YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution
SRI MURUGHA RAJENDRA SWAMIJI B.Ed AND M.Ed COLLEGE

- Name of the Head of the institution
DR. RAJASHEKHAR RAGHUNATH SHIRVALKAR

- Designation
PRINCIPAL

- Does the institution function from its own campus?
Yes

- Alternate phone No.
08472265502

- Mobile No:
8310786534

- Registered e-mail ID (Principal)
drrajshirvalkar@gmail.com

- Alternate Email ID
rect_9@yahoo.com

- Address
Sri Murugha Rajendra Swamiji B.Ed and M.Ed College saraswatipura, kusnoor Road

- City/Town
Kalaburagi

- State/UT
Karnataka

- Pin Code
585106

2.Institutional status

- Teacher Education/ Special Education/Physical Education:
Teacher Education

- Type of Institution
Co-education

- Location **Semi-Urban**

- Financial Status **Self-financing**

- Name of the Affiliating University **Gulbarga University Kalaburagi**

- Name of the IQAC Co-ordinator/Director **Dr. Geeta R M**

- Phone No. **9845961837**

- Alternate phone No.(IQAC) **9481638363**

- Mobile (IQAC) **9901982999**

- IQAC e-mail address **geetamagi2007@gmail.com**

- Alternate e-mail address (IQAC) **drrajshirvalkar@gmail.com**

3.Website address http://rectglb.org/bed/

- Web-link of the AQAR: (Previous Academic Year) http://rectglb.org/bed/

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: http://rectglb.org/wp-content/uploads/2021/12/Calendar-of-Event-2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.22**	**2017**	**28/03/2017**	**27/03/2022**

6.Date of Establishment of IQAC **15/01/2014**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**000**

8.Whether composition of IQAC as per latest NAAC guidelines   `Yes`

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

9.No. of IQAC meetings held during the year   `5`

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   `Yes`

- (Please upload, minutes of meetings and action taken report)   [View File](#)

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

- If yes, mention the amount

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

`To organize free vaccination campaign for Covid- 19. To conduct KAR / TET coaching for B.Ed trainees. To promote academic seminar or webinar from various department for B.Ed & M.Ed trainees. Encourage the student for role play on Youtube videos related to teaching. To conduct faculty development programme. Food kits and blankets distribution for deprived people.`

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

Plan of Action	Achievements/Outcomes
To organize enhancement skill development programme for trainees	On Feburary 12.02.2021 to 23.02.2021 enhancement the skills development was organized for trainees to face the * Communication skill, * Personality development, * Motivation training ,* Presentation skill, * Classroom management,* Using text book and materials, Particularity of NEP * Creating lesson plan and creative teaching, * Interview skill, Document writing
To organize science exhibition and to encourage students to prepare various science models	To develop the scientific outlook among the trainees and bring out the creativity or latent potentials of preparing various models of science and exhibit for students among the school and college of the vicinity of our college
To organize free vaccination camp for staff and student Covid- 19	As the outreach progarmme and with the concern of health of staff, students and villagers around our college a free vaccination camp of covaxin and covishield vaccination was organized 29-06-2021
To organize academic seminar or webinar from various department for B.Ed & M.Ed.	Due to lockdown the spirit of organizing seminar or webinar did not diminish. The webinar from various department of education was organized from Dt: 28.04.2021 to 12.05.2021
To conduct KAR / TET coaching for B.Ed trainees.	Under the career placement and guidance cell the online KAR / TET coaching was organized for the aspirants from Dt: 03.08.2021 to 17.08.2021 to coaching was so productive that many of our students cleared

	TET.
To introduce at least one add on certificate course	Soft Skill Course was introduced
Conduct Value education, Gender Sensitization programme.	Two day programme was organized by Sthree shakthi NGO
Encourage the student for role play on Youtube videos related to teaching.	students were encouraged & trained to upload final lessons on the youtube platform
To Encourage student to write articles for Magazine or Journals.	Students were encouraged to write articles on diverse issues to be published in college magzine
Awareness programme regarding various diseases and precaution measures.	Students visited to adopted villages to create awarness and precautionry measures of various disease
To Establish collaboration and MOUs with various institutions to engage academic activities.	On the need based of academic and cultural activities various MOUs were undertaken with esteemed institution
Encourage collaborative activities for faculty exchange and student exchange progamme.	Exchange of students and staff of various colleges and universities were invited to carry out academic activities under student and faculty exchange programme.
To Organize Internship and Citizenship training camp.	to enrich the power of the students to express their own contrubution to developing the society through Citizenship training camp
Food kits and blankets distribution for deprived people	at the time of pandamic food kits were provided to under privilage people
To conduct faculty development programme.	To enrich professional skills for faculty various resource persons were invited for faculty development programme

13.Whether the AQAR was placed before statutory body?   **No**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	**Nil**

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	**SRI MURUGHA RAJENDRA SWAMIJI B.Ed AND M.Ed COLLEGE**
• Name of the Head of the institution	**DR. RAJASHEKHAR RAGHUNATH SHIRVALKAR**
• Designation	**PRINCIPAL**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**08472265502**
• Mobile No:	**8310786534**
• Registered e-mail ID (Principal)	**drrajshirvalkar@gmail.com**
• Alternate Email ID	**rect_9@yahoo.com**
• Address	**Sri Murugha Rajendra Swamiji B.Ed and M.Ed College saraswatipura, kusnoor Road**
• City/Town	**Kalaburagi**
• State/UT	**Karnataka**
• Pin Code	**585106**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**
• Location	**Semi-Urban**
• Financial Status	**Self-financing**

• Name of the Affiliating University	**Gulbarga University Kalaburagi**
• Name of the IQAC Co-ordinator/Director	**Dr. Geeta R M**
• Phone No.	**9845961837**
• Alternate phone No.(IQAC)	**9481638363**
• Mobile (IQAC)	**9901982999**
• IQAC e-mail address	**geetamagi2007@gmail.com**
• Alternate e-mail address (IQAC)	**drrajshirvalkar@gmail.com**

3.Website address	http://rectglb.org/bed/
• Web-link of the AQAR: (Previous Academic Year)	http://rectglb.org/bed/
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://rectglb.org/wp-content/uploads/2021/12/Calendar-of-Event-2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.22**	**2017**	**28/03/2017**	**27/03/2022**

6.Date of Establishment of IQAC	**15/01/2014**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**000**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	**5**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

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

To organize free vaccination campaign for Covid- 19. To conduct KAR / TET coaching for B.Ed trainees. To promote academic seminar or webinar from various department for B.Ed & M.Ed trainees. Encourage the student for role play on Youtube videos related to teaching. To conduct faculty development programme. Food kits and blankets distribution for deprived people.

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

Plan of Action	Achievements/Outcomes
To organize enhancement skill development programme for trainees	**On Feburary 12.02.2021 to 23.02.2021 enhancement the skills development was organized for trainees to face the * Communication skill, * Personality development, * Motivation training ,* Presentation skill, * Classroom management,* Using text book and materials, Particularity of NEP * Creating lesson plan and creative teaching, * Interview skill, Document writing**
To organize science exhibition and to encourage students to prepare various science models	**To develop the scientific outlook among the trainees and bring out the creativity or latent potentials of preparing various models of science and exhibit for students among the school and college of the vicinity of our college**
To organize free vaccination camp for staff and student Covid- 19	**As the outreach progarmme and with the concern of health of staff, students and villagers around our college a free vaccination camp of covaxin and covishield vaccination was organized 29-06-2021**
To organize academic seminar or webinar from various department for B.Ed & M.Ed.	**Due to lockdown the spirit of organizing seminar or webinar did not diminish. The webinar from various department of education was organized from Dt: 28.04.2021 to 12.05.2021**
To conduct KAR / TET coaching for B.Ed trainees.	**Under the career placement and guidance cell the online KAR / TET coaching was organized for the aspirants from Dt: 03.08.2021 to 17.08.2021 to coaching was so productive that many of our students cleared**

	TET.
To introduce at least one add on certificate course	Soft Skill Course was introduced
Conduct Value education, Gender Sensitization programme.	Two day programme was organized by Sthree shakthi NGO
Encourage the student for role play on Youtube videos related to teaching.	students were encouraged & trained to upload final lessons on the youtube platform
To Encourage student to write articles for Magazine or Journals.	Students were encouraged to write articles on diverse issues to be published in college magzine
Awareness programme regarding various diseases and precaution measures.	Students visited to adopted villages to create awarness and precautionry measures of various disease
To Establish collaboration and MOUs with various institutions to engage academic activities.	On the need based of academic and cultural activities various MOUs were undertaken with esteemed institution
Encourage collaborative activities for faculty exchange and student exchange progamme.	Exchange of students and staff of various colleges and universities were invited to carry out academic activities under student and faculty exchange programme.
To Organize Internship and Citizenship training camp.	to enrich the power of the students to express their own contrubution to developing the society through Citizenship training camp
Food kits and blankets distribution for deprived people	at the time of pandamic food kits were provided to under privilage people
To conduct faculty development programme.	To enrich professional skills for faculty various resource persons were invited for faculty development programme

13. Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	28/02/2022

15. Multidisciplinary / interdisciplinary

1. The vision/plan of institution to transform itself into a holistic multidisciplinary institution.

2. Institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education.

3. Institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges.

4. Good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

16. Academic bank of credits (ABC):

1. The initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.

2. Faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.

3. Good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the

institution in view of NEP 2020.

17.Skill development:

1. Efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework.

2. Programmes offered to promote vocational education and its integration into mainstream education.

3. Institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.

4. Institution organizing seminars/conferences/workshops for students and staffs pertaining to the Skill development in view of NEP 2020.

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

1. Institutions plans to train its faculties to provide the classroom delivery in bilingual mode.

i. Indian ancient traditional knowledge.
iii. Indian Arts.
iv. Indian Culture and traditions.

2. Good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

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

1. Institution initiatives to transform its curriculum towards Outcome based Education.

2. Efforts made by the institution to capture the Outcome based education in teaching and learning practices.

3. Good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

20.Distance education/online education:

1. Offering vocational courses through ODL mode in the institution.

2. Development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

3. Good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

Extended Profile

2.Student

2.1	**167**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**100**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	[View File](#)

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

File Description	Documents
Data Template	[View File](#)

2.4	**100**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File](#)

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

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**67**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**8885574.93**
4.2 Total number of computers on campus for academic purposes	**45**

5.Teacher

5.1 Number of full-time teachers during the year:	**26**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**02**

Part B

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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200

words

We have adopted the Curriculum from the P.G Department of Studies in Education and Research, Gulbarga University, Kalaburagi-585 106, Karnataka

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	**C. Any 3 of the above**

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

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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**C. Any 2 of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://rectglb.org/wp-content/uploads/2022/11/1.1.3-d.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

2

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://rectglb.org/wp-content/uploads/2022/11/1.2.1.2-b.pdf

1.2.2 - Number of value-added courses offered during the year

03

1.2.2.1 - Number of value-added courses offered during the year

03

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

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

94

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

94

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**All of the above**

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

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

14

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

14

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

1.3 - Curriculum Enrichment

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

- **Fundamental of the field of teacher education are: Induction and Orientation programme, Microteaching, Grouping, Mentoring, Time table, feedback, Guidance, Demonstrations of model lessons by faculty**

· Procedural knowledge: Higher primary to secondary level of school education

1 Microteachings

2.College based lessons (simulated lessons)

3. School based Lessons

4. ICT Based Lessons

5. Field work based

6. Laboratory based

7. Internship training

· Capability to extrapolate Feedback from the mentors, Peer group,

using ICT Tools , Microteaching, Presentation skills,

• Skills/Competencies :Various Skills of teaching polished through lessons presentations, field works, lab works such as Psychological experiments, ICT Experiments etc & Internship activities, Students exchange programme

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

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

As our vision is to create an ethical, purposeful, enthusiastic and motivated educating community for global requirements. We develop competencies among trainees through various exposures.

Principal and faculty members pay much attention to guide the students before going for internship activities. Our college has maintained good networking with practicing school and its development. The respective head masters familiarize the development of schools system. How to maintain the cumulative records of the students through SATS (STUDENT ACHIEVEMENT TRACKING SYSTEM)

, maintaining class rooms, organizing assembly, organizing competition, ground, water facilities and upgrading of the existing school. Meeting with the SDMC, PTA, development of school gardening, organizing sports culture, using of ICT in teaching, enriching library, systematically executing Government schemes in school. Teachers give the information & functioning regarding various boards of school education.

Principals of CBSE Schools are invited for special lecture on the

Infrastructure, Evaluation & assessment, modifications/Revised in NCERT textbooks, norms and standards of CBSE & ICSE. In the Internship activities student visit to BEO office and collect the information regarding administrative work, in service teacher training programme, school monitoring, new teaching methods are introduced by BRP & CRP.

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

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

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

B.Ed Trainees consolidate wide range of curricular experience through comprehending the basic concept of interdisciplinary and multidisciplinary learning and understanding the basic concepts associated with academic disciplines.

- Under the ICT basics students understand the basic of Operating system and develop the skills of using the computers for preparation of lesson plan, PPT slides for class room usage.
- Under language across the curriculum students develop language competence and understand the language background of the multicultural students. Students design different materials to improve the language efficiency of the students.
- Students are exposed Psycho social tools and techniques Apply the knowledge and principal of psycho social tools and techniques to facilitate optimum development of integrated personality.

Understand the nature, extent and causes of individual differences and using knowledge of strategies and techniques for helping children.

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

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI	**All of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

67

2.1.1.1 - Number of students enrolled during the year

67

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

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

41

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

41

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

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

00

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

```
00
```

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

2.2 - Honoring Student Diversity

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

```
Admission are taken on merit bases, no such entry level exams are
conducted on different learning needs of the students, only
interviews are conducted at the time of admission process to
identify their level of readiness to undergo professional
education programme.
```

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:15

2.2.4.1 - Number of mentors in the Institution

9

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

2.3 - Teaching- Learning Process

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

Awareness of evaluation and assessment system in orientation program.

Conducting tutorial classes to clarify doubts and re-explaining the critical topics.

Regular unit tests, Surprise test Quiz are conducted prior to mid examinations.

Regular conduct of group discussions, seminars and guest lectures.

Monitoring the improvement in slow learner and encouraging the fast learners by reviewing their performance.

Faculty conducts unit-test/surprise-test, collaborative learning practices, project-based assignments, tutorial classes, Faculty: Faculty evaluates students growth by identifying assignment topics and creating question papers Self Study Report of mathematical problems, quizzes, presentations, team-work activities and solving previous year's question papers.

Using ICT Tool faculty conduct classes. Faculty prepared e-content and uploaded in the various online websites like slideshares, Youtube etc. Apart from class room lecture method Group discussions, field studies, seminars are used for teaching. Peer learning is promoted in and outside the class. Study tours are organized for making learning more effective as per requirement. Visit to various boards schools like CBSE,ICSE.

College has language lab which give exposures to students as

mentioned below objectives:

It develops communication skills in students.

It facilitates teachers with real-time monitoring.

- **It is a user-friendly software.**
- **It helps to improve pronunciation.**
- **an effective way of learning any language.**

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	[View File](#)
Any other relevant information	[View File](#)

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

00

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	[Not Applicable](#)
Any other relevant information	[View File](#)

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

10

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://rectglb.org/wp-content/uploads/2022/11/2.3.4-B.pdf
Any other relevant information	View File

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

Teacher Guardian Scheme is implemented in the institute wherein 5 to 10 students are assigned to each faculty member who acts as their mentor for the entire programme duration. Mentor regularly interacts with the students and monitor their academic performance and attendance. Students are counselled by the mentors, class

advisors, subject faculties and principal for improving their academic performance and attendance. Mentors and Class Advisors counsel the students regarding their performance and schedule additional lectures/ practicals. At first year level, students academic and personal issues of concern are well looked after by the class advisor/mentors. The critical cases are handled by first year in- charge. Mentoring system is followed by all departments from the second year onwards. The students are given guidance for career, personal, besides academic issues. A special arrangement also is made available to the students to deal with psycho-social issues arising in cases like single parenting, bread earner in the family etc. For higher semesters, the mentors allocated to the students will council same group of students for three years i.e. the same set of students will be monitored and counselled till they have passed the course. The meetings of mentorship are conducted.

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

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

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

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

B. Ed. Course gives platform to various activities to show case various personality traits student are exposed with different teaching learning process which helps in holistic learning.

Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. Creativity, innovation and learning Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. They are also fundamental to teachers improving their professional practice and to school development.

An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills. It might be thought that remembering factual information does not involve creative processes. Creative approaches can be very helpful in remembering information. The processes used by champions at the World Memory Championships are highly creative as they use the mind's capacity to recognise and remember chunks or patterns that have meaning to the individual much more effectively than isolated facts. In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits	Seven/Eight of the above

Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

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

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

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

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

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

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

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

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

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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

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

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

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

- **Selection/identification of schools for internship: participative/on request Internship of students is arranged in various private and government schools every year. The student teachers Practise Teaching comprises about 7+7=14 lessons.**
- **School Records, Classroom teaching , Mentoring, Time-table preparation, Student counselling, conducting Unit test & Remedial Classes, Organizing academic and cultural events, Organizing academic and cultural events, Maintaining documents, Administrative responsibilities-experience/exposure, Preparation of progress reports**
- **Orientation to school principal/teachers : we organising in**

our college

- Orientation to students going for internship : Yes we conduct it
- Defining role of teachers of the institution: When students go to internship school our teacher students introduce their roles and responsibilities.
- Streamlining mode/s of assessment of student performance : Yes Assessment like Unit test, remedial teaching, Diagnostic test,
- Exposure to variety of school set ups : In internship period our Students Teacher visit near schools and give exposure like Administration, Teaching pedagogy system & Co -Curricular activity.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

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

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Shri Murugharajendra Swamiji B.Ed.& M.Ed College Kalaburagi adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools.

Two lessons per day are delivered during their practice teaching sessions.

Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand.

The student-teachers are allowed to deliver the duly approved lesson plans. 60 to 70 per cent of the lessons in schools are observed by the faculty.

Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.

Teacher educators and school teachers note down remarks on the lesson plan book.

Thus, on the spot feedback are provided to the student-teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished; Detailed feed back is also provided in the college collectively on subsequent days. Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and

feedback is comprehensive and continuous.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	[View File](#)

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

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Four of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	[View File](#)
Five filled in formats for each of the aspects claimed	[View File](#)
Any other relevant information	[View File](#)

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

26

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

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

5

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

2.5.3 - Number of teaching experience of full time teachers for the during the year

26

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

9

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.

In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The 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. This is how teachers must develop or update themselves. This development of teachers can be broadly classified into three areas viz. Personal (Self- Centered); Professional (Student-Centered); and Social. Personal: Self-Centered Development Teachers can attain this development in two manners – Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. Professional: Student-Centered Development Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Over a period of time there have been tremendous changes in the setup of our education system

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	[View File](#)

2.6 - Evaluation Process

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

The institute has taken efforts to improve the performance of students by framing significant reforms in Continuous Internal evaluation at the institute level .

The reforms are as follows:

1. Remedial measures are taken by conducting tutorial classes to clarify doubts and re- explaining the critical topics.

2. Unit tests are conducted prior to session examinations.

3. Topic wise question banks are provided for all subjects.

4. Students are encouraged to solve previous years University Exam question papers.

5. For First and Second Year B. Ed students prelim exams are conducted prior to University Exams

6. Continuous internal evaluation like quiz and assignments

7. Mnemonics and mind mapping are included as an innovative practice.

8. The institute regularly conducts group discussions, seminars and guest lectures.

9. Poor performance due to frequent absenteeism is dealt by sending registered letters to the

parents of such students.

10. The institute effectively uses WhatsApp group for the exam section wherein all the notices related to the examination and academics can be circulated and communicated to all students.

11. Monitoring the improvement in learning of slow learner and encouraging the advanced

learners by reviewing their performance in exams

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

support Provision of answering bilingually

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

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

There is complete transparency in internal assessment. Norms directed by the Gulbarga University Kalaburgai have been adopted in the college.

At the beginning of the semester, faculty members expose the students to various components in the evaluation process during the semester.Internal assessment test programs are organized according to the university and students are informed in advance.To ensure proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date. .Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. Departmental level: Students are constantly evaluated by faculty regarding theory lectures, labs, assignments, unit tests. Midterm marks are assigned based on defined strategies and displayed on the notice board. Questions if discussed with any faculty and Principal.

College Level: 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 of the college.

Redressal of grievances at university level: After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

The academic calendar is prepared by the college according to the guidelines of the Gulbarga University Kalaburgai and according to the temporary date sheet of the university examinations.

In the semester system, practical's are prescribed in terms of planning of departments, time table, attendance review, mid-term tests and science subjects. Students with small attendance are notified according to their names and fined. Assignment work is awarded to students and marks are awarded before the commencement of the final examination.

The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year.

The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counselling is also done through departmental meetings and staff meetings.

2.7 - Student Performance and Learning Outcomes

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

The Governing Council of SMRS consists of experienced academicians and professionals ensuring quality education by effective teaching learning process, adding to innovation and best practices opted by the institute. The institute prepares strategic plans annually which are bifurcated into long term and short term plans and achieved. The institute has a well-defined with detailed job description to maintain transparency and smooth working of the

system. The Institute continuously strives to improve the Teaching learning processes, and engage the students to improve students' results and students' satisfaction.

1. Case Study method: The case study method is a main focus in our institute to enrich the teaching, learning by analyzing the problem and thereby gain the experiential learning to the students.

2. Presentations: Sri Murugha Rajendra Swamiji B.Ed. and M.Ed. College is a student centric education College where strategic planning is done for growth of students, with the instructional treatment of the topics like class room management, equity and equality in education in different papers under theory component, the activities under the preview of practicum, school internship and Sessional activities – teaching peers, group activity, school initiation program, Psychological practical, Community outreach activity, fieldtrip / community living camp, action research projects etc are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	[View File](#)
Result sheet for each year received from the Affiliating University	[View File](#)
Certified report from the Head of the Institution indicating pass percentage of students program-wise	[View File](#)
Any other relevant information	[View File](#)

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

Detailed knowledge of the subject, perfected teaching skill – marked by implementation of new methods and techniques into educational activities and also distinguished by the incorporation of essentially new, progressive theoretical ideas, principles and methods of training and education. Facilitating the students to develop skills of reading, writing, listening and speaking to add to their communication ability in English and Kannada as well to connect them with the world around and for best teaching-learning purpose maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. A range of strategies are employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities ensure the active and equitable engagement of students in productive tasks. Enable to understand the developmental task of different age groups, providing hands on experiences to interact with children, developing understanding about individual differences among children in the class and organize teaching learning process accordingly, to comprehend teaching competencies and skills through various teaching pedagogies and internship and facilitating the learners to become friendly user of ICT.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View File](#)
Any other relevant information	[View File](#)

2.7.4 - Performance of outgoing students in internal assessment

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

100

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	[View File](#)
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	[View File](#)
Any other relevant information	[View File](#)

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

Follow the assessment process:

• **understand exactly what is expected from them**

• **have a clearer understanding of the assessment criteria**

• **understand what they have to do**

• **know how to prepare themselves for the assessment**

• **perform to the best of their ability (when they are fully informed about the assessment)**

• **have a greater confidence in the assessment method and the teacher's/assessor's judgment**

• **improve their motivation**

• **take ownership of their assessment**

• **Prepare for the assessment (ensuring they have all relevant equipment available)**

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://rectglb.org/wp-content/uploads/2022/11/2.8.1-SSS-Report.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

00

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional	Four of the above

functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	**Three of the above**

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

3

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

01

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	View File

3.3 - Outreach Activities

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

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

13

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

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

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

160

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

160

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

160

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

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

Our practicing school students are invited to make use of resources like computer lab, Science lab and library to enrich their knowledge .

With the opening of the college covid-19 vaccination was organized twice at our institution, village people were invited for vaccinations. Food kits provided for safai karamcharies and Asha workers (covid-19 frontline workers). Institute organized blood camp and donated blood for Government of Institute of Medical Science(GIMS).

Food kits and necessary items were provided to old age home and mentally challenged people.

Our college staff and students has taken noble initiative to prepare a compost pit at college premises and Awareness programme in the vicinity of the college and adopted villages, on "Stop using chemical fertilizer start using organic soil" Compost was provided free to farmers, our students went step ahead to organize this programme in association with Municipal corporation of Kalaburgi.

College has its social responsibilities by catering free Sanitizer and mask to adopted villages.

Students and staff donated 50 plants at practicing schools.

These above programmes sensitized in thinking, planning and executing for community developments by students

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

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

01

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

03

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

03

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

16

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both	**Five/Six of the above**

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Teaching, Learning & Infra Facilities Ventilated & Spacious Class Rooms with Smart Boards & LCD Projector, Conference & Seminar Hall, Dedicated Music Rooms,Multipurposes Hall, Digital Library,

Desktop Computers, Software's with Printers and well equipped up to mark laboratories.

Gymnasium with latest fitness equipments. Fire Extinguishers Generator for power back up, Running Canteen.RO Water Coolers for regular water supply and sanitary napkin for girls in the wash rooms.

IT Infrastructure: Wi-Fi enabled campus Language Lab for developing communication and interpersonal skills of the students. ICT lab Staff Room with ICT facility Audio systemPublic Address system for the ease of communicating important information to the students.

Internal and external surveillance system (CCTV) cameras and two LCD for security and smooth administration.

Library as a Learning Resource : Well-furnished and semi-automated with about 5000 books and magazine/journals. Computerized Access to Institutional ERP Software for issuing the books and keeping records accordingly.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

07

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://rectglb.org/wp-content/uploads/2022/11/4.1.2.2-B.pdf
Any other relevant information	View File

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

208803

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

4.2 - Library as a Learning Resource

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

The library working is computerized; Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library has computer and internet facilities. Details on the access to the staff and students and the frequency of use, are as follows: 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., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system. Frequency of use: the library is used almost on each working day. a. By Teaching staff : on as and when required basis. b. By students : on as and when required basis. Computer and internet services are used by staff and the students alike

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	http://rectglb.org/wp-content/uploads/2022/11/4.2.1-B.pdf
Any other relevant information	[View File](#)

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

We are Planning to adopt in future

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	Two of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.05

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

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

300

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://rectglb.org/wp-content/uploads/2022/11/4.2.5.5-B.pdf
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

ICT are maintained by our Computer staff and they make comfortable to teaching staff for utilizing them.

We have Internet with Wifi with 100mbs bandwidth of private company, all resources are utilized by students after giving them training by our computer staff.

We are giving training to staff and students when we are going to use new technology, as in pandemic some of them are unable to work on Zoom,googlemeet such applications.

ICT are:

1. Computers -40
2. Projectors - 2
3. TV -1
4. Printer – 1
5. Photo copies -1
6. Pen drive -5
7. Scanners -1
8. Micro phones -2
9. Interactives White Borads -2
10. CD ROMs -200
11. Digital Camera – 1
12. Projecters screen – 1
13. CD/DVD Players -1
14. Handy camera -1

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

4.3.2 - Student – Computer ratio during the academic year

1:2

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
4.3.4 - Facilities for e-content development	Two of the above

are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	http://rectglb.org/wp-content/uploads/2022/11/4.3.4-B-New.pdf
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	http://rectglb.org/wp-content/uploads/2022/11/4.3.4-D-New.pdf
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

3.95176

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

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

The physical facilities including Laboratories, Classrooms and Computers etc. are made available for the students those who are

admitted in the college. The students seek admission to desired courses including a laboratory curriculum they are charged for the laboratory expenses at the time of the admission as suggested by the statutory body in addition to that a non-salary grants are allocated for the maintenance of the laboratories and the classrooms which a part of the teaching and the learning processes. The classrooms boards and furniture facilities are utilized regularly by the students but sometime it is also made available for the other governmental and the non-governmental organizations for conducting the Competitive exams.

The college ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received the college as per the requirements in the interest of students. Laboratory Record of maintenance account is maintained by lab technicians and supervised by HODs of the concerned departments.

• The calibration, repairing and maintenance of lab like Psychology, Science, Mathematics, Computer, Social Sciences, and Language equipments.

File Description	Documents
Appropriate link(s) on the institutional website	http://rectglb.org/wp-content/uploads/2022/11/4.4.2-A-New.pdf
Any other relevant information	View File

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

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

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**B. Any 3 of the above**

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
1	3

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

05

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

01

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

SMRS Teachers Training College has a representative body of the students in which students are elected every year at the start of the academic year.

Student Council president is Principal of institution under him work as bridge between students and faculties

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

The representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of College authorities are received by the students.

Meeting of the representative body and college administration takes place regularly to work out different activities of the college.

File Description	Documents
Copy of constitution of student council signed by the Principal	[View File](#)
List of students represented on different bodies of the Institution signed by the Principal	[View File](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View File](#)
Any other relevant information	[View File](#)

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

3

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Contribution of Alumni to the Growth and Development of the College. The alumni's contributions in the growth and development process are given below.

The Alumni helps in establishing Networking with all students. It helps the college in updating about the placements of pass out students. It furnishes information about job opportunities in schools Its feedback has helped in improving the existing curriculum, organizing new activities, etc.

It has given many healthy suggestions for the augmentation of the college. Helps in publicity of the college

Alumni also contribute through cash and kind, They actively contribute for the college magazine through their articles.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students	**Five/Six of the above**

Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Alumni Association acts as an effective support system to the institution. It is a matter of pride that SMRS B.Ed. and M.Ed. College has a strong Alumni group that strengthens The network among the alumni, faculty, and management and builds an integral relationship with Students of the Institute. It conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. . The institution has

included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell.

The meetings provide a platform to the former students to provide suggestions. Alumni of the institute play a significant role in providing mentoring, Career guidance, Facilitating internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities.

Guidelines for improving communication skills, experience sharing regarding importance of participation in co curricular activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning,

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision

- To create an ethical, purposeful, enthusiastic and motivated educating the community for the global requirements.

Mission

- To stimulate interest in students towards effective teaching learning strategies by promoting a work culture with the commitment for a lifetime teaching profession as a passion rather than a job.
- To create a committed teaching community to spread the light

of education especially in the Hyderabad Karnataka region.

Nature of Governance:

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Governing Body delegates authority to the Secretary and Principal who, in turn share it with the different levels of functionaries in the college.

Perspective/Strategic Plan

The institution has a Perspective/Strategic Plan in place to help it develop in a systematic, well thought-out and phased manner.

1. Extension of available area through vertical expansion to accommodate more classrooms, laboratories, auditoria, staffrooms etc.

2. Renovations to revive the ageing infrastructure of the institution.

3. Improvement of the Scope and Profile of the Teaching-Learning Experience through greater use of ICT and other innovative means.

4. Application for more substantive posts from the State Government.

5. MoU with other Institutions.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

200 words

Institution practices Decentralization and Participative Management. The success of an institution is the result of the combined efforts of all who work towards attaining the vision of the institution. Right from the President of the Management Committee to the staff and students, all the stakeholders have a role to play in building of the college. Their involvement and cooperation in devising and implementing decision making policies for academic and administrative affairs through various bodies and committees have contributed to the growth of the college.

Institution focuses keen on decentralization by intending equal opportunity, equal role to participate is the functioning of the Institution management comprises of management committee,

All academic and operational policies are based on the unanimous decision of the governing body, the IQAC and the teachers of the college.

• Internal Quality Assurance Cell (IQAC)

• Library Management Committee

• Cultural Committee

•Prospectus Committee

• College Magazine Committee

• Alumni Association Monitoring Committee

• Students Grievance Redressal Committee

• College Students Monitoring Committee

• Sports Committee Educational Tours,

• Time Table Committee • Admission Committee • Sexual Harassment Prevention

Women's Grievance Redressal Committee

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

Financial Transparency: College maintains complete transparency in its financial functions; the finance department is headed by the Management, Principal and Finance Officer who regularly checks the financial working and bank statements of the Institute. Most importantly the audited financial statement of the institute is uploaded on the institute's website to maintain transparency in financial functions.

The salaries of Staff is credited to their respective accounts held by them in a specified bank of college that is Andhra bank. Our College use computers to maintain records of Salary, Fees and other transactions.

The Institutions always believe in the practices of decentralization and participative management. It reflects the policy decision making, planning and administration, and office management. Management and Administration is responsible for quality initiative to promote education to all sections.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

The Principal and staff take the initiative of specific planning of strategies before the commencement of classes and various

committees participate in implementing the following strategies within the time bound:

- Admission process
- Implementation of plan of action under IQAC
- Conducting of internals and exams
- Remedial teaching
- Organizing cultural events
- Organizing seminars and workshops
- Outreach and extension works
- Class room management
- Teaching learning process
- Internship activities
- Faculty development programs
- Student and Faculty exchange programs
- Research activities
- Organizing value added courses/ Certification courses

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 various teacher-incharges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice. Particularly, the following activities fall under the preview of the issue in hand:

- Syllabus Coverage
- Use of Audio Visual Aids.
- Students Attendance Record
- Internal Assessment,
- Organization of CCA
- Laboratory Work
- Use of ICT and Educational Technology.

The above aspects are handled by the concerned committees headed by the head of the college. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://rectglb.org/gallery/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The entire organizational structure of the Institution is interwoven and the administration is completely decentralized and powers are delegated in order of hierarchy. Although the various committees are only recommendatory giving a sense of participation among College community, the responsibilities are entrusted to the faculty members and support staff, who are more capable and skilled.

- The Statutory bodies of the College are the Governing Council, the Advisory Board and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution. The Advisory Board constituted according to the guidelines of the UGC is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies.
- The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The principal is assisted by the Head of the department and faculty members. They all discuss the major programmes and issues in the College and supports the principal in the administration of the institution.
- At College level there is Internal Quality Assurance committee (IQAC). The IQAC plays an important role for monitoring the internal quality of the institution.

File Description	Documents
Link to organogram on the institutional website	http://rectglb.org/wp-content/uploads/2022/11/6.2.2-A.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	**Three/Four of the above**

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The Head of the Institution is assisted by various committees to look in to the academic and administrative matters. The Principal assigns the role and responsibilities to various committees and faculty members.

The allocation of curriculum, preparation of academic calendar, framing time table, organizing function, allocating guide ship for dissertation work are all finalized in consultation with staff members.

In the principal and staff meeting the committee head to organizes, Various curricular and co curricular activities the decision are summarized in principal notice book.

The important resolution passed in the year 2021 requirement for the vacancy post for Psychology and Physical Science

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

The institution has effective welfare measures for teaching and non-teaching staff. In our Institution Staff welfare is given foremost importance. In connection with this, Existing welfare measure for teaching and non-teaching staff are itemized below:

Health insurance

Medical Leave & Maternity leave for eligible staff members

Advances for the festivals.

Gym is also accessible for the staff.

Management organizes free Medical Examination for employees

Transport on reasonable cost.

Employee gets fees concession for their ward.

As Institution has a multicultural environment in the campus, the management ensures the celebration of all the festivals together.

Sponsorships to attend and present papers in conferences both in India as well as abroad.

Internet and free Wi-Fi facilities are also available in campus for staff

Teaching and Non-Teaching Staff Club organizes tour, and sports activities for the staff.

Faculty members are provided with Individual cabin and system to facilitate good ambience. Faculty development programs(FDP) for faculty members on regular basis Skill development courses are organized for non- teaching staff to enhance their skills in work environment. Women Empowerment Cell is established for creating venues for women members to flourish and gain momentum. In a nutshell, the Institution strives hard to keep our staff happy and healthy

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

2

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

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

1

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

01

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff. The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management.

Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year.

The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well. The relevant committees,

Teacher-in-charges, event managers and the principal present their overall assessment.

All the suggestions and feedback are analyzed and a report is prepared and placed before the Management, who decides on the action to be taken by the executives. The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

6.4 - Financial Management and Resource Mobilization

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

The salaries of Staff is credited to their respective accounts held by them in a specified bank of college that is Andhra bank. Our College use computers to maintain records of Salary, Fees and other transactions.

The accounts of the college are audited regularly. The college outsources the auditing from external agencies and external auditor visits and conducts the audit on standard basis which involves all kinds of fees, vouchers, cash book, ledger, salary payment TA and DA made to the staff.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	**View File**
List of audit objections and their compliance with seal and signature of the Principal	**View File**
Any other relevant information	**View File**

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

000

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

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

Budgeting and auditing procedures are regular and standardized. The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it honours all the legal limits and maintains transparency in transactions.

The college is self-financed and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

It is as per the suggestion of our Administrative officer (who worked and got retired) as Principal of NAAC accredited "A" Grade College, the IQAC came to be established in January 2014 for quality improvement of the Institution even before its accreditation.

Several schemes framed by the Department and committees are forwarded to the IQAC, which in turn studies, refines and recommends them for approval of Management. The IQAC coordinator later communicates important policy decision of IQAC to the members of staff. IQAC also monitors the academic as well as administrative progress of Institution.

The college makes all efforts to ensures adherence to academic calendar with the help of schedule for all activities Supervises content delivery by faculty.

Remedial classes are organized as per the requirement and feedback of the students. To make the library student friendly the institution has taken the measures to digitalize the library. Internet and WIFI facility is also provided to the students in the college campus.

Students Feedback's are collected

Grievances are addressed under IQAC

PTA, Alumni Meet, Workshops, Seminars, FDP, Faculty and student exchange programmes, Community,

Maintains of Library, Campus, Laboratory, Language lab,

Career counseling and Placement drives are organized.

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

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

The college has IQAC which assess the performance of the programmes approved by it.

The quality is reflected in the implementation of the academic programmes and quantum of target achieved. The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement.

The college makes all out efforts to Ensures adherence to academic calendar with the help of schedule for all activities Supervises content delivery by faculty, through Principal Ensures high performance of students in internal examination academic Monitors attendance of students and also keeps the students informed on quarterly basis and also follow the suggestion given by the university monitoring body.

Students are encouraged to utilize the smart boards and creates their channel on website

Remedial classes are organized as per the requirement and feedback of the students. To make the library student friendly the institution has taken the measures to digitalize the library.

Internet facility is also provided to the students in the library. Evaluating teaching-learning methodology periodically through student feedback.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

14

File Description	Documents
Data as per Data Template	[View File](#)
Report of the work done by IQAC or other quality mechanisms	[View File](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://rectglb.org/bed/iqac
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://rectglb.org/bed/aqar
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

- **IQAC Cell: Looks after the functioning of all the cells and takes decisions for the incremental strategies in context of all aspects such as Administrative, Academic & Infrastructure etc.IQAC hold regular meetings to take decisions upon major issues and provides guidelines for other cells.**
- **Academic Planning Cell:**
- **Grievance Cell:**
- **Student Welfare Cell:**
- **Library Cell: Looks after the library records, new books required, memberships of different e-resources, students usage of library.**
- **Women Development Cell: Organises activities for women empowerment and upliftment of women celebrating womanhood. The cell organises Self-defence workshops, Gender Equality day celebration, Women's day celebration etc.**
- **Alumni Cell: Ensures alumni association with the Institute and organises activities with and for alumni. The cell also**

organises alumni meet each year to keep alumni in contact and for their lifelong association with their college.

- **Internship Cell:** Looks after the Internship and teaching practice of trainees in reputed schools. Also, maintains record of teaching practice and duty charts for supervision. The cell also prepares a list of schools to be approached for internship next year and works for establishing MOUs with reputed schools in the proximity.

- **Discipline Cell:** The cell looks after the maintenance of discipline in the Institute. This also includes making strategies to instill discipline among students and also the activities to teach discipline to them.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

Response:

1. The college currently uses a 42 KVA generator as an alternative source to meet its power requirements.
2. The college also uses Inverter as alternate sources in Auditorium and offices.
3. The college also uses Solar panels in the college premises
4. We are using LED bulbs and CFL bulbs to optimize the energy saving.
5. Awareness programmes for teaching staff, non-teaching staff and students are conducted to increase their responsibility and accountability to conserve energy.

In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered working seriously on it.

This is our long-term goal as per the policy includes educating students and employees on environmental concerns and sustainability to turn our college into a carbon-free institute. To include environment concerns in planning and decision making. Our sole goal is to include environmental concerns in planning and decision making.

Solar is one of the easy ways to cut down electricity costs at institutions, we have planned to use solar energy as much as possible to include the whole college premises.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

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

- Our college eco club works jointly in the task of waste management and also responsibly educate student teachers wholeheartedly in this mission.
- The waste material is segregated into biodegradable and non-biodegradable wastes.
- Dry leaves from campus are decomposed to form fertilizer for the shrubs and plants in our campus.
- Awareness and Training programmes are conducted to prepare teaching-learning materials such as science kits and educational games from waste materials.
- Student teacher learns skills to make beautiful arts and crafts using things from waste materials.
- Circular has been displayed to discourage the use of plastics.
- The wastewater from RO water and wash basin is used for watering our plants and trees inside our campus.
- All the buildings in the college campus have a rainwater harvesting system which helps to use the water for washing

and watering plants.
- **College has a Compost Pit for the disposal of garden waste and so as to make pollution free environment in the college.**

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of

cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

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

The institutional policy for maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment is given below:

- Accord top priority to ensuring high standards of environmental quality in the campus and implement environment friendly policies, with barrier free access.
- We have lush green campus and it is completely surrounded by various trees which gives rich oxygen and controls the pollution.
- Planted 200 saplings around the college area
- Herbal nursery is established in college premises where we find variety of herbal/medicinal plants
- Students initiate the collection of various seeds for the germination in the nursery.
- Every tree has botanical name and is well maintained by students itself
- Dry leaves are collected and dumped into a compost pit for the organic manure
- Every year a pledge is taken for conservation of environment
- Every tree in the campus has feeders for birds
- Donated many plants saplings to NGO's and orphanages
- Maintain healthy, open and vegetated areas depending upon the availability of space and climatic conditions.
- Have adequate support staff, who looks into the maintenance of gardens, lawns and other aspects of environment.
- Restricted entry of automobiles in the campus

So these kinds of activities inculcates life values and sustainable developments amongst the youth

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

| 7.1.6 - Institution is committed to encourage green practices that include Encouraging use | Three of the above |

of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

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

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

0.2

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

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

Our institution has put in efforts showcasing the leverages local environment, locational knowledge along with suitable resources along with community practice and challenge

creating awareness of our local products – Jawar and Toor dal, promoting its nutritional value, through vocal for local. We gift saplings prepared by our students to NGO's, Guests and send them

to orphanage. Distribution of food kits, blankets to the destitute, especially in this pandemic period.

In enriching local knowledge our students visit all historical sites and monuments, focusing its historical importance.

Traditional folk musical instruments which are on the verge of extinction are being promoted in learning and showcasing in youth festival organised by university specially in a percussion events and dancing festival in and around our community.

Environmental awareness in safe guarding future global development, series of lectures are arranged on protection of environment, eradication of poverty, minimization of inequalities and insurance of sustainable development. A campaign drive is reinforced to reach out the society.

Health education is given the highest priority periodical Health camps, vaccination drive, special lectures by eminent Doctors are arranged.

Local culture is promoted in celebrating all local festivals and all National Festivals. The community challenge is shouldered by us and we share this information door to door, distributing print pamphlets on "No Tobacco, No Plastic, Save Soil and Save Water".

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	A. All of the above

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

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

The institution has two best practices practiced to create a student-centred learning environment.

Preparation of vermicompost is a method of preparing enriched compost with the use of earthworm. It is one of the easiest methods to recycle agricultural wastes to produce quality compost. They are rich in nutrients, growth promoting substances, beneficial soil for micro flora and having properties inhibiting pathogenic microbes.

The institution has a pit, specially to prepare vermicompost. The cowshed waste, kitchen waste, dried leaves is accumulated in the campus. Kitchen waste is contributed by all the members of the college, and this vermicompost is used in our college garden, staff members, students, residents of neighbourhood, farmers are all the beneficiaries. This practice has reduced considerably by the use of chemical fertilizers, which in turn has enriched our youth.

Teachers' eligibility test coaching has been organized to empower our students to clear the test and seek a teacher's job; students of 1st and 3rd semester along with students from other college are

the beneficiaries of this intellectual coaching session. Experts in all subjects along with special personalities are invited to guide our students. The period of T.E.T is 45 days and at the end of this session, students emerge successful hope and confidence to attend the exams.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The institution right from its inception, is focusing on the overall development of students to make them aware of the importance of being educated, self-reliant, confident and to take care of themselves at crucial times. Special programmes are aimed at enhancing their will power, strength, confidence are planned. Sports activities, yoga practices, rally's, road skits, Swatcha Bharat Abhiyana, eradication of plastics, importance of personal hygiene, awareness programmes on human rights, arranging lectures on health issues, personality development, ten days training by SRJ Group, No tobacco, Aids prevention, food and nutritional value for pregnant women, life skills trainings, special lectures on YouTube channels, T.E.T coaching, along with tapping their extra-curricular skills like Music, Dance, Drama so that they enrol for competition like youth festivals, state level competitions.

They are further encouraged to participate in functions, gatherings, to showcase in their organizational skills.

This is how the institution strives the overall development of its students, which improves the increase of students strength every year and qualitative increase in their pass percentage.

The institution as stated in its vision and mission, provides committed trained teachers imbibed with work cultures and best teaching skills to the society.

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