, details regarding received issues of journals, manages to track the missing issues, publisher's details etc., The library authorities working hard in handling all its day-to-day activities i.e. receiving of books, ordering process, cataloguing, classification of books, circulation etc.

| 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 |

4.2.2

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

Response:

To make the institution technologically advance digitalisation of library is also planned and the progress of execution as such all the books of library are made a thorough list with clear acquisition number and date and entered ready with Excel format. Acquiring the digital library software is in negotiation with software vendors which should be shortly expected to be completed this enabling students and staff members to utilise the facility of digitalised library of the Institution.

With reference to visitors books the book of students and staff members are maintained in the system is ready to be upload. The college library has well developed network system from the service provider BSNL. The students are circulated with the password to access to system.

| File Description | Document |
|--|-------------------------------|
| Details of users and details of visits/downloads | 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: E. None of the above

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

4.2.4

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

Response: 0.18

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0.18 | .19 | 0.00 | 0.30 | 0.21 |

| 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 |

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: 7.87

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: 164

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: 177

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: 123

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: 231

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: 131

| 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 |

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: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college has adequate ICT Facilities which includes a total of 26 computers which could be used by students in the campus at any time. The IT facilities that are available in the campus are as mentioned below:

- The Wi-Fi facility by BSNL through fibre cable was provided in the year 2017. Later for availing smooth, steady and fast connectivity it was updated in the College premises. Current BSNL tariff plan is Fibre Ultra OTT/Speed Upto 300 MBPS till 4000GB beyond upto 15 Mbps/Voice unlimited. Bharath Fiber BB. The passwords on the respective modems for Wi-Fi are made available to the staff and students at required times.
- The class rooms have LCD Projector with a screen and a Wi-Fi connection for internet access.
- There is a Technical Assistant for the maintenance of the IT Facilities.
- 2 Laptops and 5 pen drives are available for use by teachers to enable smooth conduct of ICT

classes.

- Biometric was updated in the year 2021 with iris recognition feature to enable automatic punching of all teaching and non-teaching staff. Prior to that we were having fingerprint biometric scanner.
- It is ensured that Antivirus has been installed to all the systems for security.
- 5 CCTV cameras were installed in and around the campus.
- During Covid period freely available softwares were used for transaction of the curriculum in order to avoid the hindrance in the teaching learning process.

| File Description | Document |
|--|-------------------------------|
| Document related to date of implementation, and updation, receipt for updating the Wi-Fi | View Document |

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.77

| 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 |

4.3.3

Internet bandwidth available in the institution

Response: 300

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

Response: 300

| 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 |

4.3.4

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

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

Response: E. None of the above

| File Description | Document |
|----------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any additional information | 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: 9.44

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.53 | 1.88 | 1.14 | 2.95 | 1.42 |

| 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 |

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:

System and procedures for utilizing physical, academic and support facilities are under the supervision of the Principal and the concerned Heads of Department and Non teaching staff.

Maintenance of Classrooms, Building and Campus: Physical infrastructure is well maintained by the in-house staff and the repair and up gradation is done by the Management personal staff with necessary requirements to ensure a functional campus. Regular cleaning is done with sanitization by the house keeping staff. The plumbers, electricians and carpenter are available for building maintenance. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done by the Trust office in charge personnel. Campus is maintained with trees, plants and garden that add to the aesthetic beauty of the campus. The entire campus is monitored by surveillance camera. To maintain hygienic waste management system a sanitary napkin disposal machine is placed in the girls' washroom.

| File Description | Document |
|--|-------------------------------|
| Appropriate link(s) on the institutional website | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

| File Description | Document |
|------------------------|-------------------------------|
| Geo-tagged photographs | View Document |

5.1.3

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional guidelines for students' grievance redressal | View Document |
| Data as per Data Template for the applicable options | View Document |
| Composition of the student grievance redressal committee including sexual harassment and ragging | View Document |

5.1.4

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

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

Response: B. Any 3 or 4 of the above

| File Description | Document |
|---|-------------------------------|
| 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 |

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 7.24

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 5 | 6 | 3 | 2 |

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

5.2.2

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

Response: 8.16

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 4

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

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

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

5.2.3

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

Response: 10.41

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 8 | 2 | 2 | 11 |

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Copy of certificates for qualifying in the state/national examination | View Document |

5.3 Student Participation and Activities

5.3.1

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

Response:

SKMK College of education strongly believes that the fosters able and potent students to lead, help and enrich their fellow students towards betterment with the guiding light of the institutional administration. The Student Council brings together like-minded individuals who crave amelioration and strive toward the things they believe in. It presents the perfect opportunity for student leaders to rear their organizational and leadership skills. Over the years, the Students' Council has become an integral part of our College. Like every limb moves in tandem to a rhythm, the institute and the Students' Council has moved hand in- hand in making sure that the right facilities of the institute are benefitting the students to extreme extents. It has been the irreplaceable bridge between the administration and the students. It has served and continues to serve as the beacon of student feelings and also does its part by helping the

administration understand the wants, needs and trends of the student community. In all, the Council serves as the undying voice of the student community. The Council, on the other hand, has also made the student community understand the dynamics of college administration and ensures smooth transactions between the student community and the administration. The students' council has also helped the institution in organizing events, channelizing the vast potential human resource our college student community offers. The experienced hand and the youthful thoughts create the perfect mix required to make events in SKMK College, a feast to the eyes! The Council has also played a vital role in making sure that the resources of the college have reinforced the students. The Council handles the student budget and makes sure that every penny in the name of the student community is accounted for and used constructively. It identifies, appreciates and enriches talent through an array of sports and cultural events and also kindles the spirit of competence with house-wise competitions. The Student Council also ensures active and unbiased representation of all the issues in the college that might have slipped the administration's notice. It helps the administration to make constructive changes that can mutually help the institute and the students grow. We cannot forget the commendable efforts of the Council during the dire pandemic, where the Council worked tirelessly to ensure plugging communication gaps between the students and the College. From circulars to webinars, all went through the council and made the functioning of academics and administration of the college optimized to face all odds. There's a ton to speak about the Students' Council's influence in making SKMK COLLEGE in Mysore the brand it is today, but to put it in a line or two, the Council is the strongest voice of the students, the swiftest and the most magnanimous hand of the administration. On to higher heights and greater glory, we go with the Council beside us, assuring of a better day in our college every day.

| File Description | 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 |

5.3.2

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

Response: 0.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 1 | 0 | 0 | 0 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni association of the SKMK College of Education is established since 2001 as a strong root in the progress and development of the institution. The alumni association acts as a bridge between past students and the present. This helps us to sustain the sense of belongingness to the College as well as role model for the present students. The institution has a rich number of members for about 1796 which consist of members. The main contributions of alumni association are:

- To improve the quality of education and a intention of motivation and improving the students by conducting the activities such as debate competition, poetry recital, cultural activities etc.
- Every year the highest scored students of the batch is invited and awarded by the alumni association.

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

5.4.2

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

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

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

Response: 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 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 2 | 2 |

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

5.4.4

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

Response:

It is well understood that the strength and functioning of any institution is by alumni system maintained in the institution.

The alumni system consisting of students who have completed the course since 2001, our institution has maintained the mechanism of Alumni Association efficiently. The involvement in the alumni students in development of the institution is found to be remarkable. It has become the source of strength and strong

pillar for all the teaching staff, management and the present students. The college has huge number of alumnus of about 1796.

The regular alumni meet is also organized to discuss about suggestion and improvement of the institution.

The alumnus who are successfully placed in various higher positions in government sector and entrepreneur all have contributed their rewards in one or the other way to their motherly institution.

The Alumni Association also conducts numerous activities for the incoming batches every year. The activities like debate contest, poetry recital contest, cultural activities for the present students. The talented students are selected and honored from the fund of alumni association.

A Comfortable amount of fund is also collected as a membership fees for Alumni Association. This has helped institution for purchasing and maintaining the materials like blackboards, water purifiers' wastage, garbage bins etc.

Alumni students who are successful in competitive examinations have a habit of giving tutorials in preparing the present batches for competitive examination for free of cost. They also share their experiences and motivation which has helped remarkably the students to follow the track of alumni students who are successful in their professional path of life.

Alum of the institution has a strong and committed office-bearers who takes responsibility on their shoulders. The members are Principal as President and Secretary, Joint Secretary and Members are elected voluntarily.

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:

Vision

To prepare skilled and resourceful teachers by inculcating the values of citizenship, integrity and national solidarity to equip them with modern trends of technology enabled education to ensure vertical mobility which gears towards quality education

Mission

The well stated vision and mission of the College are made well understood to the staff and students of the institution by organizing orientation programme. These vision and mission statements are displayed in the entrance of the college premises. Anyone who passes through the entrance will be having a clear display of vision and mission. This vision and mission is also displayed in the college website in the home page. To bring the vision and mission into action, the lot of activities is conducted in the institution under the guidance of the respective faculty members.

Prepare high-quality teachers for all levels of school and teacher education according to changing contexts, who could be leaders and champions of equitable, inclusive and sustainable education.

The Mission is to:

- Cater to the professional requirements of teachers, teacher educators and other educational functionaries of school and teacher education in southern India.
- Conduct quality research for educational transformation and evidence-based policy formulation.
- Develop and disseminate various curricular resource materials including e-resources for school and teacher education.
- Networking and hand-holding with school and teacher education institutions by organizing forums for academic interactions and professional discourse.
- To achieve its vision and mission, the College has governance and administrative structure that includes all stakeholders that consists not only the teachers and students but also the schools with us for internship programmes.

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

6.1.2

Institution practices decentralization and participative management

Response:

The Principal, Head of the College, has a predominant role in the Academic, Administrative, Financial, Research and Training. Though the Principal has overall leadership roles in the administration, there are several other positions in the College to independently manage mandatory duties and responsibilities and are evident from the College structure. In addition to the powers of Principal, the respective faculties have powers to take decisions about the academic and other matters of the concerned department.

Several groups such as Liaison activities, between management and educational departments, management and principal between principal and teaching staff between principal and non-teaching staff, coordinating committees, teachers and students were formed.

After making the decentralization it was found that there was effective functioning from the top management to lowest section/department various experienced faculty were placed as said for each of the smaller groups having few members.

| File Description | Document |
|--|-------------------------------|
| Relevant documents to indicate decentralization and participative management | View Document |
| Any additional information | View Document |

6.1.3

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

Response:

Academic Transparency:

SKMK College of Education offers Bachelor of teacher education programme and the students are admitted through Central Admission Cell, Government of Karnataka by following the NCTE /State

guidelines for reservation and quota to various categories. The list of selected and waitlisted candidates is placed on the website. The College will prepare its annual academic calendar through an in-house consultative process which based on the University of Mysore calendar and placed on website and notice board for the information of students and staff. The newly admitted students are made aware of the academic calendar and rules and regulations to be followed and the mechanism of redressing their issues and problems in an 'orientation programme' organised at the beginning of the academic year. Master timetable and department-wise timetable, are prepared and made available to all the faculty. We are following the Syllabus of teacher Education programmes prepared by the University and it is made transparent by making it available on the website. Students internal marks are made transparent by getting signatures in the hard copy of the marks list. Performance of the institute programmes are discussed internally as well as placed before the Monitoring Academic and Assessment Committee constituted by University of Mysore.

Administrative Transparency:

The principal is the administrative head of the institute and is assisted by the Administrative staff. The Administrative section, Establishment Section, Examination Section & Scholarship and College maintenance department and Welfare Section assist the Principal in various administrative procedures. The Institute discharges various administrative functions through a large number of committees and Bodies constituted for the purpose. The service rules governing all employees are made available on the College websites and the reminders on duties and responsibilities of staff and staff welfare schemes and provisions are informed to all staff members through circulars from time to time. Various application forms and guidelines are available on the website under the concerned sections. New appointments are made through wide publicity and the selection committee is constituted as per the guidelines of State Govt., NCTE and UGC norms.

Financial Transparency:

The principal is the authorized signatory to all financial transactions of the College and is assisted by the Accounts Officer and an Accounts Section in discharging financial duties. All financial proposals for programmes are placed for scrutiny at various levels and implemented only after obtaining due financial sanction from the competent authority. The College is following state Government regulations in all financial transactions and are subjected to annual internal and external auditing. The Internal Audit is conducted by the Management audit cell every financial year. External audits comprising of:

1. Transaction Audit,
2. Certification of Audit are conducted by Indian Audit and Accounts Department (CAG), Bangalore.

College adopts and e-payment system for its employees and to its stakeholders. Files are maintained meticulously to ensure adherence to rules and regulations. All construction activities and major repairs are undertaken as per state government procedure.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

SKMK has well institutional strategic plan for the welfare of teaching fraternity. Our institution adapted well defined strategic plan, which gave an opportunity to imagine a better version of institutional goals, which had wide range of aims and objectives few of the following institutional strategic was adopted like improving the academic results, performance of outgoing students

- To improve the effective functioning of institution.
- To create conducive environment both physical and administrative atmosphere.
- To develop and grant clean atmosphere in and around institution.
- For achieving the above institutional strategic plan successfully various committee were formed under the guidance and leadership of Principal.
- Committees like students counseling committees with the Principal as head, supported by the respective teaching staff were formed. Regular monitoring of the committee was also taken into account. The committee is related to maintain green campus was formed Principal head with respective non teaching staff were formed.

For the maintaining transparency in the accounts and expenditure a separate committee is formed with Principal as head with respective clerical staff were formed.

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 administrative Bodies/Councils/ Committees/Boards are governed in a very transparent manner as per the policy of institution & Government. Transparent audit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years. The system of governance is as follows:

The Statutory bodies of the College are the Governing Council, the Advisory Board and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the College to take

decisions and plan strategies which are appropriate for the development of the institution. The Advisory Board constituted according to the guidelines of the UGC is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies. The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The Principal is assisted by the faculty members. They all discuss the major programmes and issues in the college and support the Principal in the administration of the institution. At College level there is Internal Quality Assurance committee (IQAC). The IQAC plays an important role for monitoring the internal quality of the institution. The Academic wing of the college lies emphasis on Extension and Outreach Programmes and provides platforms for students and faculty to reach out to the community.

Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of chairman and members. It is through these committees that the college seeks decentralization of power structure. The Curricular aspects are handled by Exam Cell, Library, and Research cell. Co-curricular activities include Arts, Sports and Literary Clubs. Student welfare is ensured through Placement Cell, Discipline Cell, Grievance Cell and Alumni Association also contribute to student welfare. The college has a well-defined organizational structure in the administration staff. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the principal. All appointments are made through the selection committee constituted by management of SKMK & University. In accordance with Karnataka state reservation policy, list of vacant posts is prepared. After approval of list, advertisement in newspaper is published for inviting applications along with testimonials. List of suitable candidates is prepared after scrutinization and they are called for interview by selection committee. After interview selected candidates are given appointment letter.

| File Description | Document |
|---|-------------------------------|
| Link to Organogram of the Institution website | View Document |

6.2.3

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

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

Response: D. Any 2 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 |

6.2.4

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

Response:

The primary function of the committees is to contribute to the effective operation of organization. Our institution having well established statutory body to advice and assist the Principal, Convener, Members of the committees and cells of the clerk and review and formulate policies to enhance the student learning, discipline and motivation. A continuous monetary system is followed in the institution.

The Committees/Clubs/Cells/Councils of the institution are:

1. Anti-Ragging Committee
2. Student Council
3. Grievance Redressal Cell
4. Minority Cell
5. SC/ST Welfare Committee
6. Women Harassment Prevention Committee
7. Other Backward Classes Cell
8. Science Club
9. Mathematics Club
10. Literacy Club
11. History Club
12. Geography Club
13. Code of Conduct Committee
14. Alumni Association

For the effective functioning of the institution, implementation various measures has been followed. Where experts from various administrative, teaching, industries, social workers, legal are considered after having a long discussions with the objectives of bringing out the condensive atmosphere in institution for the better students learning outcome.

In order to bring effective function of the committees' students were given orientation and awareness of their expected duties and responsibilities within the institution and also informed them actions that could be taken, if any violation in the code of conduct by any board of committee.

The outcome of the effective function of all the committee at the end of each semester are discussed for their better performance by having a model. Which was found that all the committees effectively

function having no negative remarks further. It also motivated the heads, convener and members for future effective functioning of the committees.

| File Description | Document |
|---|-------------------------------|
| Minutes of the meeting with seal and signature of the Principal | 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:

SKMK College of Education Management is cater their staff as family members and fully supportive in every way to improve their professional development of its teaching and non-teaching staff. In the present scenario. The College ensures the professional development of the staff by: Encouraging faculty members for participating in seminar, workshops orientation and refresher courses. Encouraging the faculty to publish research papers in national journals. Encouraging the faculty to take up membership of various state and local level research. The administrative/non-teaching staff also needs training in advanced skills related to their work. Training in computer and software management is provided to the staff members as per requirement. Some of the schemes like, financial, medical, pension and gratuity leaves provided. Educational allowance, transportation, CL, EL, maternity and Paternity leave, LIC's schemes and also postal insurance scheme was advised for the teaching and non teaching staff to get insured. Time bond facility was extended to 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 |

6.3.2

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Data as per Data Template

[View Document](#)**6.3.3**

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Data as per Data Template

[View Document](#)**6.3.4**

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

Response: 20

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 5 | 1 | 0 |

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Copy of Course completion certificates | View Document |

6.3.5

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

Response:

SKMK implements the UGC Regulations and State Government norms on Minimum Qualifications for appointment of academic and non academic staff. These practices are the measures for the maintenance of standards in Higher Education together with all amendments made therein from time to time, for its teaching and non-teaching staff). After completion of two year of service from the performances of each permanent employee as a regular procedure are annually assessed commonly. 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 salient features of the performance appraisal system are as follows:-

Teaching Staff

- a) The performance of each faculty member is assessed according to the Annual Self Assessment for the Performance Based Appraisal System (PBAS).
- b) Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) that is based on the API score.
- c) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment.
- d) The faculty members are informed well in advance of their due promotion.
- e) The PBAS proforma filled by the Faculty Member is checked and verified by the Heads of the Departments, followed by the Dean, Secretary, and the Director.

Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum-selection committee.

Non-Teaching Staff

All non-teaching staff is also assessed through annual confidential reports and annual performance appraisal.

- a) The various parameters for staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities,
- b) Capacity to do hard work, Discipline, Reliability, Relations/Cooperation with superiors, subordinates, colleagues, students and public,
- c) Power of Drafting (where applicable), efficient organization of documents (in case of Ministerial Staff) and technical abilities (in case of workshop staff).

The comprehensive Annual Confidential Report comprises 32 parameters. Each one of them is graded on a seven-point scale, i.e., Excellent, Very Good, Good, Highly Satisfactory, Satisfactory, Average and Poor. The overall assessment is based on the cumulative grade by the Reporting Officer/HOD, which is then forwarded to the Director by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial up-gradation under the ACP Scheme.

The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in 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 |

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

To have accountability with regards to financial matters periodic auditing system is the part of our institution. All the Account books and vouchers are checked and maintained up-to date. Our institution conduct both internal and external audit once in a year. Experienced auditor and invited to conduct the Internal auditing process. After receiving the report the suggestions are discussed seriously and any changes are implemented promptly.

The institution also invites external auditors from the concerned department i.e., Collegiate Education Department to check the accountability related to financial matter. Over by the experience both external and internal auditor has expressed their satisfaction in maintaining the accounts of the college systematically.

| 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 |

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)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

6.4.3

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

Response:

Mobilization of funds provides the capital needed to cover the costs that are much felt on day to day basis in any institution or organization. Our institution has vivid sources of revenue avenues to meet the cost and expenditures that are faced while running the institution by and large.

Since our institution is under the governance of religious institution (Mutt) and well-known to the society for its service and contribution to the society, a good dividends are returned in the form of charities and

donations from the economically higher sections of the societal members, especially during the events and functions of the institutions.

Being a vast institution with large number Alumna's, the Association contributes a considerable amount of funds annually that are used for conducting various students' activities.

The high achievers of the institution are annually awarded with cash prizes that are funded by locally generous philanthropists.

The institution maintains optimal usage of financial resources by reducing the unnecessary expenditures by having thorough discussions before meeting the costs.

Internal auditing is done to check the financial status of the institution before embarking into any activities or functions or projects.

The seats of the management students are filled with the fee Structure of considerable amount is received in the form of tuition fees that are also used to meet the needs of stationary or any other expenditures.

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:

1. The IQAC was established at SKMK to play a pivotal role in quality enhancement, sustenance and achieving excellence in teacher education, school education and higher education. Since then the IQAC has conducted a few activities in this direction.

2. Other mechanisms:

a. **Integrated approach with ICT** use tremendously influences on quality of education among students. they are taught to use ICT in all the semesters. SKMK has enough faculty members, non-academic staff, labs, annual budget allocation for ICT and also Education Technology cell.

b. **Special Programs for students:** Students are encouraged to participate in various programmes organized by other institute e.g. Interaction meeting with & talks by experts are organized periodically.

c. **Access to benefits of Institute's facilities:** The facilities available at SKMK are accessible equally to all the students for academic discussion and use in laboratory, instruments, apparatus, chemicals, ICT labs, library, etc.

d. **Innovative Learning atmosphere:** Several new interactive teaching and learning processes are

practiced in all the courses. E.g. hands on experience in historic museums, gardening in the campus, research project works, and field study tour for beyond the classroom experiences. Thus new techniques are regularly practiced at SKMK for developing various required skills among students.

e. **Professional developments:** SKMK follows UGC guidelines for academic activities and faculty members are encouraged to attend various national and international professional development programmes.

f. **Student-to-Teacher Ratio:** For individual attention and good relationship between teacher and students the SKMK has appropriate teacher and student ratio.

g. **Digital Classrooms** are expanded at SKMK for effective teaching and every year a fund is allocated for the same.

3. Quality Assurance of In-service Teacher Education Programmes

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

6.5.2

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

Response:

1. The Academic Calendar is prepared in advance, displayed and circulated in the College notice board and strictly followed.
2. Admission to various programmes, internship, examination schedule and declaration of results are notified specifically in the Academic Calendar and timely in the website.
3. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the Philosophy of Education, the uniqueness of the education system, teaching learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the college. Syllabus copy, leave register, identity card, library card are given to all students. Students are made aware of the Time-Table, Programme structure, syllabus of the courses before the semester commences.
4. Students are intimated as and when required about C1, C2, internal tests, school attachment programmes, Internship, celebration of institute functions like National Science Day, Independence Day & Republic Days, Regional functions, Sports meet, College day etc.
5. Post-internship meet to obtain feedback from students and faculty members.
6. Faculty members discuss individually with students of their respective courses to receive feedback and to improve teaching and learning processes.,
7. Students have easy, frequent and free accessibility to meet, represent their needs to the Principal

of SKMK, to get reply and feedback and give suggestions. Often students are assisted to solve and find solutions for their problems and needs.

8. Besides IQAC the Institute also considers the recommendations of Institute Advisory Committee, Management Committee, MAAC Committee, Rules and directions of University of Mysore.

Thus SKMK regularly considers recommendations and suggestions received from all the sources and review the various activities, programmes, functions and roles in school and teacher education and improves its functions for progress and necessary developments in the teaching-learning activities.

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

6.5.3

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

Response: 5.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 5 | 11 | 6 | 4 |

| File Description | Document |
|--|-------------------------------|
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View Document |
| Data as per Data Template | View Document |

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**

3. Academic Administrative Audit (AAA) and initiation of follow up action**4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

Response: C. Any 2 of the above

| File Description | Document |
|----------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any additional information | 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:**

To achieve the incremental improvement in the institution the following are the measures undertaken teaching staff are allowed to participate in various National and international conference, seminar and symposiums. Teaching staff are also encouraged to publish their research findings in the journals.

Staffs are also encouraged to visit research laboratories and organizations which improve the knowledge in their specific pedagogy area.

Staff are also encouraged to write books and articles and published in local and in National dailies and magazines annually bimonthly fortnight.

The internship programs of the students covering about 60 days also place an effective role in implemental improvements in the students learning outcomes. Constant observation of the student teacher classes, feedback mechanism by the peer students and pedagogy teachers presented with related to students explanation usage of learning materials. Effective writing of lesson plan with appropriate instructional objectives covering all the domains with the clear specification are thoroughly checked by the pedagogy teachers.

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:

To meet the needs of energy policy and its aims to reduce the energy consumption our institution as adopted various methods from the Student level to teaching and non teaching level. In fact whole campus follows principle of low energy consumption and waste of energy consumption. The institution with the collaborative effort of Principal, Teaching and Non-Teaching staff and all the students maintain the objective of the policy in minimizing energy consumption at the institution even in reducing the non-renewable energy source like extensive use of paper usage this avoided by switching to e-administration.

Energy saving by shifting to LED lighting: To meet the needs of power requirement Institution as implemented a sustainable design and renewable energy consumption. For effective and wise usage electric energy that traditional filament light bulbs which consume excessive electric energy is replaced by CFL and LED bulbs as an alternative energy resource and make less usage of electricity in institution campus solar panels are implemented in the campus as an alternative energy resource. This solar panels are found eco-friendly to have an awareness about the minimum usage of electricity and to avoid unnecessary usage of electricity student groups are made to monitor and maintain switching on and switching off all the energy resources that are used in campus many posters and slogans related to save energy consumptions are display in the campus at all places where students frequently uses such as corridor, classroom, vehicle parking, garden, restroom, and entrance. For effective usage and avoid unnecessary wastage a constant maintenance of the all the electrical circuits of both solar panel and CESCO (Electricity Board of the local area) are carried out every month at the regular interval.

| File Description | Document |
|------------------------------------|-------------------------------|
| Institution energy policy document | View Document |
| Any additional information | View Document |

7.1.2

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

Response:

Our institution gives more importance for managing the waste, safety and usage of cost effectively by minimising the waste by recycling the waste for alternate use. The institution has also ensures the health and environment of the campus to be clean and hygiene. The policy of the institution is followed by all the member of the institution. The main focus is given to the area of the following:

- Reducing the waste production in the campus.
- Recycling and Reusage of the waste whenever and wherever possible.
- Conducting regular awareness among the staff and students with regard to minimum usage of resources and thereby reducing the waste production.

All waste are properly collected disposed time to time to avoid any decay or polluting the atmosphere. Segregation of non-biodegradable wastes (Plastic) is also done in the campus. Apart from the plant waste, a substantial quantity of waste is produced on a daily basis in the campus. At their level, these wastes are segregated as degradable and non degradable for disposal. The waste collection vehicles of the Mysore city corporation collect them for disposal at their level.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Geo-tagged photographs | View Document |
| Documentary evidence in support of each selected response | 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: C. Any 2 of the above

| File Description | Document |
|-------------------------|-------------------------------|
| Geotagged photographs | View Document |

7.1.5

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

Response:

As we are proud that our heritage city Mysuru has been awarded cleanest city of India for four consecutive years since 2017 to 2020, it has insisted that drive to keep our institution clean to maintain the cleanliness, Sanitation, Garden and Pollution free environment. Our institution has taken various measures and motives like the campus is well maintained with the trees and plants with little garden this gives a green Indian for the visitors. It also calms the mind and makes one to feel to cool even in the hottest summer.

To maintain the green greenery of the campus all plants are well watered and regular medication, appropriate medicines and fertilizers are given by the gardener.

In order to create awareness and to save environment and to grow trees, the students are made to go on environment awareness jatha carrying playcards with the slogans of save tree, avoid deforestation, grow more trees are made to carry on Jatha. This program created awareness, not only in our students but also in our neighbours. To keep the institution clean, sanitation and drainage system frequent cleaning activities are ensured. This cleaning and maintaining activities are also periodically monitored by the students there by insisting the values of cleanliness in the society wherever they are.

With reference to daily waste of lunch and eateries brought by the students and staff or well disposed having a separate sink for students and staff to wash their hands and utensils

Any waste found are placed in a paper carrying bags and disposed appropriately to ensure the clean drinking water, a purified drinking water facility with the 150 litres capacity is placed in the corridor for the students and staff to have purified drinking water. For the students who falls ill during the class hour have provided with hot water.

There is a permanent arrangement to collect the waste which is segregated using dustbins of different colors. Apart from the housekeeping staff, the cleanliness inside the offices and the laboratories are the responsibility of the office and the lab attendants both in the college section and the school.

| File Description | Document |
|--|-------------------------------|
| Documents and/or photographs in support of the claim | 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: D. Any 1 or 2 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 |

7.1.7

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

7.1.8

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

Response:

The institution makes all effort to leverage the local environment, local knowledge and resources and community practices student for the internship programs, during School Attachment Programme/ Internship students of the Institute visit and study about the different types of schools in the community in order to get familiarized to the local system of School Education. They get an opportunity to interact with the school personnel, parents and other community stakeholders to gain knowledge about the local practices, resources etc.,

Community living camp is organized every year for II year B.Ed. to familiarize

Students to community practices and challenges. The students along with teachers engage in community orientation programmes on local issues and challenges through role plays, dramas, street shows, Swatch Bharath Abhiyan cleanliness activities. The teacher's guide students in interacting with the community and engaging in meaningful community service. Inviting resource persons such as artists from neighborhood communities to interact with students and also to perform. The students of the Institute receive regular inputs from local artisans, artists, professionals and other such individuals of the community. This enables the students to gain knowledge and hands-on experience about local resources, art forms and local practices. The same acquired through such workshops is utilized by the students in their teaching learning process, particularly in the use of local resources and art materials in internship.

Our students visit neighborhood cultural and educational institutes like Archaeological Museum, Regional Museum of Natural History, Milk Dairy, Central Food Technological Research Institute (CFTRI) , Central Sericultural Research & Training Institute (CSRTI), Southern Railway Workshop Railway Museum, Central Institute of Indian Languages (CIL), Zoological Garden, Aqua-world, Butterfly Park and lakes, Chamundi hill, Bird Sanctuary, Water Reservoirs, dams and fishery department.

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: B. Any 3 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 |

7.2 Best Practices

7.2.1

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

Response:

INITIATIVE -1

Title: PERSONALITY DEVELOPMENT AND COMPETENCY ENHANCEMENT

Objectives:

1. To develop a competitive personality, to meet the professional standards
2. To enhance a developing character positively overtime
3. To identify the skills and talents to increase the effect efficiency of individuals

Context:

In the present scenario, students are to be equipped with necessary skills and talents in the areas of communication, attitude, aptitude, soft skills and technology advancement. This empowers them to meet job necessity at the national and international context.

Practice:

To bring these objectives in reality, various programs are conducted. A code of conduct is strictly followed in the Assembly conducted every day involving all the students. Each student is given responsibility in groups, to undertake newspaper reading followed by Quiz time which enable them knowledgeable.

To strengthen their competency level, students are given exposure to come out with their own thought for the day and speak on any topic of their choice.

Evidence of success

A strict assembly register is maintained in the institution which consists of the Name, Roll number and Semester, Newspaper highlights, Quote for the day which improves the language efficiency of English. Special classes on Functional English are also conducted along with the course curriculum that enhances the students' confidence level and helps in communicating the language of English.

Problems: The challenges faced in achieving these objectives are:

1. Majority of the students are from rural areas and their lack in proficiency in English language lowers the self-confidence.
2. Monitoring the students regularly is a challenge for the Institution and there are more chances of students taking the back seat because of their language inefficiency.

INITIATIVE -2

Title: ADOPTION OF FUNCTIONAL ENGLISH AS VALUE ADDED COURSE

Objectives:

1. To equip future educators with practical English skills relevant to their teaching contexts.
2. To enhance communication abilities crucial for effective classroom instruction.
3. To foster language proficiency for improved student engagement and comprehension.

Context:

To improve the academic performance and career progress, the language of English is commendable in the present world. Even the success and status of an individual is based on his communication ability. Since English is spoken across the world, the usage of English language becomes an important lingua franca.

Practice:

The communication enables the students to communicate effectively to teach English in the classroom settings. The students are allowed to practise the language by participating in discussion, practical exercises and role playing

Evidence of success

It was found that the students after undergoing the course, there was a drastic improvement in communicative English language with proper usage of grammar and pronunciation. It was also found that the students develop confidence and the flow of ideas and thought in English was better prior to attending the course.

Challenges

It was difficult to find effective communicative instructor. Some of the students who come from rural bank cup, hesitate it to undergo a course undergo the course.

| File Description | Document |
|---|-------------------------------|
| Photos related to two best practices of the Institution | View Document |
| Any 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:**

With a vision of from team teachers and teacher educators to become Idol citizens at the national and global context and their by equipment with modern trends to meet the needs of education at all levels and to meet the teachers to explore the hidden potential to natural them does enabling them to meet the needs and empower the professional standards and ethics 21st century.

- To create the teachers at national and global context the institution as organized various programs and community campus this creates mindset in the students' one among the society and understands the needs and problems of the society
- The institution by organizing various competitions at the inter-collegiate level students gets in opportunity to identify their hidden talents and also to know their competency level between other students.
- The institution by organizing workshops conference and by inviting guest lecturers to prepare the students with high professional standards with ethics in the teaching profession to meet the needs of 21st century
- The institution with a whole motive of creating ideal citizens to the global level students empowerment programs involving spiritual social environment tell moral economical and University Brotherhood is been promoted and practiced at all the stages of their education.

Apart from incorporating values of sustainability, social and gender equality, multiculturalism, art and aesthetics, the curricular content and assignments are so designed that the use of innovation, creativity and technology is essential. With a view to provide scope for competency enhancement, the courses on project work, field immersion, internship and field visits are designed. Through these and other efforts of the Institute it has established itself as a leading institution in India that continually strives to develop innovative teacher education programmes of policy and social relevance.

| File Description | Document |
|---|-------------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View Document |

5. CONCLUSION

Additional Information :

Sri Kaginele Mahasamsthana Kanaka Gurupeetha College of Education, since the inception from 1996, the strong vision, mission and the clear motto is always stood positive till today and also assured to take the same spirit in the future years. To meet institutional goals the college has adopted various measures to provide the quality teachers to the society right from the students' intake. A meaningful orientation, quality teaching and training to the standards of the level best and to train the student teachers to become ideal citizen and productive teachers.

The college has competent highly qualified and experienced faculty. Infrastructure wise, college has huge campus with ventilated spacious classrooms, separately for general and pedagogy classes, an auditorium for academic and cultural activities and well-furnished laboratories. The college is located on a lush green campus creating a conducive environment for learning. Every time college tries its best to create teachers who shall fulfill the demands of 21st Century society both at the local and global level.

The college also aims to train the students in practical life and doing Tree-plantation, Campaign against Dowry, Foeticide, Child labour, early marriage and other literacy programmes, to conduct from time to time with a view of developing the curricular and co-curricular activities. Besides this, students are made availed of every opportunity catering to their future careers through Socially Useful Productive Works (SUPW). The Institution prepares teachers who could integrate and develop the soft skills and ICT-based pedagogies. Additions and expansions have always been made in the relevant infrastructure facilities as well as in keeping with norms and standards fixed by University Grant Commission (UGC), the NCTE, and State University to which the institution is affiliated. The college has taken upon itself a lot of social responsibilities to provide the best in terms of academics, extra-curricular activities, infrastructure maintenance and the environment as a whole. The highly experienced faculty members of our institution, an important asset provide sound academic inputs blended with organization of the national seminar, conferences, workshops, extension programmes, orientation towards research and innovative practices etc.

Concluding Remarks :

The Management of the trust is accessible, highly understanding and a great inspiration, motivating and guiding force. The Secretary and Principal of the institution give directions, advice and supports to the staff responsible for the proper working of the institution. The key differentiators of this college enforce the overall development of the students, equip them not only in academic content but also in making good human beings, who would be the pride of the nation and would make a mark wherever they go in their future. So that they bring repute not only to themselves but also to their all matters. The institution dreams are much bigger than what has been realised.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.2.3 | <p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>49</td> <td>0</td> <td>0</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>49</td> <td>0</td> <td>0</td> <td>44</td> </tr> </tbody> </table> <p>Remark : Input is edited from clarification documents.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 48 | 49 | 0 | 0 | 45 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 48 | 49 | 0 | 0 | 44 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 48 | 49 | 0 | 0 | 45 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 48 | 49 | 0 | 0 | 44 | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>85</td> <td>78</td> <td>85</td> <td>85</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 93 | 85 | 78 | 85 | 85 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 25 | 25 | 25 | 25 | 25 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 93 | 85 | 78 | 85 | 85 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 25 | 25 | 25 | 25 | 25 | | | | | | | | | | | | | | | | | |
| 2.2.4 | <p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution Answer before DVV Verification : 7 Answer after DVV Verification: 5</p> | | | | | | | | | | | | | | | | | | | | |
| 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: B. Any 3 of the above

Remark : Input is edited from clarification documents.

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: D. Any 1 or 2 of the above

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

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

Answer before DVV Verification : 5

Answer after DVV Verification: 10

Remark : Input is edited from clarification documents .

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 38 | 41 | 42 | 45 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 49 | 38 | 41 | 42 | 45 |

Remark : Input is edited from 1.4 EP.

| 2.7.4 | <p>Performance of outgoing students in internal assessment</p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year Answer before DVV Verification : 41 Answer after DVV Verification: 38</p> <p>Remark : Input is edited from clarification documents.</p> | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 3.2.2 | <p>Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</p> <p>3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 748 1046 882"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4</td> <td>4</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 963 1046 1097"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4</td> <td>4</td> <td>2</td> <td>0</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2 | 4 | 4 | 2 | 0 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2 | 4 | 4 | 2 | 0 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 2 | 4 | 4 | 2 | 0 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 2 | 4 | 4 | 2 | 0 | | | | | | | | | | | | | | | | | |
| 3.3.1 | <p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="308 1337 1046 1471"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1552 1046 1686"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Remark : The activity conducted in the institution can not be considered, input is edited according to it.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 6 | 1 | 0 | 0 | 1 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 6 | 0 | 0 | 0 | 1 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 6 | 1 | 0 | 0 | 1 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 6 | 0 | 0 | 0 | 1 | | | | | | | | | | | | | | | | | |
| 3.3.2 | <p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years Answer before DVV Verification:</p> | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 97 | 87 | 79 | 85 | 89 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 97 | 87 | 79 | 85 | 88 |

Remark : Input is edited from 1.1 total no of students.

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 97 | 87 | 79 | 85 | 89 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 97 | 87 | 79 | 85 | 88 |

Remark : Input is edited from 1.1 EP.

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 4 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0 | 0 | 0 | 0 | 0 |

Remark : these awards are given to the institute ,input is edited according to it .

| 3.4.2 | <p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years Answer before DVV Verification : 3 Answer after DVV Verification: 3</p> | | | | | | | | | | | | | | | | | | | | |
|---------|--|----------|---------|---------|---------|---------|---------|---|----------|---------|--------|---------|---------|---------|---------|---------|------|-----|------|------|------|
| 4.1.2 | <p>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.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 2 Answer after DVV Verification: 2</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 8 Answer after DVV Verification: 6</p> <p>Remark : Input is edited from clarification documents.</p> | | | | | | | | | | | | | | | | | | | | |
| 4.2.4 | <p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p> <p>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:</p> <table border="1" data-bbox="308 1189 1046 1323"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.21108</td> <td>0</td> <td>0.219065</td> <td>0.34182</td> <td>0.2823</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1402 1046 1536"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.18</td> <td>.19</td> <td>0.00</td> <td>0.30</td> <td>0.21</td> </tr> </tbody> </table> <p>Remark : Input is edited from clarification documents.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 0.21108 | 0 | 0.219065 | 0.34182 | 0.2823 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 0.18 | .19 | 0.00 | 0.30 | 0.21 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 0.21108 | 0 | 0.219065 | 0.34182 | 0.2823 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 0.18 | .19 | 0.00 | 0.30 | 0.21 | | | | | | | | | | | | | | | | | |
| 4.2.6 | <p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 3 of the above</p> | | | | | | | | | | | | | | | | | | | | |

Answer After DVV Verification: D. Any 1 of the above
Remark : Input is edited from clarification documents.

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.05101 | 3.37632 | 2.09646 | 3.98724 | 5.18843 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.53 | 1.88 | 1.14 | 2.95 | 1.42 |

Remark : Input is edited by excluding books ,electric biis water bills

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 2 | 2 | 2 | 2 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 1 | 0 | 0 | 0 |

Remark : Input is edited excluding days celebration.

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: D. Any 2 of the above
 Remark : Input is edited from supporting documents.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 2 | 5 | 11 | 6 | 4 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0 | 1 | 5 | 1 | 0 |

Remark : Input is edited from cerificate considering FDP programms more than or equal to 5days.

- 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 : B. Any 3 of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : Input is edited from clarification documents.

7.1.4 Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**

| | |
|-------|--|
| | <p>4. Economical usage/ reduced wastage</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p> |
| 7.1.6 | <p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input is edited from clarification documents.</p> |
| 7.1.9 | <p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input is edited from clarification documents.</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|
| 1.1 | <p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1832 986 1944"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>98</td> <td>87</td> <td>82</td> <td>85</td> <td>89</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 2022 986 2083"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table> | | | | | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 98 | 87 | 82 | 85 | 89 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | |
| 98 | 87 | 82 | 85 | 89 | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | |

| | | | | |
|----|----|----|----|----|
| 98 | 87 | 82 | 85 | 89 |
|----|----|----|----|----|

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 50 | 50 | 50 | 50 | 50 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 50 | 50 | 50 | 50 | 50 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 50 | 50 | 50 | 50 | 50 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 25 | 25 | 25 | 25 | 25 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 50 | 38 | 41 | 42 | 45 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 49 | 49 | 38 | 41 | 44 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 50 | 38 | 41 | 42 | 45 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|

| | | | | |
|----|----|----|----|----|
| 49 | 49 | 38 | 41 | 44 |
|----|----|----|----|----|

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 100 | 90 | 87 | 90 | 89 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 50 | 50 | 45 | 46 | 44 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 7 | 7 | 7 | 7 | 8 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 7 | 7 | 7 | 7 | 7 |