



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

HYDERABAD KARNATAKA EDUCATION SOCIETY'S BASAVESHWAR COLLEGE OF EDUCATION

**H.K.E. SOCIETY BASAVESHWAR COLLEGE OF EDUCATION BVB CAMPUS,
MANNAHALLI ROAD, BIDAR 585403**

585403

www.hkesbcoebidar.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About Hyderabad Karnataka Education Society :

Hyderabad Karnataka Education Society is the prestigious educational institute of Karnataka was established in 1958 by Late Shri. Mahadevappa Rampure to cater to the needs of higher education, especially the Teacher Education, Medical, Engineering Pharmacy, Law, Commerce, Arts, Science and other Technical skilled fields. The society in the process of imparting higher education in the backward region of the state has made its impact on the socio-cultural, politico-economic advancement of the region. Multifaceted development programmes are implemented from time to time. Inspired by democratic values, the Society is ably managed by our society Governing Council constituting as President, Vice-President, Secretary, Joint-Secretary and Members. Each member of the Council is a responsible and knowledgeable person with an immaculate track record.

About the College :

Basaveshwar College of Education is situated in the heart of the town of Bidar, for almost 43 years completed, the college started working as a full-fledged independent college and permanently affiliated to Gulbarga University Kalaburagi, now from 2023 academic year affiliated to newly established Bidar University, Bidar and recognized by SRC NCTE, New Delhi and UGC under sections 2 (F) and 12 (B) and Grant-in-aid. The college has been accredited as an 'B' Grade institution in first cycle of assessment by NAAC.

College provides teaching facilities according to contemporary needs of the society and students, experiences in curricular and co-curricular activities, emphasizing experiential learning through practical and internship promotes life-long learning, high ethical standards and development of knowledge and skills among students.

The performance of the students of this institution in the academic aspect is always excellent. There is a keen competition to get admission at this college. Students trained here are much sought after to work in the ever-increasing number of schools in and around Bidar. The college has been growing from strength to strength with the dedicated service of the teachers. Students of this college continue to bring laurels not only performing well in the examinations but also by participating in co-curricular and extra-curricular activities. The motto of the college is **“SERVICE TO HUMANITY THROUGH SERVICE TO TEACHER EDUCATION”**

Vision

Vision :

Our vision is **“To Educate the students to explore their potentials, do the best that they are capable of doing and become effective, humane, global teachers and useful citizens of the country”**. The college focuses at developing competencies among students and chisels their professional skills to turn this vision into

reality. With the rare amalgamation of the Indian cultural traditions and modern technologies, **the college aims at creating the best human resources reservoir to produce world class professionals and citizens.**

Mission

Mission : As a leading Institute of Teacher Education in the region, our mission is to provide quality rather than quantity teachers in the society. The college expands all its resources, human as well as material to prepare passionate, innovative, secular, and humane teachers with commitment to excellence and professional outlook.

- Transforming the hidden potentials of the students into realities.
- To enable the students to develop holistic personality with productive thinking.
- To enable the students to fulfill themselves with growth, happiness and satisfaction.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Supportive and Encouraging Cooperative Management Hyderabad Karnataka Education Society, Kalaburagi.
2. The First Teacher Education Institution established in 1980 located in the Heart town of Bidar District.
3. The college started working as a full-fledged independent college and permanently affiliated to Gulbarga University Kalaburagi, now from 2023 academic year affiliated to newly established Bidar University, Bidar and recognized by SRC NCTE, New Delhi and UGC under sections 2 (F) and 12 (B) and Grant-in-aid.
4. The College has a glorious history of more than 44 years, that has produced effective teachers who are successfully serving the state and the nation.
5. The large green campus of 10 acres provides a calm and quiet environment for academic pursuit.
6. **The institution has own Practice Teaching School, Sharanabasaveshwar Practicing High School in the campus.**
7. Able, Dynamic, and Inspiring Leadership of the Principal.
8. Highly Qualified, Efficient, Dedicated and Motivated Teaching Faculty with blend of vast experience and dedicated non-teaching staff.
9. The Teaching staff of college has actively involved in various position like Dean, BOS Chairman, Members, BOE Chairman, Member, Custodian and curriculum design and examination works of affiliated university.
10. Consistent good results in KTET, CTET, CET and other competitive examinations and the University examinations.
11. Many Alumni have served the College as teaching staff.
12. The institution has single Unit with 50 Students intake.
13. Three of the teaching Staff members have a Doctoral degree (Ph. D). And Three of the teaching Staff members pursuing Doctoral degree (Ph. D).
14. The institution is built up as per NCTE Norms and Standards with spacious classrooms, ICT enabled classrooms and laboratories with Good instrumentation facility in the laboratories.
15. Library with a large number of books facility for teachers and students.
16. The college maintains good relations with the schools as the college students are sent to schools for their teaching practice, project work, for collection of data for their work, etc.

Institutional Weakness

1. Shortage of permanent faculty.
2. Lack of non-teaching staff such as, FDA, CCT, Attender
3. Need for automation of office.
4. Need for research Centre.
5. Need to improve e- library.
6. The college Transport facilities are not provided by the college.
7. No hostel facility is available.

Institutional Opportunity

1. Bidar is the city and corporation area and Boarder of Telangana state, Maharashtra State, these factors are likely to impact the overall growth of the College positively.
2. There is ample scope of improvement in the research activity whenever sufficient fund is available for this purpose.
3. The College possesses sufficient infrastructure to introduce PG Course, including career-oriented vocational and more value added courses.
4. Establishment of drama theatre.
5. Practicing intellectual property rights programmes.
6. Undertaking major research projects.

Institutional Challenge

1. Change in the academic year of teacher training institutions and practice teaching schools.
2. Mushroom growth of teacher training institutions without due consideration to quality of teacher education.
3. Need to train student teachers to face global challenges in education.
4. Preparing quality teachers for the teaching profession.
5. Less weight age of B.Ed. marks for teacher appointment by the government.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College is permanently affiliated to Gulbarga University Kalaburagi, now from 2023 academic year affiliated to newly established Bidar University, Bidar and follows the curriculum prescribed by the university. At the beginning of the academic year, an Annual Academic Plan is prepared by the Principal and the faculty on the basis of academic calendar of the university. The IQAC reviews the curriculum through a well-documented procedure that involves strategic plan, university academic calendar, college academic calendar, feedback system. Suggestions and comments are invited from the faculty and discussed during the meetings. The institution supports the overall development of student teachers through a carefully well-designed curriculum that combines teaching techniques, pedagogical understanding, and professional skills to give students an opportunity to gain and demonstrate knowledge, skills, and attitudes.

The students have open choice to choose optional / elective subject including pedagogy offered by the college. The programmes have well spelt out PLOs and CLOs and are displayed on the website.

The Curriculum is further enriched by offering value-added courses and self-study courses and Ample scope is given to curricular, co-curricular and extracurricular activities. Students are given opportunity to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas through School Internship and Field-Engagement Programmes. Organizing CTC Camp, visits to places of historical and educational importance, field visits, conducting workshops, seminars etc. on prevailing problems of society are regular features of the college.

The staff of the institution encouraged students to prepare the various competitive exams viz. UGC-NET/KSET/CTET/KTET. To broaden the vision of would be teachers, the college has also signed MoU's with institutions and schools. The college has well-structured feedback mechanism. Periodic meetings are held with the Alumni, Experts, Practice teaching School teachers, stakeholders to get feedback regarding the course curriculum for modification and transaction. In the light of the feedback obtained, action plans are prepared for further improvement of the functioning of the college to achieve its institutional goals. The report of the feedback analysis and action taken report has been uploaded on the college website.

Teaching-learning and Evaluation

In our institution most of the students seeking admissions from rural background, for the assistance of students who want to undergo professional education programme, a help desk is being set up at the institution level and where the Principal and faculty of the college interact with the students and their parents and assess their needs and aspirations.

Students are highly motivated to take part in value-added courses, and extension activities for their holistic development. The institution takes significant efforts to explore ICT tools and e-resources, which helps to easily transform conventional teaching processes to student-centric processes.

Teaching is a highly skilled job. In order to prepare students to excel in their profession they are equipped with requisite professional skills and competencies with well scheduled micro-teaching, integrated lessons, pre- internship workshops and communication skill workshops etc.

Allotted different assignments, seminars and field visits project works for students to get diverse experience in the training course. The college provides TET, CTET coaching classes for students. Mentors reduce the stress level of mentees by teaching them various skills like time management skills, presentation skills, dealing with delinquent children etc. A code of professional ethics is observed in the institution, which helps in building a conducive environment in the college.

The college organized various activities towards the overall personality development of the student teachers including sessions on communication skills, community outreach programmes and environmental sensitization activities. Students are encouraged to prepare charts, picture cards, flow charts, flash cards, working models and non-working models during practice teaching. The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans.

The institution has well organized internship, the student teachers are required to undertake a variety of activities, Preparation of Lesson Plans, Unit Plans, Mobilization and development of teaching-learning

resources. Preparation of diagnostic tests and organization of remedial teaching. Undertaking action research project on at least one problem area of schooling, and their performance in these activities is thoroughly assessed. To ensure that our efforts are going in the right direction, continuous and comprehensive evaluation is done throughout the session.

Infrastructure and Learning Resources

The institution is located in a pollution free campus around 10 acres. This Institution envision the holistic development of our students into vibrant professionals, conscious of human values and eco-friendly environment and competent in skills. The institution provides an effective and conducive learning environment to the students for overall personality development, so that they can be trained enough to face the challenges of the modern era.

Institution Infrastructure : Building constructed as per the guidelines of NCTE norms Class rooms. ICT-Enabled, Spacious and well-ventilated classrooms including four smart classrooms for providing ICT access in classrooms ICT Enabled Seminar Halls, laboratories are available, including the Physical Science Laboratory, Bio Science Laboratory, Psychology Laboratory, ICT Laboratory, Computer Laboratories, Technology Laboratory and Language Laboratory. These facilities enable students to conduct experiments, prepare teaching aids, and enhance their computer skills, for language learning and other academic activities. ICT Enabled Multipurpose Hall with large seating capacity. The college has a library with a huge collection of books, Encyclopedias, journals, and magazines. Principal chamber, Internal Quality Assurance Cell (IQAC) room, Staff Cabin, College Office, Store Room, Sports room, Canteen, Wash room (Girls), Wash room (Boy). The College has well-ventilated and spacious classrooms with green boards, comfortable furniture and a Wi-Fi facility.

Library : Library consists of reading room, cupboards, computer, Internet facility, Librarian Chamber. Display of new Arrivals on notice board Periodical stand, newspaper stand, etc.

Common Facilities : UPS, Ventilated & Spacious Class Rooms with LCD Projector, Conference & Seminar Hall, Latest Configured Desktop Computers and Software's with Printers. Fire Extinguishers, UPS for power back up, Playground, etc. Biometrics for student and staff, **having own practicing school under our institution.** Purified water drinking, Spacious parking, CCTV surveillance, 24X7 internet and Wi-Fi, for staff and students, Ramp facility is available for differently abled persons. Vehicle parking place for students and staff.

Outdoor games: Volleyball court, Kabaddi court, Throw ball court, etc. Indoor games: Carom, Chess, etc. The college always intends to update the infrastructure keeping in mind the changing needs of the education system in the present scenario.

Student Support and Progression

The institution puts efforts on capacity building and skill enhancement of students by developing academic skills, technical skills and organizational skills. Seminars, workshops, webinars are organized to broaden their mental horizon. Library with reference books, journals, magazines and internet facility is to provide rich academic exposure to the studies which helps them to advance their knowledge. Internal Quality Assurance Committee is formed to initiate, plan and supervise various activities to increase the quality of education.

Curriculum Development Committee invites suggestions from student teachers for modification and refinement in the existing curriculum. Discipline Committee has been formed to take care of the student discipline. Cultural Committee organizes cultural events in the college, conducting morning assemblies includes Nadagite, National Anthems and Reading day-today newspaper sand youth festival preparations. Library Committee formulates the norms for issuing of the relevant books, updating of library resources. Campus Cleanliness Committee supervises general cleanliness. Grievances and Redressal Committee look into the complaints lodged by any students/teacher and judge its merits. Sports Committee organizes sports day every year and take the students to different colleges to participate in various events. ICT provides basic computer literacy to students and teachers.

The institution facilitates welfare measures to support the deserving students who are having financial constraints by offering scholarships and fee concessions. Placement Cell established in the institution assists students in off campus and on campus placements. Training in writing resume is provided to the students. Special classes for the preparation of various competitive exams viz UGC-NET/KSET/CTET/KTET/ are provided.

The institution provides various support facilities like vehicle parking, common rooms separately for boys and girls, recreational facilities, transport, book bank, safe drinking water, canteen and separate toilets for girls and boys. The development of comprehensive programmes to ensure this participation is the sole aim of student-teacher.

Governance, Leadership and Management

The organizational structure of the college facilitates its smooth functioning. The organizational structure of the institution consists of Hyderabad Karnataka Education Society Governing body, and it also adheres to the rules and regulations of the affiliating university, Joint-Director, Dept. of Collegiate Education Kalaburagi, ensure the college functioning. The society delegates its authority to principal, in exchange, he shares it with different levels of functionaries in the college. The coordinators and teachers in charges of various committees, in consultation with the Principal and IQAC coordinator, plan all academic and administrative activities. The IQAC cell of the college designed strategic plan and the college principal acts as a chief leader to carry out the strategic plan. IQAC employs various mechanisms to review and evaluate the teaching-learning process. It manages all aspects which consist of infrastructure, academic development, financial stability, and quality assurance of the college, etc. The college also keeps track of incremental improvements achieved in the academic and administrative domains through Academic and Administration Audit done on annual bases.

The institution's entire functioning is under the principal's supervision and direction. The college follows democratic form of governance and practices decentralization and participative management to visualize its vision, mission, aims and objectives and for the effective utilization of human as well as financial resources. The college maintains transparency in its financial, academic, administrative and other functions through e-governance. Internal and external audits are the regular feature of the college system to ensure the financial accountability.

Institutional Values and Best Practices

The College is committed to functioning in a manner that reduces its Carbon footprint and harmful impact on the environment. The College's Green Policy emphasizes the need for sustainable practices, which are

economically viable too. Water is drawn from a huge well that is present in the campus.

Energy Efficient Appliances: LED lighting is a green way to improve energy conservation at campus. The institution has replaced all the lights with LED bulbs, because consume less energy and are less expensive. Unplugging projectors, televisions, computers and smartboards after the use. Energy can most efficiently have used at Institute by trying to limit the electricity usage, turning off the lights.

Green Audit: Rain water is harvested to prevent water wastage. The college campus is environmentally friendly with huge trees spread out across the beautiful gardens. Green audit is the process of assessing environmental performance. Use of plastic banned in college campus Smoking free campus, Litter free campus, Sapling plantation, Installation of water-saving faucets in toilets, Reducing water wastage. etc.

Amon the Best Practices the school internship program is one of the key elements of the B.Ed course. It is also called the backbone of the course. In other words, school internship program is a type of program where the aspirant practices teaching in a school. Every B.Ed aspirant must attend the school internship programme in order to get real-life experience with students. School Internship has been one of the key factors for teaching colleges and universities. Equipping the student-teacher with required skills and competencies to cater to the diverse needs of the learners in School.

Swachchata hi Seva is another Best Practice of the Institution. The main aim of the practice is Theme based Assemblies, seminars, extension lectures, cleanliness drives, workshops, competitions, mass pledges, field visits, awareness programs on social issues and camps on Blood Donation, interactive sessions and skits are organized on the regular basis to make the students sensitive to environment. There is Code of Conduct for faculty and students and they act as per the codes prescribed.

Research and Outreach Activities

The institution main aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure, developing adjustment nature and the ideal of self service. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college undertakes various extension activities of social issues which include cleanliness, tree plantation, Group discussion. Environmental awareness, National Integrity, Aids awareness, Blood donation camp, Health check-up camp, TET & CTET Mock Test Programme. Expert sessions are conducted on Yoga and Wellness which help to promote healthy living and encourage students to adopt a healthy lifestyle.

During the CTC camps, students participate in activities such as tree plantation drives, cleanliness drives, awareness campaigns, health camps, and many others. Students spread awareness of the importance of a plastic free environment and the Swachh Bharath programme, etc. The students plant saplings in areas around college. Voter awareness programme was organized the Electoral Literacy Club by distributing pamphlets to the public

and motivating them to vote. Several awareness programs have been organized under Red ribbon club and Electoral literacy club awareness programs are conducted.

These outreach activities benefit neighborhood communities as well as students of the institution. They instill a civic sense, a sense of social responsibility, a sense of serving others and a feeling of universal brotherhood among students leading to their overall personality development. Engaging in outreach activities is a valuable experience for students, as it not only helps them to develop a sense of empathy and social responsibility but also provides them with an opportunity to connect with people from different backgrounds and communities. By working with marginalized sections of society, students gain a better understanding of the challenges faced by these groups and the issues that affect them.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HYDERABAD KARNATAKA EDUCATION SOCIETY'S BASAVESHWAR COLLEGE OF EDUCATION
Address	H.K.E. SOCIETY BASAVESHWAR COLLEGE OF EDUCATION BVB CAMPUS, MANNAHALLI ROAD, BIDAR 585403
City	BIDAR
State	Karnataka
Pin	585403
Website	www.hkesbcoebidar.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mallikarjun C. Kankatte	08482-235209	8147671269	-	principalbcebidar@hkes.edu.in
IQAC / CIQA coordinator	Santoshkumar Sajjan	08482-	9986087323	-	skumarsajjan@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

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Establishment Details

State	University name	Document
Karnataka	Bidar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	16-03-1990	View Document
12B of UGC	16-03-1990	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	15-01-2020	120	The Recognition is valid till further revision of NCTE SRC

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	H.K.E. SOCIETY BASAVESHWAR COLLEGE OF EDUCATION BVB CAMPUS, MANNAHALLI ROAD, BIDAR 585403	Urban	10.3	2824.36

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, TEACHER EDUCATION	24	UG	English, Kannada	50	50

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				8			
Recruited	1	0	0	1	0	0	0	0	2	2	0	4
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	3	4	0	7
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	0	0	0	0
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	3	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		2	0	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	8	0	0	0	8
	Female	42	0	0	0	42
	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	0	4	1	6
	Female	12	12	12	4
	Others	0	0	0	0
ST	Male	2	2	1	1
	Female	2	5	4	7
	Others	0	0	0	0
OBC	Male	6	3	5	6
	Female	24	23	26	22
	Others	0	0	0	0
General	Male	2	0	0	0
	Female	2	0	1	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	49	50	46

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college is permanent affiliated to Gulbarga University, Kalaburagi. The University has framed the design of the course as per norms of guidelines of Higher Education of Karnataka and Norms of NCTE. Multidisciplinary education is a unique educational approach that allows the students to learn & explore distinct subjects or curriculum from various disciplines. Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic. When we speak of the hierarchical educational structure, the concept of</p>
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	<p>“learning” gets bounded with so many aspects such as – curriculum, teaching-learning methodologies, time limitations, and much more. Although the National Education Policy 2020 (NEP 2020) has asked institutions to pay attention to it, stakeholders are still in a dilemma about its advantages & disadvantages.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>ABC is a virtual storehouse that contains information on credits earned by individual students throughout their academic venture. Academic flexibility will be ensured by allowing students to attend one course from another institution of similar repute. Being an affiliated college the institution is in the process of studying the guidelines of UGC, Central Government, State government & Universities and will redesign the future Curriculum in keeping with the norms for the easy implementation and transfer of Academic bank of credits.</p>
<p>3. Skill development:</p>	<p>The Institution gives utmost priority to skill development in training teachers. Teachers require a lot of skills which are developed through various activities organized by the Institution. The hard core art of teaching skills is developed through microteaching orientation, simulation practice, and internship programs. Soft skills required for teachers like creative skills, communicative skills, problem-solving, and leadership skills are developed through various co-curricular activities organized by the institution. Along with this, the institution provides needful ICT for students to make efficient teachers for the 21st century.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution makes efforts to integrate knowledge from ancient India into the teaching learning process by showing inspirational video documentaries/movies/Natak/plays based on the life of luminaries of India, both ancient and modern. Arranging visits to monuments of historical importance/ religious places. using a variety of innovative methods in the teaching-learning process by making use of stories, examples, art, and games rooted in Indian and local geographical context. incorporating indigenous and traditional ways of learning while teaching Philosophy, Yoga, Sports, Games, etc. encouraging students to undertake projects on the ideologies of eminent Indian thinkers. The future Curriculum in Schools based on NEP</p>

	(2020), recommends the introduction of an engaging course as an elective to secondary school students on "Indian Knowledge systems".
5. Focus on Outcome based education (OBE):	The college ensures that the curriculum in all programs is operationalized according to stated CLOs & PLOs. B.Ed program encourages outcome-based education through all the activities and programs. The focus is on the holistic development of the student. Outcomes are encouraged in knowledge, attitude, skill, and competency levels.
6. Distance education/online education:	The institution has enhanced the teaching skills on using online teaching platform from time to time. The institution organizes orientation of students of different courses through online mode. Facilitation to students through online social media platforms. Online E Learning, Blended learning, Best Adapting Teacher Learning Models to Distance Education, Exposition Model, Behavioural Model, Cognitive Development Model, Interaction Model, Transaction Model Comparing Online Education with Traditional Distance Education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Our college has an Electoral Literacy Club. Electoral Literacy Club is a platform to engage student teachers through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting, also our college designed learning meets fun, activities and games to stimulate and motivate students to strengthening the culture of electoral participation among young and future voters.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes there is a Student coordinator and a Faculty in charge of the ELC and is functional. The ELC's is representative in character.
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,	The ELC conscientize the High School students about their duties and responsibilities as an Indian Citizens, they hold mock parliaments during the community living camp to help students get a feel of the Parliamentary mode of involving in discussions

<p>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>and finalizing the decisions. They generate awareness about the need to cast their votes. the College Union election is conducted in the Parliamentary mode and the Students are familiarized with the process.</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>HKES Basaveshwar College of Education Bidar, creates awareness and to be responsible voters as they turn 18 years of age. The Social Science Method Student teachers also prepare both working model and still model of the electronic voting machine and familiarize the students with it. The election of the college Union is done in the Parliamentary mode which is familiarized to the student teachers and the teacher educators. The institution has encouraged teacher educators to undertake research studies related to democratic values, social issues like Creating Awareness on Cyber Crime among Secondary School students, enhancing Awareness against Child trafficking, awareness against Drug abuse, to promote Citizenship Education, Awareness on Constitutional values. Faculty also actively participate in the election duties whenever called by the Election Commissioner.</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>Students enrolled for the B.Ed Programme have completed their Graduation and hence are above 18 years of age. All of them are enrolled as voters in the electoral role. None of the students are otherwise, this is ensured during the admission itself. If any case, ensure then the necessary steps will be taken to see to it the student gets enrolled. Seminars and classes are also arranged to equip the Student teachers and teacher educators regarding their responsibilities as citizens of India. Patriotism is also instilled through the conduct of daily Morning assembly and commemoration of important National Days.</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
96	96	99	99	99
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		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
44	46	49	50	49
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
44	50	49	50	50
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	46	50	49	50
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
11	11	11	11	11

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
11	11	11	11	11

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
13.24692	31.03757	16.71911	2.60682	20.30959

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

3.2

Number of Computers in the institution for academic purposes..

Response: 25

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The College is permanently affiliated to Gulbarga University Kalaburagi and follows the curriculum prescribed by the affiliated university and is required to do the same. At the beginning of the academic year, an Annual Academic Plan (Academic Calendar of the College) is prepared by the Principal and the faculty on the basis of academic calendar of the university. At the commencement of every academic year a staff meeting is organized. Subjects are allocated to faculties based on their subject expertise and interests well in advance. Time Table for every academic year is prepared by the Time Table Committee in consultation with the Principal with even workload distribution. Curriculum Development of the college prepares Annual Academic and Co-academic calendar for execution of the prescribed curriculum (curricular and co-curricular activities) as well as value-added courses/self-study courses to be covered in each semester. Teacher Orientation and Student Induction Programmes are planned to acquaint both teachers and students with PLOs and CLOs of all programmes offered by the college.

The college arranges an array of co-curricular activities to enrich the curriculum. All classrooms are **ICT-equipped** and Wi-Fi enabled. This provides interactive classroom learning. Our college library subscribes to journals so that both students and teacher educators can keep abreast of changing trends in their respective subjects. And focuses on **TET and CTET coaching** classes for the students. Collect **feedback from the Student Teachers, Alumni, and Head Masters** of Internship Schools, analyze them, consider them, and implement them for the smooth functioning of the teaching learning process in future planning of the course and other academic works.

Regular interaction with student's council members with principal ensures that lecturer complete their portion on time and effectively. The responses gathered via student's feedback survey help us to identify area of improvement in curriculum delivery and evaluation methods. The progress of the student teacher is maintained through regular test, seminar presentation and exams. The result analysis is done after every examination and proper measures are incorporated to improve the performance by arranging remedial classes for the weaker students. The college has mentoring which enables students of all years to provide feedback to teachers and curriculum issue, college infrastructure, administrative matters and other non-academic matters.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

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

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Response: D. Any 2 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
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all 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: C. Any 2 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: 62.5

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
10	10	10	10	10

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

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

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

1.2.2

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

Response: 1.4

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
3	1	1	1	1

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

1.2.3

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

Response: 46.22

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	45	45	40	48

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

1.2.4

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

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

Response: E. None of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 36.81

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
90	90	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
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution provides flexibility and opportunity in the operational curriculum in the following ways-

Ample scope is given to curricular, co-curricular and extracurricular activities. The institution supports the overall development of student teachers through a carefully well-designed curriculum that combines teaching techniques, pedagogical understanding, and professional skills to give students an opportunity to gain and demonstrate knowledge, skills, and attitudes.

A fundamental or coherent understanding :

A fundamental understanding of philosophical, sociological, and psychological concepts is imparted through the core papers in the curriculum, providing prospective teachers a strong foundation on which to practice their teaching methods. Students receive conceptual understanding and application to develop realistic simulation scenarios and models. A General orientation in the beginning of the sessions covering PLOs and CLOs, detailed syllabus and activities (curricular, co-curricular). Conducting a Pre- Internship training, Demonstration of Micro and Macro teaching skills, Internship and Field Attachment programme.

Developing Procedural Knowledge :

Micro and macro skills training sessions, model lessons and simulated teaching skills, interpersonal, communication, and technology skills are all acquired by student teachers in their respective pedagogy classes. During their school internship, students practice these skills effectively and confidently in classroom situation under the supervision of a qualified teacher which is the essential part of the B.Ed. programme.

Capability to extrapolate

Organizing morning assemblies to share concerns. Developing critical thinking, boosting self-confidence, working on communication skills etc. Conducting action research, case studies, critical analysis of the curriculum, achievement tests, review of a book, implementation of psychological tests etc. When students go to schools for practice teaching, they extrapolate from what they have learned in theory classes and practical's in college and apply the acquired competencies to new contexts. In order to give students with a rich learning experience and help them develop their leadership skills, schools use practical methods for organizing sports and games, organizing morning assembly and various cultural activities. Student teachers extrapolate their knowledge and competencies by implementing innovative methods of teaching in their respective pedagogy and they prepare teaching-learning materials to concretize the abstract concepts. Student-teachers are exposed to integrated inculcate values among students and ICT to enhance their teaching competency through adapting ICT elements.

Skills/Competencies Development :

Conducting morning assemblies, Project work to enhance critical thinking and problem solving skills, constructivism and inductive thinking based lesson plans. Conducting brain storming sessions. In pre-internship and internship programme getting an opportunity to critically evaluate the various educational policies and practices adopted by different boards of education. Celebration of festivals, conducting lectures on days of historical and national importance. Practice of team teaching, classroom seminars, project work, educational tours and trips, surveys and rallies. These skills are introduced in the theory, practical and projects in the courses. Student teachers are exposed to different types of academic activities to understand the field of teaching such as, practice teaching in micro-teaching program where students will practice 10 teaching skills in pedagogy subjects. Simulation teaching practice where

students will practice teaching with their peer group in a simulated condition. Internship where student-teacher are assigned to observe the school activities such as observation of the classroom teaching, school administrative setup and other academic activities.

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

1.3.2

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

Response:

Development of School System :

The institution is familiarized with the diversity in the school system in India by providing theoretical as well as practical knowledge through curriculum, school internship and field engagement. The understanding about the development of various school systems is introduced through compulsory course papers like Philosophical and Sociological Bases of Education, Education in Contemporary India, Knowledge and Curriculum at B.Ed level.

Functioning of Various Boards of School Education:

Students are made aware of the functioning of schools through various activities of field engagement programmes undertaken in the respective schools. The students are acquainted with the school system during the induction session before the internship program commences. They are asked to closely observe Government as well as Private Elementary and Secondary schools in rural and urban areas. Furthermore, students are made to analyze and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members.

Assessment For Learning :

Student teachers are sent to school internships in various types of schools where they complete assessments relevant to their practicing schools and gain practical learning about the differences in norms and standards of the assessment system in different school boards of education. Student teachers are given training regarding various tools of assessment like questionnaire, rating scales, intelligence tests, personality inventories, checklists, case study, cumulative record card, anecdotal record under their

practical work in different subjects. Student teachers came to know about the different modes of Assessment like Formative Assessment, Summative Assessment, Continuous and Comprehensive Evaluation, Classroom Tests, Assignments etc. so that need of diverse population can be fulfilled.

Norms and Standards :

To understand the norms and standards of the different school systems, we provide assignments, school visit programmes, and Internship programmes during the course. Through these work student teachers tries to understand the pattern of schools, admission system, role and responsibilities of the teachers at various schools like Government, Private and Residential schools) etc. Institution organizes field projects internship in various schools community works through the field trips and CTC programmes action plans and outreach activities by giving visit to BRC, BEO, DIET, Special schools etc. Norms and standards for different boards of education like Grading system including CGPA, SGPA, percentage, continuous and comprehensive evaluation, midterm exams, summative evaluation is given theoretically.

State wise variation and International and Comparative Perspective:

Philosophical and Sociological Bases of Education, Education in Contemporary India, Knowledge and Curriculum core subjects in the B.Ed. curriculum, elaborates on educational planning at various state levels and institutional levels. The curriculum provides theoretical insight to the student teachers to envisage the various educational, social and psychological issues. The college provides an opportunity to apply and practice the theoretical aspects in real life situation through field experiences.

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

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 ensures imparting knowledge and equips prospective teachers for theoretical and practical understanding of teaching as a profession is provided through skill practicing at the micro and macro levels. Initially, students are acquainted with micro teaching theoretical and practical aspects of its skills and master the skills as per their pedagogy curriculum.

Student's council is formed with the motive of developing leadership traits and accountability among students as qualities of a good teacher. Formation of various clubs to engage students in various activities to develop an insight about taking this profession beyond classroom teaching and learning. Helping them to be self-dependent and able to organize and conduct various activities, learn the art of working in teams, assuming group responsibility, cooperate and collaborate. Engaging them in various community programmes through CTC camps, moral and value based learning (Voting Awareness, Swachchata Abhiyan Blood Donation, Literacy and cultural participations, etc.) which can be considered as an integral part of teacher education programme. Organizing tours, trips, field visits and excursions to develop various interpersonal skills like sharing, cooperating, organizing, problem solving and getting the first hand experiences.

Using art and craft as a medium for aesthetic development and making them self-reliant. Skill enhancement programme for developing the needed competencies based on the socio, economic and personal demands of the environment. SWOC Analysis to identify their strengths and weaknesses and to enable them the work upon the opportunities available as per their needs, interests and level of competencies developed. To be able to identify the challenges before them as a would be teacher and working on a plan to overcome them The institution organizes Pre Internship Programme comprising the basics of teaching, organization of demonstration lessons (Micro and Macro), discussion lessons for better conceptual clarity and simulated teaching to put into practice the understanding developed so far. Institution gives the extended exposure of Internship to develop all the necessary skills for being a successful teacher.

Students are given adequate training in making and use of teaching aids for an effective use in their future placements and to enrich their teaching experiences. Institution through different practices familiarizes the students about the various tools and techniques for evaluation (class tests, assignments, project work, group discussions, cooperative learning, classroom seminars etc.) Career counseling and Placement drives to find a suitable job as per the need or to decide the future course of action. Prepare for professional Communication skills, Career guidance skills, Preparation for competitive exams, Innovative teaching programme, ICT training Programme, Life skills, Community orientation programmes like CTC, health awareness programme personality development programme.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 98

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

2.1.2

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

Response: 190.4

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
50	46	45	49	48

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

2.1.3

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

Response: 1.22

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	0	1	0	2

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

In our institution most of the students seeking admissions from rural background, for the assistance of students who want to undergo professional education programme, a help desk is being set up at the institution level and where the Principal and faculty of the college interact with the students and their parents and assess their needs and aspirations. Proper guidance and counselling is provided to them and queries regarding the structure of the course are sorted out, during admissions process, firstly, Students talents are ascertained by the panel through simple conversation and comfortable environment. After admission interview will be conducted to assess the General knowledge and the Subject Knowledge of the entire aspiring Student Teachers. The institution organizes orientation programme for the students at the commencement of the new session and it takes every possible measure to understand the needs and requirements of the students before the commencement of the session.

The students are asked to introduce themselves on the first day of their college. This is to assess their language, communication skills, aptitude towards teaching, their talent/hobbies, value concepts for making focus group, to recognize talent in areas of Drama, Art, Music, Dance, Folk Art, Heritage and Literary items. Various academic and co-curricular activities are organized to optimize the potential of learners and students are encouraged to participate.

A Mentoring System is in place to assess the level and needs of the fresher's and help to resolve them. Every student is allotted a mentor for guidance. The students are updated with latest information from time to time through verbal announcements in the classrooms or assemblies, Mentors, House in-charges and through notice boards.

Value added courses and Enrichment classes are organized for students to provide special coaching in areas where they need support. Additional reading material, books and Web- links are suggested and are made available to increase their understanding of the subject and gain an in-depth knowledge of the subject. To deal with these diverse groups, the classroom teaching is made flexible in all the two types of mediums. The books in the library are in all three languages in sufficient numbers. Students are free to take up any of the three languages as their medium of answering their papers. Scholarships for meritorious and disadvantaged sections provided by the Govt. through various schemes. They are also motivated to secure rank and distinction in university examination.

Special training on communication skills and personality development are provided throughout the course for the holistic development of the students. The medium of instruction is bilingual, which helps students coming from various language backgrounds.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student

diversities are addressed on the basis of the learner profiles identified by the institution through

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

Response: C. Any 3 of the above

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

2.2.3

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

Response: Only when students seek support

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 19.2

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
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

The main aim of institution is overall personality development of the student teachers. The focus of all the activities in the teaching learning process is to produce effective and competent teachers and Student Centric Approach in teaching learning process as well as vigilant and valuable citizens. The faculty members adopt many ways for enhancing learning experiences the goal is to impart up-to-date knowledge, acquaint students with the latest research and empower them to apply their skills to develop innovative solutions and construction of knowledge in the classroom.

Experiential Learning :

The institution adopts modern pedagogy to enhance teaching and learning process. In normal classroom teaching, teachers utilize experiential learning, problem-solving methodologies, role-playing activities, brain storming, classroom seminars, group discussions, project work, assignment work and field visits. Educational visits and fieldtrips to Institutes/Industries/Historical Monuments etc. are conducted to enrich the teaching-learning process.

Participatory Learning:

Students are encouraged to participate in various academic and non-academic activities to develop their all-around and life learning skills. Students are encouraged to participate in various outreach and extension activities, because they give a chance to contribute to society and develop their leadership skills. Students are encouraged to participate in various national and cultural festivals conducted by the college to develop their collaborative learning.

Problem-Solving Methods:

The College provides opportunities and proper guidance to the students to organize action research and case study as a part of their curriculum. By working on different tasks, the students gain new knowledge through this. Students get the chance to observe, comprehend, analyze, interpret and find solutions to the problems. In order to inculcate creativity, critical thinking, reasoning abilities, logical thinking, decision-making power, analytical reasoning and scientific outlook among students.

Brainstorming:

The main objective of this approach is to inculcate creativity, critical thinking and logical thinking among students. These sessions are organized with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by faculty members in the pedagogy subjects and in classroom teaching so that teacher trainees also learn how to use this as a method in their teaching.

Focused Group Discussion:

Disciplines like Social Sciences, Sciences, Geography, History, and Psychology are employing this approach to make teaching learning more effective.

Online mode:

Nearly all teachers are using various applications like zoom, google meet applications to teach their respective subjects. WhatsApp Groups are created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic situation students are being taught through online mode only. YouTube videos, Allocation of separate library period for self-study, Power-Point aided Presentations and **ICT based lesson** plans Consulting online articles/ journals.

The institution is implementing innovative methods to make the learning experience more effective and interesting. Students are highly motivated to take part in value-added courses, and extension activities for their holistic development. The institution takes significant efforts to explore ICT tools and e-resources, such as, e-books, PPTs, etc., which helps to easily transform conventional teaching processes to student-centric processes.

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

2.3.2

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

Response: 92.73

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
10	10	11	10	10

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

2.3.3

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

Response: 0

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

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

The foremost goal of the institution is to develop professional attributes and competence among the student teachers. In order to achieve this objective, an effective mentoring system is active in the college and continuous efforts are made by the teachers to help the students on academic, professional and personal fronts. A mentoring system is well in place in our college where each teacher constantly mentors students on academic, professional and personal fronts. Teachers and students develop relationships as they work together in social, cultural, and recreational activities, community service projects, youth festivals, tutoring etc. Dealing with student diversity.

Working in Teams:

The college organizes field visits and excursions for the students in order to promote participative and group learning. Students are made to work on projects like case study, computer project and community surveys etc. during their course of study which helps in promoting group dynamics and is required for a healthy relationship among team member.

Dealing with Student Diversity:

The faculty members identify, reflect and engage with diverse learners in order to cater to their diverse needs. Tutorials are taken by the teachers to help the students to overcome their difficulties and problems if any. Theoretical orientation on managing diverse learning needs of children is given to the student

teachers. Various activities like field trips to special institutions, preparation of case studies and organizing extension lectures helps the students to understand the psychological needs of the special children.

Conduct of Self with Colleagues and Authorities :

There are different committees and cells in the college. Student members are assigned various tasks in groups during the committee meetings so that they can learn how to behave and work in teams and with peers. They are made aware of the code of conduct, professional ethics and certain other qualities such as soft skills, body language, team spirit, co-operative and management skills which affect their decision making and guide them to discharge their duty towards students, parents, colleagues and community.

Balancing Home and Work Stress:

Number of activities are organized in the college in which students are encouraged to participate actively. These activities pave the way for the students to show their hidden talent and express themselves freely, they resort to role playing, enact a scene and show ways of resolving conflicts which ultimately help them in releasing their work and study related stress. There is provision in the syllabus in the form of course subjects which equip the students with the knowledge and strategies to deal with the various kinds of behavioral problems. Moreover, seminars and extension lectures are also organized on related to stress management.

Keeping Oneself Abreast with Recent Developments:

The students develop new ideas to design a wide variety of working models, charts and teaching aids. Many students are engaged in developing e-content. Every student is encouraged to use the latest technologies, Staff members are encouraged to attend orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums.

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

2.3.6

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

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: C. Any 3 of the above

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

2.3.7

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

Response:

Our Institution makes an effort to learning and development of various skills: creativity, innovativeness, and empathy, intellectual and thinking skills, life skills etc. among the students so that the student teachers can be trained enough to face the challenges of the modern era. The institution provides such an environment to the student teachers where not only the academic growth of the student teacher becomes feasible but also their intellectual, moral and social growth is enhanced by nurturing creativity and innovativeness, inculcating life skills and fostering empathy among them. For this purpose, a number of activities like morning assemblies, talent hunt programme, celebration of national days and festivals, participation in community engagement activities, field visits, excursions etc. throughout the session are organized.

Creativity and innovativeness our Institution makes an effort to learning and development of various skills, creativity, innovativeness, and empathy, intellectual and thinking skills, life skills etc. among the students so that the student teachers can be trained enough to face the challenges of the modern era. The college also organizes field visits or projects for the students in order to promote participative learning. All the student teachers are instructed and trained to develop creative and innovative lesson plans under the guidance of pedagogy teachers. Students are also allotted one or the other project during their course of study which helps in promoting group dynamics among the students. Art and Aesthetic Education, Crafts, Articles in College Magazine, Participation and presentation in Morning Assembly. Innovativeness in teaching learning are accomplished through Lesson plan preparation Based on Models of Teaching ICT based Lesson plans, Activity Oriented Classes, Problem based practicums and E-

Content Preparation.

Intellectual and thinking skills are also developed through the teaching-learning process. Teachers help students become more analytical, critical, and strategic by exposing them to complex concepts and challenging them to think deeply about the material. These are accomplished through activities such as debate, discussion, and problem-solving exercises that require students to engage in higher-order thinking.

Empathy is another quality that is nurtured through the teaching-learning process. Empathy is developed amongst students through peer tutoring, simulations, school mentoring, Grievance cell, Guidance and counselling cell. By creating a safe, inclusive, and supportive learning environment, teachers help students to develop the skills they need to understand and appreciate the perspectives and experiences of others.

Life skills are another key aspect of student development that can be nurtured through the teaching learning process. Believing that teaching-learning is the most significant process of the institution, the college tries to bring innovation, creativity, intellectual and thinking skills, empathy, life skills etc. among students in the process. The college organized various activities towards the overall personality development of the student teachers including sessions on communication skills, community outreach programmes and environmental sensitization activities. Students are encouraged to prepare charts, picture cards, flow charts, flash cards, working models and non-working models during practice teaching. The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans.

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

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

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

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: C. Any 4 or 5 of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: E. Any 1 or none of the above

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

2.4.6

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

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

Response: B. Any 4 of the above

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

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: C. Any 2 of the above

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

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

In our college Internship programme is systematically planned, involving the school staff and teacher educators. Every year student- teachers complete their internship programme in the selected schools, according to the affiliating university schedule and the institutional academic calendar the internship dates are finalized.

The practicing schools are selected on the basis of the proximity of the student teachers' residence to the school. The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

Orientation to school principal/teachers is facilitated by the Principal, Internship In-charge and Teacher In-charges of internship programme with the consent of the head of the institution organizes orientation cum consultation meetings with the school principals. The list of participating schools is sent to the cooperating schools.

Before the starting of the internship programme, detailed orientation and instructions are given to the student teachers. Internship-one week Pre internship programme, give an idea about the functioning of BEO, DIET, Special Schools, Residential Schools, current demands, requisites, overall Philosophy, aim and vision of the Special Schools, Organization, Management & Curriculum by observing classes engaged by the experienced teachers.

During internship, the **student teachers are required to undertake a variety of activities** related to class room teaching, classroom management, organization of school based and community based activities. Lessons are observed by the teacher educators at regular intervals and feedback is provided. The teacher supervisor evaluates the lesson plan files of the students. The performance of the student teachers is duly observed by the accompanying teacher in charge, subject teachers and the peer group. Analysis of school syllabus and textbooks. Preparation of case study of the internship school and the innovative activities that the school undertakes. Preparation of Lesson Plans, Unit Plans, Question papers and other Assessment Tools. Mobilization and development of teaching-learning resources. Preparation of diagnostic tests and organization of remedial teaching. Undertaking action research project on at least one problem area of schooling.

Streamlining Assessment Mode-Achievement test, Peer observation rubrics, Self-evaluation.

The interns are instructed on the significance of each activity based on internalizing the genuine and distinctive aspects of the school's set up. All the lessons are observed by the mentor-teachers. Feedbacks are collected from mentor teachers and heads of institutions by the teacher educators. By the end of the internship programme it is duly certified by the head of the practicing school. Student teachers perform various internship activities in government, private, rural and urban schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum. Attendance Register is given to school heads to take the daily attendance.

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

2.4.9

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

Response: 3.14

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

Response: 14

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

A Teacher Education Institution has to play a crucial role in the organization of internship programme. To ensure transparency and objectivity in assessment. To ensure uniformity a number of assessment performs like classroom observation schedule, teaching quality assessment perform, term paper/ project report assessment preform, etc.

During **Internship Monitoring mechanism includes the activities;** Understanding the Internship School and the community around, Analysis of school syllabus and textbooks, Observing the classroom teaching of regular teachers, Observation of classroom teaching of peer student-teachers.

In an internship, the student-teacher has to complete lessons in both primary and secondary levels. **The teacher educator, when visiting the school,** interacts with the mentees and the trainees and thus a real flow of feedback is ensured regarding the performance of the trainees to Use of qualitative Teaching aids, Innovations Techniques, Innovations in preparation of lesson plans with respect to pedagogy and teaching aids, Checking of Answer Scripts of the unit plan and unit test, Formulation of School Timetable, Overall Conduct, Maintenance of attendance register, Organization of a Co-Curricular activity and submission of the report, Reflective dairy writing and observations, Correction of home-work notebooks, Construction, administration and analysis of action research etc.

During the internship program, **the students are directly under the charge of the School Principal** and discharge all duties assigned by him/her. One teacher of the college is associated with each school for guidance to the students. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities.

The role of teacher educators makes sure that trainees receive the best learning opportunities during their internship program. The teacher educator is in constant touch with the interns as well as school, and visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. The observations are given at the beginning, middle and at the end of

the practice teaching. They write the feedback during simulated teaching, discussion lessons and final lessons. Suitable feedback is provided to the trainees for improvement in performance. The process of observation and feedback is comprehensive and continuous.

The school teachers are to give regular remarks on the lesson planning and its execution by the interns in the class. The student teachers are under the supervision of senior teachers of the school who act as mentors. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of cocurricular activities, correction of home-work notebooks, maintenance of classroom discipline etc. The observation of practice teaching is a shared responsibility of the college and the concerned school. All the classes taken by each student teacher are observed and evaluated in different modes.

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

2.4.12

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

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

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

Response: 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: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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

2.5.2

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

Response: 27.27

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

Response: 3

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

2.5.3

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

Response: 1.64

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

Response: 18

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Institutional Climate and Facilities : All the teachers participate actively in various in-house discussions are done in the institution. The most recent developments and issues in education are chosen as discussion topics. Discussions are made on different policies and regulations are issued by the government to keep updated. In addition to conducive and a democratic climate for personal and interpersonal growth, the institution provides different instructional, infrastructural facilities and resources for professional updating of the staff.

Faculty orientation-cum-development programme : The institution organizes a faculty orientation-cum development programme in the beginning of each session for the motive to acquaint them with the latest happenings in the field of education and to encourage in-house cross disciplinary sharing of ideas.

Head of the institution gives a briefing about the tasks and responsibilities lying ahead for all the staff members to produce quality teachers.

Career Enhancement Programmes : Teachers engage in in-house sharing and discussion of ideas, and also update themselves with national developments by regularly attending Pandit Madan Mohan Malviya National Mission on Teachers UGC-HRDC academic staff college sponsored orientation and refresher courses or by other govt. and non govt. organizations.

Seminars, Workshops, Conferences and FDP's : The teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching learning process to suit the requirements of the day. Teachers actively participate as resource persons and delegates in these educational discussion forums outside the campus and avail duty leaves as per rules. The faculty members are actively engaged in updating themselves through seminars, workshops and conferences.

Research & Publications : A professional educator is always learning and growing their craft. They are on an endless journey where they are always looking for new ideas or teaching strategies, ways to improve their skills, or new information that will help their students to succeed. The faculty publishes research papers in UGC approved journals, also write books and contribute chapters in edited books.

Academic Qualification enhancement : Staff is encouraged to enhance their professional and educational qualifications. Two faculty members have completed additional post graduate courses.

Research Qualification enhancement : Faculty undertake and successfully complete their Ph.D. programme by availing study leaves. During the current assessment period, 1 faculty have completed the doctoral thesis and have been awarded degree and three faculties were Registered their Ph.D. programme.

Membership of Professional Bodies : Faculty members hold memberships in University bodies – Dean, Chairmain, Syndicate Member, Academic Council Member, BOS Chairman, BOS Member and other professional and research bodies. Faculty members are permitted to carry out university duties such as paper setting, evaluation, member of coordination committee, exam center nodal officer, custodian, reviewer, invigilation, practical exam Chairman and Co-Chairman etc.

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

2.6 Evaluation Process

2.6.1

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

Response:

An academic calendar is prepared at the beginning of the academic session that includes date wise schedule of the house tests and practical examination. The institution follows the guidelines of Gulbarga University, Kalaburagi for both internal and external assessment. B. Ed course consists of four semesters and each semester has two components for evaluation i.e. **Internal Assessment** and **External Assessment**. The college has adopted the measures to maintain the quality of internal assessment. Performance of every student is first thoroughly evaluated by the concerned subject teachers and semester incharges and then the compiled lists of marks is evaluated by the internal evaluation committee set up at the college level and at last it is cross checked and verified by the course coordinators. Students' attendance is reviewed periodically and the students who shortfalls are informed. The faculty members maintain records of the students and they are assessed on the basis of their performance in curricular and co-curricular activities.

Continuous evaluation system is being adopted in the institution throughout the year. Student's performance is continuously monitored through their performance in **projects, assignments, class tests, school internship programme, field engagements, internal tests, seminar presentations**, participating in **CCA programmes**, Community based camps, and participation in regular class discussions, attendance etc. It is carried out in the regular classroom teaching and is a part of the daily routine of the teacher. Internal assessment marks are calculated as per the university guidelines. Before sending marks to the university, students cross check their internal marks and countersign it.

The subject teacher gives assignments to the students on current topics. The assignment is used to assess students **writing skills, vocabulary skills, general awareness, and content knowledge etc.** Based on the topics assigned by the subject teacher, tutorials are conducted for all the students in the classroom. Fourth semester students visit the schools regularly during the period of internship and undertake the defined activities under the supervision of a mentor. Each one of the student-teacher should actively participate in the **Seminar cum Workshop conducted on Micro Teaching skills, Pedagogical Analysis, Preparation of TLM, Lesson Planning** etc.

The assessment will be based on the performance of the student teacher. The College is mandatorily obliged to adopt all evaluation directives of the University. The college follows the University guidelines but allows the students to improve their performance. A Monitoring Committee for Internal Assessment has been formed as per the Ordinance. To ensure transparency, the students are given opportunity to see their evaluated answer scripts in the case of internal assessment. All files are evaluated from time to time and suggestions are provided to them for the further improvement and completion of academic task. Students can use bilingual approach to prepare assignments, Viva-voce and answer the questions. On the basis of these evaluation parameters and criteria provided by affiliated University every student's is given marks for their sessional work.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and end of semester examinations. The examination and internship will handle all issues related to the timetable, internship and examination with the guidance of the principal. The

internal assessment test schedules are prepared as per the university. In each internal test, the teacher prepares a standardized question paper with a blueprint and scheme evaluation. There is complete transparency in the internal assessment. In case of any grievance regarding attendance, assignment/project or test marks, the records are rechecked and the University and students are informed accordingly. Evaluation is done by the course handling faculty. Day to day performance of the students is assessed which includes regularity, performance, viva voce and the promptness in submitting the record.

The grievances are deliberated during the conduct of theory examinations and deliberated with the There will be complete transparency in the internal assessment. The criterion is adopted in as directed by proper authority. The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the Principal and Staff of the college. Any grievance related to the university question paper like out of syllabus, repeated questions, improper split of marks, marks missed, wrong question number during semester exams are addressed to the Principal and forwarded to the University in the examination section if necessary. University decision or information, after resolving the grievances is intimated immediately to the concerned examination committee once it is obtained, through the Principal. It is also conveyed to the students through semester-in-charges and course coordinator.

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

2.6.4

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

Response:

The Institution follows the affiliating university Gulbarga University, Kalaburagi Academic Calendar Events and every year college prepares the 'College Academic calendar events' under the guidance of the Internal Quality Assurance Cell (IQAC). The calendar events containing the relevant information regarding the commencement and completion of the syllabus, teaching learning schedule, various events to be organized, dates of internals, semester end examination, inter semester break etc. The timetables are prepared and implemented accordingly. the teaching-learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. It also includes all the government and public holidays. The university calendar of events and college academic calendar are communicated to the students through the notice board. It is also published on the website of the college. The teachers prepare to teach plans according to the academic calendar and guidelines of the affiliating university.

The student's academic progress is monitored regularly by adopting the strategy of continuous

internal evaluation, seminars, project work, unit tests, field work, and action research and semester examinations. The syllabus portion will be made announce by the faculty members at least one week before the internal test. The results of the internal tests and the attendance report mentor will discuss the results with their mentees. All records of the attendance, internal and external examination are documented. The review meetings are conducted by the principal of the institution on regular basis to check the implementation and progress of all the activities mentioned in the academic calendar. Based on these meetings some minor changes in the schedule of the activities are made if required. The end semester examinations are conducted as per the norms of affiliated university. The college adheres to the academic calendar promptly and if any changes by the university in the dates, the college schedules the same according to it.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

At the beginning of the academic year Orientation Programme conducted to students to briefed about the PLOs and CLOs. The College is committed to quality education which is reflected in its programme outcomes and course outcomes. The learning objectives are communicated through college website and prospectus. This program aims to strengthen students' theoretical knowledge and practical problem-solving abilities through a variety of case studies, role plays, simulations, and presentations. The ultimate goal is to develop the student into the professional that is needed in the teaching profession. Continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic progress. The program contains every aspect of the teaching and learning process and is in line with specific PLOs and CLOs through the development of students' academic, professional, research, and spiritual competencies. The college works on the targeted aims and objectives to provide quality education to the learners as well as to achieve the expected outcome.

Program Learning Outcomes: Understanding children's needs motives, and the process of learning. The detailed Effective Communication, Environment and Sustainability. Comprehensive basic concepts and ideas of educational theory, build understanding and perspective on the nature of the learner, diversity and learning. Enhance understanding about teaching, pedagogy, school management and community involvement. Build skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT.

Courses Learning Outcomes: Understand psychology of learners Develop awareness towards diverse

needs of the learners, develop teaching learning resources relevant to the needs of the learners Selecting appropriate teaching strategy according to the need of the learners. Develop the required communication skills necessary for classroom interaction. Understand the role of communication in curriculum transaction, understand different modern techniques of communication, understand the role of different agencies in the protection of environment, organize different activities related to environment education, the role of teacher and students in the conservation of the environment. Acquire conceptual tools of critical analysis and the experience of engaging with diverse communities. Enhance an understanding of development, learning and uniqueness of the growing child in diverse socio- cultural contexts. Critically examine key universal constructs in developmental psychology and educational psychology.

Pedagogy Courses Outcomes: Enhance understanding of the pedagogic challenges posed by the subject comprising of a broad disciplinary stream. Describe the pedagogic needs of a subject within the stream chosen under Pedagogy, at all stages of secondary education. Self-Paced Learning Blended Learning Use of ICT resources Organization of extension lectures on various psychological issues Guidance and counselling Case Study Action Research Group Discussion Oral Assessment Role Play Students perform as anchors Encouraging students to use ICT platforms to prepare and submit the assignments and projects promoting paperless culture in the institution Celebration of days like environmental day, Tree plantation Drives Dramatization on environmental issues Organization of theme-based morning assemblies.

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.16

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
45	46	46	49	50

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

2.7.3

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

Response:

The institution is permanently affiliated to Gulbarga University, Kalaburagi follows the pattern of examination that is framed by them. End semester examination results are analyzed and the desired learning outcomes of students are evaluated. The progress of students in both academic as well as non-academic field is recorded and maintained. During each semester, the B.Ed program has a set of theory courses, Practical Components, Co-curricular activities. The teaching learning process of the college is student centric with experiential, problem solving, participatory learning, and other emerging pedagogical approaches. Curricular and co-curricular records of the students are maintained properly.

The college adopts following methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs: Compulsory attendance assignments End semester house test and final exams Participation in various competitions. Participation in various class room activities. Participation in various co-curricular activities such as organizing morning assemblies, CTC camps, tree plantation campaigns, awareness camps. Participation in community engagement activities. The practical activities in line with PLO contains assignments, seminar presentations, observations, subject textbook reviews, field work etc. are facilitates critical, reflective thinking and communication. Each of these activities is evaluated using guidelines provided by the affiliating university.

Competency Based Teaching and Learning: Preparation of lesson planning with the objective of developing expected competencies among all students. The lessons are planned in a graded fashion in order to facilitate students with different abilities to achieve the goal.

Continuous and Comprehensive Evaluation based Teaching and Learning: While continuous learning aspect caters to the equity aspect, comprehensive learning caters to the diversity aspect and students are trained to take care of both the needs while planning inputs through scholastic activities. Students are provided proper guidance pertaining to the examination matters. It is mandatory for the students to maintain the attendance of 85% in each semester to become eligible to appear for the

examination. Internal assessment will be made in each semester. Assignments are given to the students which are field work in nature to provide first-hand experience to the students and the assignments will be assessed. The intended Learning outcomes of other co-curricular and extracurricular activities are also Communicated to students from time to time in classes also so that they understand the importance of developing an all-round personality.

The college organizes national festivals, workshops, seminars, guest lectures, and other curricular and co-curricular activities which provide scope for disciplinary knowledge and understand their applications. Students actively plan, organize and execute these activities under the guidance of the faculty. Student-teachers are encouraged to participate in various literary and cultural programs, various competitions, participates in various classroom activities such as group discussions, and seminars, various co-curricular activities such as organizing morning assemblies, CTC camps, tree plantation, campaigns, awareness camps etc.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 81.82

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

Response: 36

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

2.7.5

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

Response:

The institution is committed to produce thoroughly professional and humane teachers. To translate this vision into reality relentless efforts are made at each and every step of the training of the students. In Our Institution, at the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations. Students are counselled at the time of admission. After the admission of the students in the college their initial needs are identified. Linguistic Needs, Scholastic/Content, Non-Scholastic Needs, Personal Needs (Psychological, Financial, adjustment problems, cultural). After the identification of diverse needs of the students at the entry level, an array of strategies is adopted to cater to these needs and to ensure that the different aspects of the personality of the trainees are developed to the optimum level. The mentoring system was initially used to determine the needs of the students. Meetings were conducted with the mentees to understand the expectations of the students to fulfil their academic needs. The college has conducted number of skill development activities to develop the soft skills of the students.

After the commencement of the semester, students are oriented about the course in general and about different activities in that particular semester. The principal of our college conducts an orientation programme for students at the beginning time to comprehend the course pattern. Mentor-mentee interaction keeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students. Talent search programmes in various fields, in order to discover the hidden talent and potentialities of the students.

The subject teachers assess the involvement of students in classroom activities through observation. They receive guidance and direction from the mentors on how to engage effectively. Internal assessment, which is conducted in a semester, help students in analyzing their understanding of the course content and mentors assist them in preparing for university exams. The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance. Participation in various co-curricular activities such as organizing morning assemblies, CTC camps, tree plantation campaigns, and awareness camps etc., Participation in community engagement activities. The student's performance in all the curricular and co-curricular activities are assessed and immediate feedback is given to them for improvement of the same. Overall, students acquire pedagogical skills, professional ethics, problem solving abilities, effective communication skills, team work abilities, psychological attitude towards school students, and critical thinking by the end of the two-year B. Ed. program.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.94

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

Sanction letter from the funding agency

[View 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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

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

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: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document

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: 0.18

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	2	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
Any additional information	View Document
Link for additional information	View Document

3.2.2

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

Response: 0.64

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
1	0	5	1	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
Any additional information	View Document

3.3 Outreach Activities

3.3.1

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

Response: 10.6

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
12	13	04	13	11

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

3.3.2

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

Response: 90.8

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
92	88	84	90	90

File Description

Document

Report of each outreach activity with seal and signature of the Principal

[View Document](#)

Event-wise newspaper clippings / videos / photographs with captions and dates

[View Document](#)

Any additional information

[View Document](#)

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: 89.98

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
90	80	84	90	96

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

3.3.4

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

Response:

The College comes under Gulbarga University Kalaburagi. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure, developing adjustment nature and the ideal of self service. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college undertakes various extension activities of social issues which include cleanliness, tree plantation, Social interaction, Group discussion. Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check-up camp, TET & CTET Mock Test Programme. Expert sessions are conducted on Yoga and Wellness which help to promote healthy living and encourage students to adopt a healthy lifestyle.

During the CTC camps, students participate in activities such as tree plantation drives, cleanliness drives, awareness campaigns, health camps, and many others. Students spread awareness of the importance of a plastic free environment and the Swachh Bharath programme, etc. The students plant saplings in areas around college. Voter awareness programme was organized the Electoral Literacy Club by distributing pamphlets to the public and motivating them to vote. Several awareness programs have been organized under Red ribbon club and Election awareness programs are conducted.

These outreach activities benefit neighborhood communities as well as students of the institution. They instill a civic sense, a sense of social responsibility, a sense of serving others and a feeling of universal brotherhood among students leading to their overall personality development. Engaging in outreach activities is a valuable experience for students, as it not only helps them to develop a sense of empathy and social responsibility but also provides them with an opportunity to connect with people from different backgrounds and communities. By working with marginalized sections of society, students gain a better understanding of the challenges faced by these groups and the issues that affect them.

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 2.2

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
2	2	0	6	1

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: 7

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

Response: 07

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: C. Any 3 or 4 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:

Institution Infrastructure;

The College established in 1980. With a built-up area of 2824.36 Sq.mt. The institution is located in a pollution free campus around 10 acres. This Institution envision the holistic development of our students into vibrant professionals, conscious of human values and eco-friendly environment and competent in skills. The institution provides an effective and conducive learning environment to the students for overall personality development, so that they can be trained enough to face the challenges of the modern era. The College has an adequate number of classrooms, laboratories, a library & resource Centre, a Computer Lab, educational technology room, an auditorium, a Seminar Hall, a playground, and other facilities for the execution of the teaching-learning process efficiently and effectively.

Building constructed as per the guidelines of NCTE norms Class rooms. ICT-Enabled, Spacious and well-ventilated classrooms including four smart classrooms for providing ICT access in classrooms ICT Enabled Seminar Halls, Psychology Laboratory, ICT Laboratory, Computer Laboratories, and Technology Laboratory are available. These facilities enable students to conduct experiments, prepare teaching aids, and enhance their computer skills, for language learning and other academic activities. ICT Enabled Multipurpose Hall with large seating capacity. The college has a library with a huge collection of books, Encyclopaedias, journals, and magazines. Principal chamber, Internal Quality Assurance Cell (IQAC) room, Staff Cabin, College Office, Store Room, Sports room, Canteen, Wash room (Girls), Wash room (Boy). The College has well-ventilated and spacious classrooms with green boards, comfortable furniture and a Wi-Fi facility with 100 Mbps speed. Washrooms & restrooms for boys & girls, drinking water, spacious parks, CCTV surveillance.

Educational Technology room

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

Computer lab

The computer lab is well-furnished with 25 computers along with a printer facility and LAN and Wi-Fi Connection. This service is utilized by the student teacher & teacher educators. IQAC room has 2 computers with 1 Multifunction printer and 1 Ink-Jet printers, in the staff room one computer system along with printer facility is provided, the administrative office is having 1 computer systems, 1 printers with Wi-Fi facilities 100 Mbps speed and principal chamber is having one computer with Multifunction printer facilities..

Science and Psychology laboratories

Our college is utilizing the resources of our sister concerned institutions like well-designed laboratories

(Physics, Chemistry, and Biology) on a need-based. Which is located within our premises. We have a psychology Laboratory with well-equipped tools and Psychological test items which are made for B.Ed. students.

Cultural & Sports Facilities

The college provides sporting equipment & infrastructural facilities to conduct indoor & outdoor games for students. The college has well-maintained playgrounds for football, basketball, badminton court, & Kho- Kho, etc. some culture and sports facilities utilizing the resources of our sister concerned institutions

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

4.1.2

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

Response: 60

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

Response: 06

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

Response: 10

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

4.1.3

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

Response: 7.18

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
1.51750	00	1.52349	2.57983	0.40267

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library plays a central role in enhancing the quality of academic and research environment in Education institution. The library is an essential to the teaching-learning process. The college is using Library Management System software. The college library is not just a place to learn but also an ocean of knowledge and information. The college library is located on the ground floor of the college and is convenient for students to easily access. The college library is well equipped and provides sufficient teaching learning material for students and faculty members. For teaching staff and students, the library has a reading room facility to work upon references and study material. The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, rare books, other knowledgeable books and newspapers are kept. The college library is an important hub of student life. The library has made consistent growth in terms of collection of books, periodicals, and other services. There is a regular subscription to newspapers, magazines, and journals which make the library a rich source of knowledge and students have access to the latest information and research findings in various fields of study. Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc.

The library maintains Accession Register, Issue Register, Issue Book, Return Book, Library Report, Return Register, Library Report Student, Add Missing Copies, Fine Register, Add Missing Book. Library has well-equipped internet facility, Wi-Fi connectivity for students and faculty which remains open to students throughout the year from 10:00 am to 5.30 p.m.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Link for 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:

The library of the college serves as a gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. The library provides access to a wide range of resources, including books, journals which is used by students and faculty members to support their research and academic work. A quiet and comfortable space is provided in the library for students to study, read, and work on assignments. The college library is a window to the most recent information in teacher education and other fields for both students and faculty members. The library provides free Internet access with high-speed broadband, and Wi-Fi facilities which students require, and faculty for conducting research, writing research papers, other assignment oriented activities, field work-related information etc. Library cards are given to all students to issue books. The college library offers resources for students and staff to prepare for competitive exams such as NET, KSET, TET, CTET, CET and CIVIL service competitions. There is a reading room, reference section, text book section and periodical section, book bank section for SC/ST students in the library. The college also has a Resource Centre, which also made available resources to particular persons like Swamy Vivekananda, Rashtrakavi Kuvempu and Sharane Akkamahadevi.

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

4.2.3

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

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

Response: E. None of the above

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

4.2.4

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

Response: 0.6

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
1.97867	0.05760	0.35949	0.37226	0.21951

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

4.2.5

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

Response: 14.57

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: 165

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: 128

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: 481

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: 389

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: 396

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

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities

To meet the digital challenges, The College provides an adequate number of computers, printers, scanners, smartboards, and interactive boards with projectors etc. to help students and faculty to carry out academic activities effectively. The institution encourages teachers to do online teaching, assessment & evaluation of learning. Most of the teachers take their internal assessments and class tests online using

freely available tools. The institution also has ICT-enabled classrooms with Interactive touch panels, digital projectors, and smart boards that facilitate and enhance our teaching-learning process. The institution has also developed e- content for various courses and the subject-wise material is uploaded on the college website.

The institution also has interactive board's auditorium for catering to the demands of organizing seminars, debates, symposiums, guest lectures, etc. for interactive teaching-learning activities. The office is Wi-Fi and has a finger print Biometric system for both staff and students and close circuit cameras. Computer systems are upgraded as per the requirements of the college. To address the digital requirements of students, faculty members, and other stakeholders, the institution offers complimentary Wi-Fi access.

Educational Technology room

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

Computer lab

The computer lab is well-furnished with 25 computers along with a printer facility and LAN and Wi-Fi Connection. This service is utilized by the student teacher & teacher educators. IQAC room has 2 computers with 1 Multifunction printer and 1 Ink-Jet printers, in the staff room one computer system along with printer facility is provided, the administrative office is having 1 computer systems, 1 printers with Wi-Fi facilities 100 Mbps speed and principal chamber is having one computer with Multifunction printer facilities. The institution uses predominantly Windows 7 and 10, MS office 2007, Adobe reader, and new gen lib. During covid-19 conditions

Library

The library is of 1 Computers with an internet facility of 100 Mbps speed, and N-List facility with e-resources and e-library facilities, Our college library is partial automation using

Accessibility

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

ICT Service Management:

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

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.84

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for 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: 56.09

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
4.85616	13.90752	9.65282	11.74765	6.90930

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

4.4.2

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

Response:

Institution Infrastructure;

The College established in 1980. With a built-up area of 2824.36 Sq.mt. The institution is located in a pollution free campus around 10 acres. This Institution envision the holistic development of our students into vibrant professionals, conscious of human values and eco-friendly environment and competent in skills. The institution provides an effective and conducive learning environment to the students for overall personality development, so that they can be trained enough to face the challenges of the modern era. The College has an adequate number of classrooms, laboratories, a library & resource Centre, a Computer Lab, educational technology room, an auditorium, a Seminar Hall, a playground, and other facilities for the execution of the teaching-learning process efficiently and effectively.

Building constructed as per the guidelines of NCTE norms Class rooms. ICT-Enabled, Spacious and well-ventilated classrooms including four smart classrooms for providing ICT access in classrooms ICT Enabled Seminar Halls, Psychology Laboratory, ICT Laboratory, Computer Laboratories, and Technology Laboratory are available. These facilities enable students to conduct experiments, prepare teaching aids, and enhance their computer skills, for language learning and other academic activities. ICT Enabled Multipurpose Hall with large seating capacity. The college has a library with a huge collection of books, Encyclopaedias, journals, and magazines. Principal chamber, Internal Quality Assurance Cell (IQAC) room, Staff Cabin, College Office, Store Room, Sports room, Canteen, Wash room (Girls), Wash room (Boy). The College has well-ventilated and spacious classrooms with green boards, comfortable furniture and a Wi-Fi facility with 100 Mbps speed. Washrooms & restrooms for boys & girls, drinking water, spacious parks, CCTV surveillance.

Educational Technology room

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

Computer lab

The computer lab is well-furnished with 25 computers along with a printer facility and LAN and Wi-Fi Connection. This service is utilized by the student teacher & teacher educators. IQAC room has 2

computers with 1 Multifunction printer and 1 Ink-Jet printers, in the staff room one computer system along with printer facility is provided, the administrative office is having 1computer systems, 1 printers with Wi-Fi facilities 100 Mbps speed and principal chamber is having one computer with Multifunction printer facilities..

Science and Psychology laboratories

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

Cultural & Sports Facilities

The college provides sporting equipment & infrastructural facilities to conduct indoor & outdoor games for students. The college has well-maintained playgrounds for football, basketball, badminton court, & Kho- Kho, etc. some culture and sports facilities utilizing the resources of our sister concerned institutions

File Description	Document
Any additional information	View Document
Link for additional information	View 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: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: B. Any 5 of the above

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

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: E. None 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: 29.63

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
11	10	12	18	21

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

5.2.2

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

Response: 43.18

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 19

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

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

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

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

Response: 31.28

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
18	24	7	15	12

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The institution has a student council led by student representatives. The purpose of the student council is to give students an opportunity to develop leadership skills by organizing and executing an array of activities. The members of the student council are nominated on the basis of unbiased approach by giving equal opportunities to all the class representatives of different courses. This nomination is purely based on the leadership skills demonstrated during session. Under the guidance of Dean Student Welfare and with the active participation from student representatives, the council serves as the collective voice of the student body. The student council has its members from different committees. Optimum administrative and academic growth of the institution requires genuine participation of the students. Developing comprehensive programmes to pursue this participation is the sole aim of student-teacher committees which significantly affect the smooth functioning and growth of the institution. Internal Quality Assurance Committee is formed to initiate, plan and supervise various activities to increase the quality of education. Curriculum Development Committee invites suggestions from student teachers for modification and refinement in the existing curriculum. Discipline Committee has been formed to take care of the student discipline. Cultural Committee organizes cultural events in the college, conducting morning assemblies includes Nadagite, National Anthems and Reading day-today newspaper sand youth festival preparations. Library Committee formulates the norms for issuing of the relevant books, updating of library resources. Campus Cleanliness and Beautification Committee supervises general cleanliness. Grievances and Redressal Committee look into the complaints lodged by any students/teacher and judge its merits. Sports Committee organizes sports day every year and take the students to inter colleges to participate in various events. ICT Club provides basic computer literacy to students and teachers. The development of comprehensive programmes to ensure this participation is the sole aim of student-teacher committees, which significantly influence the institution's smooth functioning and growth.

- **Internal Quality Assurance Cell**
- **Cultural Committee**
- **Sports Committee**
- **Library Committee**
- **Discipline Committee**
- **Campus Beautification and Cleanliness Committee**
- **Alumni Association Committee**
- **ELC Club**
- **Red Ribbon Club**
- **Placement Cell**
- **Anti-Ragging Cell**
- **Guidance and Counselling Cell**
- **Grievances Redressal Cell**
- **Anti-Sexual Harassment Cell**
- **Waste Management Cell**

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

5.3.2

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

Response: 3

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
4	4	2	1	4

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni association of HKE Society's Basaveshwar College of Education, Bidar established in 2016, and

registered in 2024. For alumni association's membership, the college has developed a registration form. The institution encourages last year students to continue with college WhatsApp groups to communicate for longer time. The Institute also invites them to participate in alumni meetings in multitude so that they can provide suggestions for the institute's betterment. Alumni are also members of the institution's IQAC, hence, contributing to the improvement of the institution. The college has an integral continuation of its relationship of the students with their alumni mater. The mission of the alumni association is to foster a mutually beneficial relationship between the college and its alumni. The alumni association has a very active calendar of activities through which it connects with the college.

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

5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

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

5.4.3

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

Response: 0

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
0	0	0	0	0

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

5.4.4

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

Response:

Alumni association of HKE Society's Basaveshwar College of Education, Bidar established in 2016, and registered in 2024. For alumni association's membership, the college has developed a registration form. Alumni are also members of the institution's IQAC, hence, contributing to the improvement of the institution. The college has an integral continuation of its relationship of the students with their alumni mater. The mission of the alumni association is to foster a mutually beneficial relationship between the

college and its alumni. The alumni association has a very active calendar of activities through which it connects with the college. A remarkable addition of new alumni members is a common practice every year. Regular meetings offer a platform for alumni to devise strategies to enhance functioning of the institution.

Objectives of the Alumni Association :

- Collecting resources for the educational facilities of students and society and using them for the development of the association.
- Establishment of reading rooms, book stores for the use of students.
- Collecting information of students passed out in the final year.
- To collect information about passing the final year and then about their employment or pursuing higher education and then about career.
- To facilitate the transfer of the experience gained in the profession by the alumni.
- Scholarship for meritorious students on behalf of the association: Making arrangements for receiving incentives.
- To hold meetings on behalf of the Association periodically to discuss and take decisions about the development of the Alumni Association.
- For high quality education, provision of resources and combination of lecture-discourse to students by experienced lecturers.
- The income of this Association (from whatever source) shall not be distributed among the members or any other person and shall be used only for the purposes of the Association.
- Funds or income of the association shall be used only for the development of the association. Funds of the association cannot be distributed to any member.
- The President of the Association is authorized to submit this Declaration and Regulations and to deal with the Registrar.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Hyderabad Karnataka Education Society is the prestigious educational institute of Karnataka was established in 1958 by Late Shri. Mahadevappa Rampure to cater to the needs of higher education, especially the Medical, Engineering Pharmacy, Law, Education, Commerce, Arts, Science and other Technical skilled fields. The society in the process of imparting higher education in the backward region of the state has made its impact on the socio-cultural, politico-economic advancement of the region. The Hyderabad-Karnataka Education Society wide spread in districts like Kalaburagi, Bidar, Raichur and Bengaluru districts. Multifaceted development programmes are implemented from time to time. Inspired by democratic values, the Society is ably managed by our society Governing Council constituting as President, Vice-President, Secretary, Joint-Secretary and 12 Members. Each member of the Council is a responsible and knowledgeable person with an immaculate track record.

Hyderabad Karnataka is still considered as socially, economically and educationally backward region and was the only College of Education at Gulbarga before 1980. Dr. A. B. Malakareddy, the Member of Legislative Council, Government of Karnataka representing teacher's constituency and then President of Hyderabad Karnataka Education Society, with a forethought and great vision ventured to start Basaveshwar College of Education, at Bidar to cater to the needs and clearance of backlog of untrained teachers, who were in service and for young teachers in emerging schools in Hyderabad-Karnataka region. The college has its own building with computer lab, science lab and psycho-lab with quality equipment facilities and modern amenities. With an experienced band of teachers, able Principal and cooperating students the college hopes to march on along its chartered course towards its goal of excellence in teacher education.

Institutional Vision :

- The Institutional Vision is to educate the students to explore their potentials, do the best that they are capable of doing and become effective, humane, global teachers and useful citizens of the country.

Mission :

- Transforming the hidden potential of the student in to realities.
- To enable the student to develop holistic personality and productive thinking.
- To enable the students to fulfil themselves with growth, happiness and satisfaction.

Values :

- To encourage creativity, independent thinking and lifelong learning.
- To nurture and foster work, enthusiasm and exhibit diligence and sincerity.
- To provide education that is cognizant with changing demands of our society.
- To develop sincerity, responsibility and work culture.
- To provide the finest infrastructure, resources and services to enhance growth and development of every student.
- To prepare teachers for present era with a focus to develop their competencies and their skills required to compete in the world.
- To enlarge intellectual horizon and develop social intelligence, emotional and aesthetic sensibility of future teachers. Mutual respect, cooperation, peaceful co-existence and team work to offer high quality and need based programmes in Teacher Education.

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

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
Documentary evidence in support of the claim	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Our College, practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal than to Coordinators and teachers in-charge of the various cells and committees in the college. The following committees and cells are operational in the institution to implement various activities:

- **Internal Quality Assurance Committee (IQAC)**
- **Admission Committee**
- **Anti-Ragging Committee**
- **Discipline Committee**
- **Library Committee**
- **Sports Committee,**
- **CCA Committee**
- **Grievance Redressal Cell,**
- **Women Cell,**

• **Science Club and Social Science Club etc.**

The ways in which coordinators and teachers in charge of different cells and committees participate in the Management Process are as follows: The Principal of the college oversees the activities of various committees and cells. Organization of activities like games, sports, celebration of various national and international festival etc. in the college is decided by the students in consultation with the teachers. The students communicate about these activities to the lecturers and then in turn to the principal. Students are part of some committees. Two Students 'representatives are elected from every class and they put forth the demands and problems of the students before the principal. The duties of the college's administration are shared by the entire teaching and non-teaching staff.

Every faculty member has the chance to carry out various duties assigned by the institution on a rotating basis. For the college's administrative and academic operations to function smoothly, teaching and non-teaching staff work as a team with mutual co-operation and in collaboration with the management and the principal. IQAC suggest and pave way for achieving benchmarks to be facilitated by the governance and the faculty. It discusses staff's constructive suggestions for desirable changes in the following academic sessions. Coordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents. The administration ensures the smooth functioning in the all areas like Admissions, Account and Finance, Record Keeping, Evaluation and Supervision, and Maintenance.

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:

The institution maintains transparency in its financial, academic, administrative and other functions, procedures are followed according to the Government Norms. Proper procedures are strictly followed according to UGC as well as affiliated University norms to which college is affiliated. The annual academic plan, is prepared in advance, communicated by the respective bodies. The college is democratic, highly participatory, transparent, prudent, and focused on the institution's overall growth and development.

Fee and funds available with the college are directly controlled by the Society. Payments are made through cheques. Scholarships and other benefits available to the students are directly credited into their bank accounts. The institution conducts financial audits regularly at the end of each financial year. The auditors visit the college at regular intervals, they verify all financial transactions with the supporting

documents and approval of proper authority for each financial transaction. The details of various activities are reported regularly to concern authorities.

Transparency in Academic Functioning: strictly adheres to the academic calendar that details the various activities in advance. The College offers B.Ed course. Admission is taken on the basis of UG marks. Admission is done as per the guidelines issued by the NCTE, New Delhi and Government of Karnataka and Affiliated University from time to time. Admission notifications are made through newspapers and on its website, by Government of Karnataka. Admission forms are processed offline, with all the relevant details explained in the website.

Transparency in Administrative Functioning: Every employee from top to bottom is part of the college administration, teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college. The institution maintaining a high level of transparency in administrative tasks. IQAC monitor all the administration process and developments. During staff meetings, all teachers are informed of the decisions made by the IQAC. The Annual Quality Assurance Reports (AQAR) is published on the institution website. The composition of the different committees is also displayed on the college website.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Strategic Development Plan is drawn in light of the College's vision and mission. Major thrust areas and actions are identified in the strategic development plans. A holistic and catalyst approach is one of the basic strategies that the college employs to develop these competencies among the students. A strategic plan was chalked out to motivate and ignite a new spirit in the students and to help in creating a strong sense of purpose, persistence and accomplishment to work hard and perform better in all their endeavors.

The college maintains an IQAC and program has been organized under IQAC. The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has good practice of meeting and deciding on issues. The time-bound strategic plan so developed is effectively implemented and supported with appropriate financial

allocations. The staff of the college is governed on the principles of participation and transparencies.

The college prepared development plans to its time bound execution. Prospective planning is prepared. Concern committees are assigned the work of implementation of prospective planning. Syllabus Coverage -Maintianing Teachers Dairy, Students Attendance Record, Internal Assessment, Organization of CCA, Psychology Laboratory, Work Use of ICT and Educational Technology. Publishing paper in reputed journals by faculty members Participation in Conferences, Field Visits, Alumni interaction Internships for students CTC..etc.

The institution has successfully achieved most of the targets set in the years. It was successful in producing quality teachers with good communication skills. The major thrust area these days is to develop ICT skills in would be teachers. Our college also played a vital role. The staff of our college is committed to use ICT in education. Inclusion of a lot of practical work in the course curriculum has helped in achieving the goals set in the perspective plan. The vision and mission of the college is kept in mind while reviewing the Strategic plan. The extensive goals of perspective plans are associated with this college is to providing quality Higher Education and Research, Skill-Oriented Human Resources and the plan is accordingly focused on different core themes.

The strategic goals of this plan were: To establish better academic practices and procedures. Strategy to be a choice for good quality and competent faculty. Strategy to produce professionally competent and ethically strong graduates. Strategy, to encourage Research & Consultancy and so on.

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

6.2.2

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

Response:

The organizational structure of the college facilitates its smooth functioning. The principal is the highest authority at the institution level and IQAC, supporting staff, and other various committees assist with all administrative and academic matters. The organizational structure of the institution consists of Management, Governing body, Principal, IQAC, Teaching Staff, Non-Teaching Staff, Students and other Stakeholders. Governing body (GB) is the highest decision-making body of the institution headed by the President and Secretary. It manages all aspects which consist of infrastructure, academic development, financial stability, and quality assurance of the college, etc. The institution's entire functioning is under

the principal's supervision and direction.

The different committees are formed to assist the principal in planning, designing, implementing, and documenting the academic and non-academic activities conducted in the institution. The administration of the institution is decentralized, duties and responsibilities are assigned to the faculty members and other support staff as per their skills, abilities, interest, talent and experience. The principal entrusts the responsibilities to the teaching and the non-teaching staff. Various committees are formed and each committee has a coordinator and a different number of members. Depending on the requirement of the committees many of these committees comprise both teaching and non-teaching staff. Students are also made members of various committees like Sports Committee, Cultural Committee, etc., for the smooth functioning of these bodies/cells/committees various programmes are being organized from time to time. The college functions as per the rules and regulations of the UGC, NCTE, Government of Karnataka, Affiliated University, and Overview of Management. Matters related to appointments, promotions, retirements of the staff and finance come under the Management of the Institution, Department of Collegiate Education, and Government of Karnataka. Matters related to admissions, Examinations and curricular aspects come under the purview of affiliating University. The College management and the Principal look over the administration. The principal chairs the IQAC meetings, which are held on a regular basis. IQAC works to create and maintain quality standards for various academic and administrative tasks. IQAC is responsible for fixing quality parameters for various academic and administrative activities like monitoring the organization of class work and related academic activities. Conducting Internal Quality Audits periodically to verify the effectiveness of measures taken in reaching the quality parameters.

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

6.2.3

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

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

Response: E. Any 1 or none 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
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

The institution has constituted various committees for the successful and productive functioning of college activities. Members are selected to each committees / cells in the beginning of the academic year, for its smooth functioning. These well-defined committees are responsible to discuss, deciding plans of action and implementing them. All the decisions taken in the college are collective decisions involving all the stakeholders. The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well-organized system of planning and evaluation. The institution conducts its day today working through these committees- Discipline Committee, Admission Committee, Anti-Ragging Committee, Practice Teaching Committee, Library Committee, Examination Committee, Sports Committee, Internal Quality Assurance Committee, CCA Committee, Grievance Redressal Cell, Placement and Career Counselling Cell, Women Cell, Science Club, Social Science Club, etc., in this the Practice teaching committee of the college holds various meeting for the orientation of micro lessons, macro lessons, ICT lessons, Digital Lessons, Internship and final lessons.

The institution switch to online teaching was a major concern of IQAC. During COVID pandemic, online classes are conducted through digital platform. The IQAC has taken initiative to update the teachers on how to use various digital platform apps like zoom, Google classroom, Google meet, etc. helps the teachers to become experts in delivering their lessons online through Zoom and Google meet. Our College has organised World Environment Day – on this day our college teaching and non-teaching staff, and students are celebrated the environment day by tree plantation. Under the Co-Curricular Activity Cell, the college has successfully celebrated as per academic planning National and Special Day celebrations.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

In order to promote a healthy and successful working environment, welfare measures are effectively implemented for both teaching and non-teaching staff in the institution. The Management has a humanitarian outlook towards its Teaching and Non-teaching staff. Teaching and Non-teaching staff is recruited through interviews according to rules and regulations of UGC/Affiliated University/Higher Education Guidelines and HKE Society.

- Salary is provided to them according to UGC/State and HKE Society norms.
- Regular increments, enhancement of DA as per UGC/State and HKE Society norms.
- Faculty members avail casual leaves, earned leaves, and medical leave, maternity leave is given to female faculty members as per State Government/HKE Society rules.
- Promotional Benefits.
- Duty leaves (OOD) are provided for Workshops/conferences/FDPs and training.
- EPF and Gratuity benefits are given to the faculty members which appointed by the society under the unaided scheme from time to time.
- Group Insurance for the teaching and nonteaching staff is also ensured by the college management.
- Women staff members are provided with maternity leave.
- Recreational On activities like sports, yoga sessions, picnics, etc. are planned arranged for staff.
- Conducive working environment free from any kind of bias is the hall mates of the institutes.
- Research facilities are provided to teachers for carrying out research work.
- Personal rooms and cabins are available to teaching and non-teaching staff.
- Cordial and employer friendly environment prevails in the college.
- Professional development of the faculty is ensured through various resources and practices.
- The college runs a Grievance Redressal Cell to have a 'strain free' atmosphere for all its staff members.
- Staff can use unlimited with access ICT facilities for their research work.
- There are CCTV cameras installed in the campus for the security of faculty and students.
- The performance of the staff is appraised every year to monitor their progress and performance.
- They are rewarded with salary enhancement, promotions, etc. based on their Academic and Teaching performance.

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

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
Institutional Policy document on providing financial support to teachers	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.3.3

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

Response: 31

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
13	10	05	01	02

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

6.3.4

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

Response: 43.64

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
6	6	6	5	1

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

6.3.5

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

Response:

To improve teaching, research and service of the faculty, the institution has evolved a comprehensive and continuous evaluation mechanism which includes self-appraisal by the faculty, principal and the management.

The performance of teaching staff is assessed on the following bases: their academic qualification, research experience and training, published papers in journals, book publications, Paper presentation in seminars, conferences, total teaching experience, courses taught, Evaluation experience includes, paper setting, invigilation, evaluation.

They are asked to make necessary changes in their teaching methodology, lecture preparation etc.

In order to ensure maximum output, all planning is done in consultation with the faculty, keeping in mind their area of specialization and expertise.

The head of the institution with the close association of faculty members identified the development needs and career progression.

Management collects and analyses students' feedback on teachers to monitor a teacher's effectiveness based on communication skills, timely completion of syllabus, provision of study materials, overall knowledge of the subject and punctuality. Teaching faculties are required to prepare and submit a self-appraisal report which lists their professional accomplishments, teaching performance, involvement in extracurricular activities, and faculty development programs. Every day, teachers are required to fill out a work-diary, which the principal checks it. A yearly report detailing administrative actions for the whole year must be given to the principal. From time to time the principal meets the non-teaching staff in group as well as individually to evaluate their performance. The office records are checked regularly by the principal and by the management and appropriate suggestions are given.

The head of the institution and the management always encourages and supports the staff members of the college for professional growth and faculty to participate and present papers in seminars, conferences, workshops, orientation courses and refresher courses for professional development. They are given duty leave to participate in seminars, workshop, conferences etc. The non-teaching staff is evaluated by the head of the institution. Their regularity and punctuality are assessed.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The HKE Society, Kalaburagi appoints auditors to conduct audit on a regular basis. The terms of reference including the scope and coverage of the audit are decided by the management of the institution. The auditing team begins the process by verifying the vouchers of all the transactions of entries of student's fee, salary statements, purchase invoices, verification of ledgers, bank statement, cash book and general register. Stock registers maintained by various departments consist of entries of consumables and non-consumables along with receipts and invoices with the delivery challan. The auditing team, after thorough auditing of the above records, submits a report to the management on their findings. The management of the Institution also appoints external Auditors for verification and scrutiny of all the items of income & expenditure. The mechanisms to monitor the effective and efficient use of financial resources are as follows: The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationary, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses. The expenditure will be monitored by the accounting department as per the allocated budget.

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

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

6.4.3

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

Response:

Our college is a Grant-in-Aid college and follow the rules led down by Government of Karnataka. The college gets financial support from Government of Karnataka for Teaching and non-teaching posts under grant in aid scheme. Un-Aided faculty salary component is paid by the Management. Since the college is aided, there is limited scope for generating funds. Students' tuition fee is the primary sources of funds generation, Scholarship grants received from Govt. of Karnataka for the SC, ST, OBC minority students.

The Institution has certain strategies for mobilization of the funds through available resources. College infrastructure is used for the Competitive/ Govt/ CET/NEET/Police Dept. Exams. With regard to utilization of these funds, there are well established norms strictly adhered to the HKE Society's Audit department which monitors the entire business of financial permission and its appropriate utilization. The mobilized funds are utilized for purchasing books, sports materials, investing on Infrastructure facilities in the college including garden, internet, electricity, flooring, repairing and other contingency expenditure. There is absolute transparency in every transaction carried out. The college has developed a sizeable infrastructure as per the academic and administrative needs. As per the priority, the funds are utilized for infrastructural development and beautification of the campus, digital devices and up-gradation of various labs (Technology lab, Science labs, ICT lab etc.), student development and purchase of necessary equipment for the course.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC plays an important role in suggesting concrete measures for quality enhancement of the college. The college established the Internal Quality Assurance Cell on 17-05-2018 with the goals of quality assurance, upgrading, assessment, accreditation, and institutionalization. The IQAC was established with the purpose to implement the ways to improve and maintain quality assurance strategies in the college.

IQAC of the college plays very important role in improving the scholastic and co-scholastic quality of the institute. To keep a strict vigil on the quality indicators as well as to bring further improvement in the process, periodic meetings of IQAC are held twice a year. The agenda of these meetings is decided in light of the feedback obtained from the stakeholders and also in light of the paradigmatic shifts in the field of teacher education and the latest developments in the field of education. The IQAC plan, direct, implement and evaluate the teaching, research, and publication activities in the College. The sub-committees dealing with various activities implement the IQAC guidelines and give feedback.

Significant improvements in quality by following IQAC initiatives include:

- Improvement of Academic results
- Students teaching practice
- Placements
- Monitoring and mentoring of academic and administrative activities.
- Infrastructure facilities in the college were revamped, classrooms were equipped with computers/laptops, cameras, etc. to conduct online classes.
- Faculty development - The college staff attended many orientation programs, refresher programmes, seminars, conferences at the State, national and international level. Faculty published several research papers in Education journals and wrote chapters in books.
- Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators was collected and analyzed for future planning and improvisation of quality service education
- Improved teaching-learning and evaluation process
- Effective delivery of curriculum and enhanced usage of ICT tools
- Free health checkups and blood donation programme
- Plant distribution and planting programme,
- Fire safety measures demonstration programme,
- Seed sowing programme in collaboration with the Forest department
- E-waste management and waste management plant visit programme by student teachers,
- Special lecturing programme on Folk Literature and Education
- Vermi compost plant visit programme and its cultivation at the campus
- Environmental activities were conducted- green and clean campus programmes were initiated in the college
- Thus the IQAC has immensely contributed in taking up quality initiatives and sustaining the quality culture in the Institute.

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

6.5.2

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

Response:

The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching-learning process, structures and methodologies of operations in the institution and strived hard for its reforms. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year. To improve the structure of Teaching.

The IQAC advised the college to enrich its ICT infrastructure with advanced ICT tools, broadband internet facility, to ensure smooth running of online classes. Now a day, PPT has become a part of classroom activities. The classroom activities are becoming more engaging because of the use of this technology. Teaching becomes more effective with the use of PPT. The IQAC has made it possible to integrate new technology in the classrooms and modify the way that teaching is delivered. In the beginning, most of our teachers did not have any experience of using the PPT.

Periodically IQAC has trained teachers and non- teaching staff to use ICT by arranging different faculty development programmes. A good number of faculty participation in syllabus revision workshops enhances the preparedness for effective teaching-learning in the classrooms. Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses compulsory/elective/remedial etc. on one hand and schedules of cocurricular and extracurricular activities on the other quality measure, an academic audit is also conducted by the college and reports are sent to College Management. IQAC takes reviews the activities carried out by different committees periodically. Students are trained for TET exams which is very much necessary and primary eligibility to enter into the profession. On the other hand, it works as a tension reliever resulting in better academic performance. More than that, one can notice positive change in the students' personality.

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: 0

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
0	0	0	0	0

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

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

6.5.5

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

Response:

IQAC plays an important role in assuring quality in all aspects of institutional functioning. IQAC meetings are conducted regularly to take decisions on matters pertaining to quality in academic and administrative activities. The minutes of the meetings are written and maintained the documents properly. IQAC works as the main advisory body for all the academic and administrative units of the college. The IQAC has maintained proper documentation of all the activities conducted in the institution. Different committees and cells of the institution are encouraged by the IQAC to organize programmes which helps for staff and students. The smooth operation of many academic activities in the institution was made possible by the measures taken by IQAC.

- The institution would like to highlight the following activities of the IQAC:
- Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators was collected and analyzed for future planning and improvisation of quality service education
- Improved teaching-learning and evaluation process
- Effective delivery of curriculum and enhanced usage of ICT tools
- Free health checkups and blood donation programme
- Plant distribution and planting programme,
- Fire safety measures demonstration programme,
- Seed sowing programme in collaboration with the Forest department
- E-waste management and waste management plant visit programme by student teachers,
- Special lecturing programme on Folk Literature and Education
- Vermi compost plant visit programme and its cultivation at the campus
- Regular TET & CTET Coaching for Student Teachers
- Regular Yoga Practice

- Meaningful celebrations of national and special day festivals
- ICT in Teaching, Learning, evaluation, Library, and administration to be effectively used
- Add-on, Skill Based Course/PG Course (M.Ed) to be Introduced.
- MoU's to be signed with external Agencies.
- Internal Complaints Committee must be Constituted as per the Act.
- Alumni Association Registered and Used for the Development of the College.
- Well and Systematic internship program organized.
- The college website has been designed.
- Preparation of timetable as per the guidelines of the academic calendar.
- Faculty uses techniques like team teaching, role-playing, project method, ICT-based teaching, and flipped classrooms through well-equipped classrooms and laboratories.
- ICT-enabled classrooms.
- Digital Room: Interactive Panel, UPS, Sound Systems, Wi-fi, Interactive White Board Cum Projector, Computer System,
- To show transparency in finance institutions conducting audit.
- To show the quality of the institution in academic and administrative work conduct an internal AAA.
- The institution has the best practices of a Swachchata Hi Seva, green campus and a plastic-free zone.
- The campus initiating the institution has made a policies-Water Management Policy, Environment Policy, Waste Management Policy and Energy Policy. As per norms of e-governance, the institution has taken the measures to create paperless institutions. For salary, the salary module of e-governance is used to prepare salaries and upload salary slips to the JD office and K2. Preparation of monthly salary, statements for teaching and Non-teaching staff has been done using the software. (HRMS)
- Students Admission approval and Student Portal used by UUCMS.
- Students scholarship process(SSP/NSP) maintained by e-governance software
- Students internal IA marks submitted and reported university software.
- Examination fees are paid online on UUCMS online examination portal.
- The institution has installed web cameras to monitor the conduct of examinations in all classrooms and video data has been saved on a computerThe institution has the best practices of a Swachchata Hi Seva, green campus and a plastic-free zone.

To monitor the timely completion of the syllabus and other curriculum-related tasks, teachers are engaged in preparation of the unit plans. Also to cater to the diverse needs of the learners, multi-method approach of teaching is adopted including brainstorming, cooperative learning, use of e-resources, group discussions and assignments. Further to ensure the holistic development of the students, they are also involved in a variety of co-curricular activities, community activities, field visits, and experiential learning. After the admission of the students, their entry behavior is assessed through observations, discussions, tutorials, and content tests for tailoring strategies to meet their diverse learning needs effectively. Analysis of the performance of students in assignments, midterm tests, provides a base for categorization of students as Bright, Average and Below Average students followed by Enrichment/Improvement and Remedial classes are specially designed by the respective teachers. To monitor the teaching learning process course coordinators and semester in charges identify any shortcomings and the same are promptly identified and addressed, contributing to a more efficient and effective educational environment. IQAC improves the institution's teaching and learning processes by making them more systematic and accountable. Feedback on curriculum is collected from students, teachers, alumni and practice teaching schools and analyzed these collected feedbacks systematically.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The College is committed to functioning in a manner that reduces its Carbon footprint and harmful impact on the environment. The College's Green Policy emphasizes the need for sustainable practices, which are economically viable too. The faculty, students and other staff are fully acquainted with this policy and implement it completely. Water is drawn from a huge well that is present in the campus.

Energy Efficient Appliances: LED lighting is a green way to improve energy conservation at campus. The institution has replaced all the lights with LED bulbs because these consume less energy and are less expensive. To operate and maintain our institute by choosing energy efficient star-rated LED monitors in computer labs, we are trying to conserve the energy efficiently. Unplugging projectors, televisions, computers and smartboards after the use. Energy can most efficiently have used at Institute by trying to limit the electricity usage, turning off the lights.

Green Audit: Rain water is harvested to prevent water wastage. The college campus is environmentally friendly with huge trees spread out across the beautiful gardens. These help in maintaining pollution free environment the campus is cleaned regularly and students are also involved in cleaning during the annual holidays. Green audit is the process of assessing environmental performance. Use of plastic banned in college campus Smoking free campus, Litter free campus, Sapling plantation, Installation of water-saving faucets in toilets, Reducing water wastage. etc.

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:

The institution aims at protecting the environment by managing the waste Solid waste is obtained by cleaning the classrooms and campus like papers, remains of food particles, dust etc. collected are handed over to the town municipality for disposal once in a while.

The institution has a waste management dump yard and all the waste is dumped in that place. We have

installed dust bins in different places on the campus where all the solid wastes are collected. The wastes collected thus are handed over to the town municipality for disposal once in a while.

The college has adopted the strategies for the solid waste management. The use of plastic bags is prohibited in college campus. The waste which is produced is gathered and given to the garbage collecting vehicle of the management. The dustbins are kept in staff room, classrooms, ladies' room, library and office etc. Everyone must use dustbins to dispose of garbage and waste. The college will explore opportunities / opportunities for reuse, recovery and recycling of waste in an environmental manner. Paper waste will be recycled to get rough printouts and packing materials.

The Bio Wastes like dry leaves, flowers, fruits and vegetable peels are collected in a cement tank with a roof which would become organic manure which would be used for the newly planted saplings. It was also used for the vermi compost plant. The campus has a waterborne sewerage system in the campus which consists of an underground network of sewer pipes with manholes.

e-Waste Management system. Electronic components used in lab equipment, printers, and other items are different e-waste components found on campus. The technical assistant handles both simple and significant repairs, which are then reused. The non-repairable items such as printers, monitor, keyboard, and CPU etc. are handed over to external agencies for recycling. It is always emphasized to repair electronic equipment rather than throwing it out.

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

7.1.3

Institution waste management practices include

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

Response: A. Any 4 or more of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5

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

Response:

The institution believes in the fundamentals of prosperity cleanliness and hygiene. Efforts of the institution for maintenance of Cleanliness. By enforcing the “Swachh Bharat Abhiyan” the college is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs.

The College is supported with an efficient contingency staff for keeping the campus clean. Daily cleanliness of classrooms, labs, corridors, windows, etc. The Language and Computer Laboratory is prepped as dust free zones. Regular cleaning of overhead tank is taken up. The library, is kept clean and dust free. The book racks are dusted regularly. Fumigation is done regularly. Institution ensures uninterrupted water supply in all washrooms. The washrooms are cleaned and disinfected regularly. An adequate number of washrooms, restrooms are provided for staff and students. Separate bins for disposable materials are available for the convenience of the students. Every day, these are emptied. The college is responsible for maintaining the institution's sewage facility.

A campus located right in the center of the city is prone to various pollutions mainly air and noise pollution. The greenery in the campus calms the mind and soothes the soul. A healthy and pollution-free environment is provided on campus by plants and trees. The students plant tree saplings and consistently take care of them by watering and nourishing them. There are well-maintained trees, plants, and grass all

across the campus. The campus has numerous trees which attracts the attention of every individual.

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: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7

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

Response: 3.6

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
0.64460	1.42734	0.44396	0.25177	0.25134

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

7.1.8

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

Response:

The institution organizes various knowledge based activities. Through special talks of awareness programme were conducted community practices, activities, Extension lectures, seminars and workshops are organized by the college which proved extremely beneficial to students since these enabled them to evaluate, stay up to date on current events and provides them relevant learning experiences for knowledge, awareness, and ability to make decisions that promote health and well-being for themselves and their communities at large. Awareness about Yoga practices and mental health, legal services, etc. These lectures make a connection and a responsibility for their local environment.

Campaigns, Camps and Drives: Swachh Bharat Campaign, Blood donation camp, first aid training camp, Tree plantation drive, Cleanliness Drive are organized regularly to sensitize the students about local historical demographic and biodiversity of the surroundings. All the trainees participated in procession and different types of activities in the locality.

The curriculum of the teacher education training program includes topics to address Environment Sustainability, and Social issues, which strengthen the students' content knowledge. The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, in Practice teaching Internship in practicing Schools. Provides opportunities to work together with neighboring schools and community members by helping in providing them resources and facilities for use which directly fosters social connectivity, trust, bond, and network between students and communities. Field trips are arranged to make students aware of the places and environment around them and provide an opportunity to work with local people to understand their problems. Visits museums, and historical monuments to make them familiar with their own culture, history and other cultures and develop respect for their heritage.

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

7.1.9

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

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

Response: 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
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best practice Swachchata Hi Seva :

Community Service Programmes : Objectives of the Practice, to instill a sense of social responsibility in the minds of the students.

- To engage the students in meaningful service that meets community needs.
- To equip the students with skills, attitudes, and knowledge so that they can work for the deprived sections of society.
- To understand the community in which they live and to understand themselves in relation to their

community.

Sanitation is the basic need of human beings. Safe sanitation is not a borrowed modern concept from the west, rather there are historical evidences in India's ancient civilization (Sindhu valley) regarding scientific methods used in toilets construction and waste management. But hundreds of years of servility took away the important value of Swachhata from India's social system.

Objectives of the Swachhata Hi Seva :

- Eliminating open defecation.
- Eradicating manual scavenging.
- Cementing modern and scientific municipal solid waste management.
- Effecting behavioral change regarding healthy sanitation practices.
- Generating awareness about sanitation and its linkage with public health.
- Improving quality of life in the rural areas, by promoting cleanliness, hygiene and elimination of open defecation.
- Accelerating sanitation coverage in rural areas.
- Encouraging cost effective and appropriate technologies for ecologically-safe and sustainable sanitation.
- Free health checkups and blood donation programme
- Plant distribution and planting programme,
- Fire safety measures demonstration programme,
- Seed sowing programme in collaboration with the Forest department
- E-waste management and waste management plant visit programme by student teachers,
- Vermi compost plant visit programme and its cultivation at the campus
- Regular Yoga Practice
- Meaningful celebrations of national and special day festivals

Well-Organized School Internship Programme

The objective of the Practice:

- Developing professional capacities, teacher sensibilities, and sustained engagement of student-teachers with learners and schools.
- Revealing the student-teacher to multicultural contexts of society that influence the school environment and its functioning.
- Validating the theoretical understanding of the student teachers developed through various perspectives and pedagogic courses.
- Understanding the school environment, to develop teaching learning resources.
- Formulation of unit plan, annual plans and test preparation and administration, creating daily lesson plans and execution at different levels.
- Preparing Innovative lesson plan.
- To conduct remedial teaching, Class room observation. etc.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

H.K.E.Society's Basaveshwar College of Education is established in the year 1980 and received Grant in Aid from the government of Karnataka. It is permanently affiliated with Gulbarga University Kalaburagi and recognized by NCTE. The College has been included under 12(B) and 2F of the U.G.C. Act. It is housed in a well-equipped building as per the NCTE norms. The Campus is situated on 10 acres of land adjacent to Mannahalli Road Bidar. The Location and ambiance of the college, being located in the heart of the city and housed in a spacious, well-ventilated building adds to its distinctiveness. It is surrounded by sprawling green, beautiful lawns and well land scaped gardens. The college has a track record of providing good quality teacher education and gets almost 100% results every year.

VISION

To educate the students to explore their potentials, do the best that they are capable of doing and become effective, humane, global teachers and useful citizens of the country.

Our College was established in 1980. The vision of the college was to provide quality education to the student teachers to the people who are poor and economically weak sections of society regardless of caste and creed who are in the urge of education. It is the premier institute of the Kalyan Karnataka Region.

- To cater to the need, sufficient infrastructure is developed by the management. The management and the staff continuously strive hard to improve and sustain the quality of education imparted to the student teachers.
- The college organized the following activities to work towards this thrust area: Micro teaching, Reflective teaching- Every student was made to practice the teaching skills, using ICT tools. Digital lesson plans to be written and presented in Practice teaching and Internship.
- Physical exercises such as games, and yoga, on regular basis, help the student teachers to develop qualities of concentration and self-control.
- The main motto of the institution is to give quality education to rural children.
- To enhance values among student teachers, such as Character, Good conduct, Moral Integrity, Self-Discipline Education, Compassion, Love for all living beings, Responsibility, and many other positive qualities are inculcated.

- Student Teachers conduct morning assemblies by reproducing the vision and missions of the institution and reflecting on a theme that serves as a source of personal growth.
- To inculcate values in them to enable them to contribute to the welfare of society.
- The college is grooming its character with moral and ethical values. It introduces innovative methods and trains the students to gain importance globally. Our students have proved themselves in education by passing TET Exam and GPSTR Selection
- Our students are also placed in many reputed educational institutions which again shows the efforts made by the teachers and students

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

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

5. CONCLUSION

Additional Information :

H.K.E. Society's Basaveshwar College of Education Bidar is established in 1980 in Bidar city it is one of the best teacher training college in Kalyana Karnataka Region. To achieve excellence in education, training, research and governance to face the challenges of future. From the upcoming session, the college will be establish the PG in M.Ed course and increase admission intake from 50 to 100 (1 Unit to 2 Units). Moreover, the college intends to complete the project of digitalization of its library shortly. Digitalization will enable us in the preservation and efficient management of vast information, making it easily accessible and searchable and transferable across platforms and networks. These initiatives will not only promote research culture in the college but will also create rich academic environment in the college. With the vision to achieve excellence in Teacher Education, empowerment through knowledge, inclusive growth for socio-economic change, sustainable development, and preparing students for facing global requirements, the college attempts to nurture their competence and creativity through innovations in teaching, learning, research, and extension activities, including the adoption and promotion of knowledge output for human development.

Concluding Remarks :

The seven criterions have summed up the efforts at the institutional level. The curricular aspects of Basaveshwar College of Education Bidar are innovative and futuristic. The teaching learning process caters to the student diversity and follows the student centric methods. Evaluation reforms are done as per modification in curriculum. Research innovation and extension are in the stage of progression. There is a need to put in efforts through funds and grants. There is an ecosystem for innovation and students are motivated to reflect in research areas. Infrastructure and physical facilities are available and equipped with ICT infrastructure. The campus is maintained as fully greenery. The Governance and Leadership is working towards the acquisition of vision of HKE Society Kalaburagi and affiliated University. Internal Quality Assurance is maintained through integrated efforts of IQAC. Institutional values and social responsibilities are reflected in the daily practices of institution. The institution offers a wide range of programmes, which helps to develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging scenario of education. The teaching, extension services and consultancy provided in the college aims to generate a new work culture for improving the practices of education. The institution utilizes all the available resources for experimentations and innovation, which lend a hand in achieving and sustaining excellence in teacher education. The college is a co-education institution, the institution is to impart the finest education to the students of rural areas so that the institution continues to excel in providing teachers of calibre to our nation, the main motto of the institution **“SERVICE TO HUMANITY THROUGH SERVICE TO TEACHER EDUCATION”**.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above Remark : DVV has considered the supporting document and made changes accordingly</p>
1.1.3	<p>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</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has considered the supporting document and made changes accordingly</p>
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	96	99	99	99

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	45	45	40	48

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	90	92	90	92

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90	90	0	0	0

Remark : DVV has considered the supporting document and made changes accordingly

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

Structured feedback is obtained from

1. **Students**
2. **Teachers**

3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any 4 of the above
 Remark : DVV has considered the supporting document and made changes accordingly

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
 Answer After DVV Verification: B. Feedback collected, analysed and action has been taken
 Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	46	45	49	48

Remark : DVV has considered the supporting document and made changes accordingly

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**

	<p>6. Assistive Devices and Adaptive Structures (for the differently abled)</p> <p>7. Multilingual interactions and inputs</p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has considered the supporting document and made changes accordingly</p>
2.2.3	<p>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</p> <p>Answer before DVV Verification : As an institutionalized activity in accordance with learner needs Answer After DVV Verification: Only when students seek support Remark : DVV has considered the supporting document and made changes accordingly</p>
2.3.3	<p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 96 Answer after DVV Verification: 0</p> <p>Remark : DVV has considered the supporting document and made changes accordingly and made output as 0 as no proper document has been provided.</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has considered the supporting document and made changes accordingly</p>

2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has considered the supporting document and made changes accordingly</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has considered the supporting document and made changes accordingly</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning</p>

	<p>process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has considered the supporting document and made changes accordingly.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has considered the supporting document and made changes accordingly</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has considered the supporting document and made changes accordingly</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools

3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 3 of the above
 Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	4	7	1

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	1	8	2	5

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly.

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
2	2	3	4	0

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification : 15

Answer after DVV Verification: 07

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification : B. Any 5 or 6 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has considered the supporting document and made changes accordingly

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

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

- 5. **E-content development**
- 6. **Online assessment of learning**

Answer before DVV Verification : B. Any 4 or 5 of the above
 Answer After DVV Verification: C. Any 2 or 3 of the above
 Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification : B. Any 3 or 4 of the above
 Answer After DVV Verification: E. None of the above
 Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly

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: E. Any 1 or none of the above
 Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	19	6	15	17

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly

7.1.6 **Institution is committed to encourage green practices that include:**

- 1. **Encouraging use of bicycles / E-vehicles**
- 2. **Create pedestrian friendly roads in the campus**
- 3. **Develop plastic-free campus**
- 4. **Move towards paperless office**
- 5. **Green landscaping with trees and plants**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any 4 of the above
 Remark : DVV has considered the supporting document and made changes accordingly

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

- 1. **Code of Conduct is displayed on the institution's website**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has considered the supporting document and made changes accordingly

2.Extended Profile Deviations

ID	Extended Questions																				
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise 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>44</td> <td>50</td> <td>49</td> <td>50</td> <td>50</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>44</td> <td>46</td> <td>49</td> <td>50</td> <td>49</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	44	50	49	50	50	2022-23	2021-22	2020-21	2019-20	2018-19	44	46	49	50	49
2022-23	2021-22	2020-21	2019-20	2018-19																	
44	50	49	50	50																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
44	46	49	50	49																	