



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SRI MURUGHA RAJENDRA SWAMIJI B.ED AND M.ED COLLEGE

SRI MURUGHA RAJENDRA SWAMIJI B.ED AND M.ED COLLEGE
SARASWATIPURA, KUSNOOR ROAD, BEHIND G U K KALABURAGI - 585 106,
KARNATAKA
585106
<http://rectglb.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College was established in the year 2005, under Reshmi Educational and Charitable Trust (R), is the outcome of the sincere and dedicatory efforts of the Trust member under the bold charismatic leadership of Nagendra B Reshmi. Sir was the sole inspiration behind the foundation of the College. His vision and love for education made work hard with the co-operation of the trust member towards the establishment of this institution. The institution recognized by the NCTE and permanently affiliated by the Gulbarga University, Kalaburagi, Karnataka.

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College, the functioning of college is decentralized through various committees and cells. Representatives from the management, principals, faculty members, Stakeholders, staff members, students, and alumni are part of the committees and cells. Transparency in the working system is one of the best features of our institution. The Statutory bodies of the College are the Governing Council, the Advisory Committees 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. Advisory committee and college development committee is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the Principal.

Codes of professional ethics guide all stakeholders about its principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college. Under the supervision of principal, heads and committee members plan for organizing curricular and co curricular activities.

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College empowering student-teacher so that they recognize and fulfill their roles and responsibilities as equal contributors towards nation building and making India a forerunner on the global map under the guidance of their teachers.

Vision

Vision:

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

The vision of the college is not merely confined to impart knowledge in the classroom, but is a means of reinforcing values of love, compassion, equality and justice. We aspire to produce teaching professionals who would make significant and lasting contributions to the cause of education in the country (Global).

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College envisions a world where all learners are equipped to thrive in a dynamic future. Now is a transformational time in education. We are on the cusp of imminent breakthroughs that will change our ability to improve teaching and learning for all. Today, we visualize Sri Murugha Rajendra Swamiji B.Ed and M.Ed College as a premier educational institute that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

Through exceptional professional education that is responsive and relevant to the challenges that practitioners face, we can equip and empower educators and institutions around the country to improve their practice in service of their students, schools, and communities. A diverse, dynamic and collaborative institution, Sri Murugha Rajendra Swamiji B.Ed and M.Ed College is focused on contributing to improve educational opportunities and outcomes for individuals across the entire professional development. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment.

We provide caring and nurturing environment where our students come into their own, blossoming into confident young student-teacher ready to face the world. Untiring efforts are made to instill the values of mutual trust, team work and promotion of social capital, easy sharing of knowledge, skills and resources to create a vibrant society. At Sri Murugha Rajendra Swamiji B.Ed and M.Ed College, we appreciate, respect and promote the perspectives, rights and dignity of each individual.

Mission

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.**

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College, in tune with the vision of the college, we facilitate through curriculum academic excellence with adequate skills and opportunities for the development of reflective, committed teachers who can be facilitators to the coming generations. College moves forward with a mission to provide best educational services to young student-teacher especially from Kalyana-Karnataka (Hyderabad-Karnataka Region) area to be intellectually competent and emotionally balanced personalities. This area is commonly known as backward area and many students are under privileged and not getting education properly but now Central Government has recognized and provided the reservation under 371 (j), many teacher aspirants are getting opportunities to pursue teacher education and getting appointed the purpose of education was expanding rapidly and teachers roles took on added dimension. Teachers here are visualized as artisans of the future generations. A humanistic and holistic approach guided by environmental and stewardship a concern for peace, inclusion and social justice is the maxim for action in designing course programmes. We visualise “future of education is congruent to future of society.” Therefore, Pedagogy of the future is visualized resting on (a) Anthropological (b) Cultural (c) Communicative (d) Economic (e) Inter-religious (f) Realistic expectations as against structured taxonomies (g) Reflective problem solving practices (h) More open and inclusive education.

- To prepare the trainees to be competent teachers with better acquaintance with the skills of teaching, various innovative methods and approaches, mastery over the subject matter with proper zeal and interest.
- To adopt inclusive and equity based approach in the organization of both the scholastic and co-scholastic activities.
- To enable the trainees for facing the challenges of globalization, liberalization and privatization by teaching them to be inquisitive, creative, innovative, scientific and adoptive in their nature and approach.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength:

- Committed, Supportive management with a vision and mission.
- Members of the Governing Body are eminent and experienced academicians and administrators who contribute significantly while policy formulation and major decision of the College.
- Proven track record of producing high quality teachers since its inception in 2004-05.
- Well qualified and experienced faculty actively involved in teaching-learning, research and extension activities.
- Faculty members are provided opportunities to attend various faculty development programmes throughout the year.
- ICT enabled classrooms and Wi-Fi campus.
- Easily accessible location of institution.
- Well ventilated and spacious classrooms.
- MoUs with different organisations to promote active collaboration with other organizations.
- Highly committed and supportive alumni network.
- Value-added courses relevant to current demand and trends.
- Well equipped laboratories.
- Library with large collection of books, journals, N-list and availability of separate reading rooms for students and teachers.
- A well-defined student admission policy.
- Internship opportunities and teaching practice for students in top schools.
- Campus placement for students in best schools.
- Transparent feedback system.
- The college follows a dialogic and feedback process with all the stakeholders.
- The College admits students from diverse national and international backgrounds which promotes a multicultural environment in the campus.
- An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.
- Sri Murugha Rajendra Swamiji B.Ed and M.Ed College strives to create a model of education that is based on fostering a culture of eco-friendly practices and making the campus environmentally

sustainable.

- The college has mechanism in place for performance assessment and using the evaluation to improve teaching research and service of the staff.
- Continuous quality inputs to sustain trustworthiness of stakeholders.
- Encouraging modern strategic models.
- Innovative assessment procedures.
- School based content enrichment.
- Staff and students are equipped with e-content modeling.
- Well - equipped semi-automated library.
- Systematic feedback analyses from stakeholders and students.
- Formative assessment grade sheet for co-scholastic domain.

Institutional Weakness

Weakness:

- The College, being a constituent College under Gulbarga University, Kalaburagi is limited by the programme structure and curriculum prescribed by the University.
- Limited resources in the use of digital technology to enhance teaching-learning in campus.
- Limited facilities for differently abled students.
- Non-availability of NSS scheme for students.
- Generation of funds for projects is often a serious limitation.
- Non-Participation of students in activities at national and international level.
- The State government and parent University rules and regulations hinder the regarding admission policies and procedures in filling up the seats.
- Lack of interest in research work.
- Lack of educational awareness among parents.
- Our district is one of the backward district under Kalyana-Karnataka.
- Lack of ultra mechanism.
- No hostel accommodation for the students.
- Soft skills and communication skills of students need to be improved.

Institutional Opportunity

Opportunities:

- College seeks to further increase its national linkages. While Sri Murugha Rajendra Swamiji B.Ed and M.Ed College has a strong base of employer relationships, strategic engagement practices implemented at College would expand its reach to the employer community.
- Scope to expand into area of online education to cater to a potential student community that is unable to attend physical classes due to work or other commitments or distance.
- College has opportunities to serve a more racially and ethnically diverse student body, which may need various individualized services.
- Focus should be on improving Research activities.
- Increase in internship linkages for providing better opportunity to students.
- To strengthen the quality of community outreach activities.

- To organize more faculty development programmes for professional growth of teachers.
- The teachers are actively engaged in training and developing Instructional and other teaching learning materials.
- Strong college – school – Community networking and linkages with national research and academic organizations are in place.
- The College reaches community and conducts many extension Programms.

Infrastructure and resources are in ideal state infrastructural environment remains pollution free. Continuous argumentation enable it to keep pace with academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. Qualification faculty and staff shares workload equitably and collectively. Whole of staff is engaged in institutional activities. The college resource management practices support and encourage performance improvement, planning and implementation strategies.

To foster and nurture good character and high moral persons of the pupil teacher with their values of community service, national integrity, national pride, religious, tolerance, aesthetic sense for earth's environments and provide education as an instrument for human growth & societal mobility and upward movement and its develop competencies such as communication power, technological awareness, spirit of accountability leadership qualities, ability of judgment / decision making and required professional skills.

Institutional Challenge

Challenges:

- Linkages with Government organisations and various institutions at National and International levels.
- Curriculum Planning and Curriculum Development is not in control.
- Funding facility is not available for projects.
- After COVID -19 pandemic, College enrollment has declined, which impacts revenue and programs.
- College is faced with increasing competition from many colleges in and around Kalaburagi.
- The admission criteria and examinations are controlled by the Gulbarga University, Kalaburagi and only tutorials are held in the College.
- College caters to a large number of students who hail from the marginalized sections of society, many of whom are first generation learners. The challenge of meeting their day-to-day educational and personal needs is an urgent and immediate need.
- To prepare the trainees to be competent teachers with better acquaintance with the skills of teaching, various innovative methods and approaches, mastery over the subject matter with proper zeal and interest.
- To Adopt inclusive and equity based approach in the organization of both the scholastic and co-scholastic activities in order to give justice to one and all.
- To teach and train the trainees about the constitutional values for practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged in the constitutions of India.
- Mission mode dedication to remediation –Bridge course.
- Life skill based conceptual teaching.
- Inclusivity for diversified learning needs.
- Module teaching skills for inclusive classrooms.

- Module enrichment programmes for gifted children.
- Module on Social engagement as part of extension activities : peaceful dialogue, youth parliament and so on.

- Module for energised, engaged and capable faculty for commitment level enhancement and career management ladder.
- Career and compensation management of staff.
- Competency based data management/ e – governance.
- Strengthening in-house research publications.
- Promotion of Arts and Culture.
- Salary of the faculty as per government scale.
- Collaborating with Ed-tech companies for developing online courses.

- The commercialization of education and change in the societal values present a challenge to the service motto of the College.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects:

Curricular aspect of Sri Murugha Rajendra Swamiji B.Ed and M.Ed College, Kalaburagi is governed by Gulbarga University, Kalaburagi. College executes the curriculum provided by university very effectively time by time. Our college staff members were BOS member and involved in the construction of B.Ed and M.Ed Courses curriculum and remains in direct contact with BOS for any changes or improvement in curriculum. Planning of implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, session plans and time table. The syllabus, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. Academic processes are streamlined with timetables, workloads and other administrative tasks prepared well in starting of academic year. While planning curriculum implementation, focus is given on PLOs and CLOs of the program. Teachers and students are also oriented, during teacher induction programmes and student orientation programme respectively.

Elective papers in the curriculum have always been retained to maintain flexibility and responsiveness to changing environments. The students are given choice to choose elective courses based on their aptitude, skill and aspiration. To develop skills and for professional enhancement of students, college has introduced many Value-Added Courses for the students. The curriculum is designed by university in such a manner that student can naturally learn the cross-cutting issues. Faculties also try to inculcate the national and international cross-cutting issues in the classroom. Seminars, Project work and Group Discussions have been organized on different topics to develop a constructivist approach. Experiential learning through internships projects and field trips is specifically facilitated.

The college engages its staff and students in several co-curricular activities and commemorative day celebrations, extension and outreach programmes etc. to enrich them with wide variety of co – curricular developments -Gender sensitization, awareness to environmental issues, shaping moral and ethical values, better career options and community orientation. As a learning organization we focus on improving, so continuous process of obtaining feedback from different stakeholders is followed to make our students

employable and a good citizen of the society. Feedback is analysed and will be reported.

Teaching-learning and Evaluation

Teaching-learning and Evaluation:

The institution ensures access and support to students from all sections of society. Reservation policy is followed by the college during admission process. The college has a well-designed policy “Policy for classifying students into different learning levels and catering them according to different levels” for students. The institution assesses the different types of learners and their level of readiness for course with the help of Talent Hunt and Class room interaction. Academic support is provided to students according to their learning level assessed. Bilingual approach is used in teaching learning process to cater the needs of different students. ‘Bridge Courses’ helps to fill up the gap between the new subject and old knowledge to meet the course learning outcome. The college has a “Mentoring Policy” to provide the students support on issues related to their strengths, weaknesses, prospective opportunities and challenges faced in relation to curricular and co-curricular aspects.

The focus of this criterion is captured in the following criterion statements that represent the good practices expected of an institution:

- The institution has a transparent admissions process and ensures that the defined admission criterion is equally applicable to all applicants.
- The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid (Government Scholarships) and student support services for all programs.
- The institution engages its students in active learning.
- The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program.
- Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers.
- Student teachers are prepared to manage the diverse learning needs of students in schools.
- Formative and Summative Assessment is regularly regulating.
- The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance.
- Assessment and Evaluation results are used to improve the performance of students and course transactions.
- The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning.

Infrastructure and Learning Resources

Infrastructure and Learning Resources:

This criterion seeks to find data on the adequacy and optimal use of facilities available in an institution to maintain the quality of educational and other related activities on campus. It also requires information about how each component of the institute, students, teachers and employees benefit. Expansion of facilities to meet

future development and maintenance of facilities are also among other concerns. The focus of this criterion is captured in the following criterion statements, which describe some good practices of a quality institution:

- The institution has adequate physical infrastructure facilities to run educational programs efficiently.
- The institution continuously enhances its infrastructure to keep pace with its educational development.
- The institution has effective mechanisms for maintenance and optimal utilization of infrastructure.
- The institution takes adequate care and considers the environmental issues associated with the infrastructure.
- The instructional infrastructure meets the requirements of the program and is better used.
- The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.
- Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements.
- The institution has adequate library and computer facilities and other learning resources with easy access to all its constituencies.
- The major aspects identified under this criterion are: physical infrastructure, infrastructure maintenance, library as learning resource, ICT as learning resource, other facilities, infrastructure and best practice in learning resource.
- Besides, faculties frequently use Power- point, various multi-media, and other innovative methods to make the teaching and learning process more effective.

The need for the purified water is pacified through the water coolers set up. Toilet for female and male are available in the college. There is a canteen in the college premises, providing hygienic breakfast, lunch, coffee, tea, and snacks at nominal cost. Uninterrupted electricity supply is ensured in the campus with the help of UPS systems. Sports department have gymnasium. The maintenance and renovation of the learning resources and facilities in the college is funded by the management, and is done as and when required.

Student Support and Progression

Student Support and Progression:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College puts efforts on capability building and skill enhancement of students by providing opportunities of career and personal counseling, development of academic skills, technical skills and organizational skills and e-content. College is committed to excellence in all spheres therefore various support facilities like vehicle parking, common room, recreational facility, first aid, transport facility, safe drinking water, canteen, hostel facility etc. are provided to students.

Grievance redressal cell, Internal compliance cell and Anti-ragging committees are constituted in the college for student grievances with transparent mechanisms. The Grievance Redressal Cell resolves their academic and administrative grievances both offline and online at the earliest. Students with financial constraints are offered scholarships and concessions. The institution facilitates welfare measures to support the deserving students with fee concessions. College has democratically elected student council guided by faculty members which is primarily framed for having students' representation in various activities. Student welfare council provides support to the students wherever it is required.

Placement cell established in the college assists students in on and off campus placement. Various types of workshops are organized for students for preparing them for interviews. Students have been motivated for

progress to higher education and support for qualifying competitive examinations like TET, CTET, NET, CET by providing guidance to them. The progression of girl students towards higher education is increasing year by year. Co-curricular activities are given the pride of place and are a vital part of the life of the students in College. The institution extensively focuses on various activities in different areas. Intra and inter college platforms are provided to the students to showcase a wide array of co-curricular activities.

The college has an active Alumni Association. Alumni participate actively in institutional functioning, work closely with the students and the college at large providing guidance and mentorship as well as financial assistance. The college aims at developing the all-round personality of students through student centric education by providing healthy environment and supportive resources for student progression and wellbeing and develops the leadership qualities.

Governance, Leadership and Management

Governance, Leadership and Management:

The governance of the college is very democratic, transparent and decentralized. All stakeholders are encouraged to participate actively and voice their perspectives for effective decision making and policy formulation. The leadership strives to maintain an open and interactive environment to achieve mission of college. The college practices decentralization and participative management through different Committees. The institution is conscious of its quality provisions and has a well-established functional internal quality management system.

College has a perspective plan and all academic and administrative activities are carried out in accordance with it. The functioning of the institutional bodies is effective and efficient which is clear from the organogram and cell structures. IQAC consists of Eminent Women Entrepreneur, Expert Educationist, NGO Heads etc. They share their expertise and expectations to prepare the perspective plan and encourage deploying it successfully.

Staff meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues. The college has implemented e-governance in almost all areas of operation.

Educational and Administrative Aspects of the Institution:

- The institution's offices and departments operate on the principles of participation and transparency.
- Academic and administrative planning goes hand in hand with the institution.
- The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.
- The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
- The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.
- The financial resources of the institution are judiciously allocated and used effectively.
- Budgeting and auditing processes are routine and standardized.
- Various quality initiatives for improving the quality culture are taken by the Institute under the guidelines of IQAC.

The key aspects identified under this criterion are: institutional vision and leadership, organizational set up, strategy development and deployment, human resource management, financial management and resource mobilization and best practices in governance and leadership.

Institutional Values and Best Practices

Institutional Values and Best Practices:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed Colleg have always pioneered in displaying the best institutional values and practices. Environmental consciousness has been an integrated component of the college activities. The institution is committed to sustainable development and protection of the environment. College is trying to nurture values about the emerging challenges and pressing issues. The institute has developed framework and energy guidelines adhering to national policy for energy conservation. The institute is conscious of its activities generating waste and ensures that all the waste is used and disposed responsibly. Solid, liquid and e-waste management system is working as per the norms.

The campus seeks to become a ZERO WASTE CAMPUS and strive toward it. Rainwater harvesting project to preserve ground water has been implemented. The institute promotes and aligns goals to national mission of Swatch Bharat.

Institution has prescribed code of conduct for students, teachers, administrators and other staff members. Code of Conduct for students is mentioned on the website. The college has maintained its distinctiveness with its vision and mission by instilling a sense of self worth and value for the planet Earth.

Best Practice – I

Title of the Practice: Keeping Faculty abreast with contemporary areas of the discipline so as to impart quality education.

Goal Aims and Objectives: The Institution organized faculty Development programs, Seminars, workshops etc. for enhancing and upgrading knowledge of faculty members. Such practices have deep impact on quality enhancement and overall development of faculty as well as students. It positively impacts the academic functioning of the Institute and facilitates the role of teacher as educators and mentors. The Institution conducts the Seminars/ Workshops with the following objectives:

- To upgrade their knowledge and skills.
- To promote research works in their field of specialize.
- To improve their effectiveness as teachers and mentors.
- To inculcate values and ethics.

Best Practice – II

Title of the Practice: Pedagogy addressing outcome based education and heterogeneity of intellectual evolution.

- To facilitate effective teaching learning process in all the courses.
- To accomplish holistic growth of students and enhance their learning experiences and outcomes.

Research and Outreach Activities

Research and Outreach Activities:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College is keenly involved in creating and promoting a research culture amongst the faculty and students. College in its institutional budget makes provision for research and development. College has designed the 'Research Policy' to promote the research, thus motivating the faculty members and students of the College to undertake the activities by adopting a policy of integration support. Seed money, Study leaves, Organizational support is provided to faculty engaged in research. Sri Murugha Rajendra Swamiji B.Ed and M.Ed College aims at providing opportunities to students to come out with new ideas as trying Innovation increases student's chances to react to changes and discover new opportunities. Our faculty members publish books and research articles in UGC approved Care list ISSN journals, International Peer Reviewed Journals, Scopus Journal and also published ISBN Books in National and International publication.

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College has been recognized for its innovative outreach activities. Focus on extension activities and outreach activities for students to sensitize them to work for social change in the field of education, Awareness, Empowerment of Women, Environment Protection and other social issues for inclusive society is an indispensable part of curriculum. Internships and fieldtrips are encouraged to strengthen experiential learning. To meet the emerging academic and research needs, faculty enrichment programmes, seminars, symposiums, special lectures and workshops are regularly organized.

The college is upholding ambiance via establishing the MoUs, linkages and collaborations with Universities (Foreign University), Academic institutes, Education Colleges, Schools and NGOs for different types of activities, for on-the-job training and internships.

With regard to the non-teaching staff, their participation in the training / orientation programs, performance in the assigned duties in relation to the smooth functioning and management of the office, their working efficiency etc. are the mechanisms of their performance assessment. For maintenance of their service record, their time of arrival and departure, participation with doing the assignments given by the head of the institution, office records maintained by him/her are the mechanisms for performance assessment of the non-teaching staff.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI MURUGHA RAJENDRA SWAMIJI B.ED AND M.ED COLLEGE
Address	Sri Murugha Rajendra Swamiji B.Ed and M.Ed College Saraswatipura, Kusnoor Road, Behind G U K Kalaburagi - 585 106, Karnataka
City	GULBARGA
State	Karnataka
Pin	585106
Website	http://rectglb.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajashekhar Shirvalkar	08472-249676	8310786534	08472-249676	drrajshirvalkar@gmail.com
IQAC / CIQA coordinator	Geeta R M	08472-249675	9845961837	08472-249676	dr.omprakash322017@gmail.com

Status of the Institution	
Institution Status	Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Karnataka	Gulbarga University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	17-01-2020	120	Permanent or Validity till further changes

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sri Murugha Rajendra Swamiji B.Ed and M.Ed College Saraswatipura, Kusnoor Road, Behind G U K Kalaburagi - 585 106, Karnataka	Semi-urban	2	8472.75

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Bed	24	Graduation	English, Kannada	100	100
PG	MEd, Med	24	B.Ed	English, Kannada	50	21

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				3				21			
Recruited	2	0	0	2	2	1	0	3	15	6	0	21
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	9	3	0	12
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	2	1	0	0	0	0	5
M.Phil.	2	0	0	2	1	0	2	0	0	7
PG	2	0	0	2	1	0	15	6	0	26
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	66	0	0	0	66
	Female	34	0	0	0	34
	Others	0	0	0	0	0
PG	Male	7	0	0	0	7
	Female	14	0	0	0	14
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	18	9	9	10
	Female	24	7	4	16
	Others	0	0	0	0
ST	Male	2	2	0	8
	Female	4	2	0	2
	Others	0	0	0	0
OBC	Male	41	23	23	51
	Female	38	40	12	29
	Others	0	0	0	0
General	Male	3	0	0	3
	Female	6	1	0	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		136	84	48	121

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge society. The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as a global citizen. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options from the range of program .The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic multidisciplinary curriculum. Its biggest impact
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	<p>would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In order to fulfill the Objectives of NEP, our college will draft a roadmap for incorporating the features of NEP 2020. A discussion among management, principals and head of departments to understand the draft and different aspects of NEP. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Reshmi Educational and Charitable Trust (R), Reshmi Group of Institution organized Two Days National Conference on National Educational Policy 2019, Objective of conducting Conference is to develop an understanding about the implementation of NEP in higher education. Already we are using different innovative methods and technique like Blended learning, team teaching, correlation, integration to provide multidisciplinary and interdisciplinary experiences to the would-be teachers. During this pandemic we have organized different Webinars for our students and Stakeholders to provide them training about online teaching and learning. College is an affiliated college of Gulbarga University, Kalaburagi. As and when University prepares or provides a curriculum or guideline to implement the multidisciplinary / interdisciplinary structure of New Education Policy the College will abide by it. This institution has already proposed and started creating enough infrastructure and planning to allow such facilities.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits (ABC) will be of great help to the students. . It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The Academic Bank of Credits (ABC) can allow students to tailor their degrees or make specific modifications</p>

	<p>and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college. The Academic Bank of Credits (ABC) concept is yet to be implemented by the affiliating university; we are waiting for university guidelines to implement Academic Bank of Credits (ABC). For this purpose, the university has constituted a committee to prepare a path for effective integration of Academic Bank of Credits (ABC) in its academic programs.</p>
<p>3. Skill development:</p>	<p>The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrolment Ratio (GER) but also on skill development as the main factor to make mission ‘Self Reliant India’ possible, there is revived approach towards running vocational courses to be offered by higher education institutes. We are exploring the vocational courses useful for the local need; ‘Vocal for Local’ to explore the vocational courses useful for the local and course need. a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skill Qualifications Framework. Soft skills are developed through certificate courses, methodology and core subjects. Soft skills such as self-awareness, empathy, interpersonal relationship, conflict management, time management etc are developed. b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. E-modules -Students prepare e-modules by integrating ICT into their lesson plans. The institution provides opportunities to students to participate in various hands-on workshops. This provides experiential learning which helps them to take an initiative to take up various activities. Placement Cell -Plays a key role in developing life skills of students Entrepreneurship training – Is provided to the student teachers enhance skills to initiate their own enterprise. c) The institution is providing value-based education to inculcate positivity amongst 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. The popular adage “values are caught and not taught” is the premise on</p>

	<p>which this institution operates. National and regional festivals are celebrated to inculcate constitutional and cultural values. Activities such as debate, essay writing, elocution drama, dance etc are conducted on themes like communal harmony and human rights to develop humanitarian values. Values are practiced by students in activities related to cleanliness, hygiene by providing an environment of no plastic by preparing cloth/paper bags using eco-friendly material. Spiritual lectures/talks are conducted to raise students' spiritual quotient. d) Enlist the institution's efforts to: i. Design a credit structure ensures that all students take at least one vocational course before graduating. ii. Engaging the services of Master crafts persons to provide vocational skills and overcome gaps vis-à-vis trained provisions.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. College celebrates Karnataka Rajyotsva to encourage Kannada Language and understand the cultural values permeated by the literary works in Kannada Further, Indian Ethos and professional Ethics, Indian culture and heritage in curriculum of B.Ed. and M.Ed., teaches cultural values in Indian tradition so would be teacher imbibe value orientation. Through Drama and art in education we provide them exposure toward Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values. a) Delineate the strategy and details regarding the integration of the Indian knowledge system (teaching in Indian Language, culture, etc.) into the curriculum using both offline and online courses. Indian knowledge system has base in Vedic literature and the hidden curriculum of ancient Vedas are extracted and explained from music, Words, Abhinaya which explain stimulus variation skills, facial gestures and body postures. Bharata's concepts are brought in choreography. The classical languages talked in these areas are researched and role analysis is done whereby the student teachers improvise a play from the content of the school text books and present it through visual arts and crafts or performing art. b) To conduct capacity building workshops involving</p>

	<p>linguistic experts and creating provision for installing language translation software in all the systems. c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. Kannada is the only Indian language offered as Method I and Method II at the U.G (B.Ed) level. Indian classical languages and regional languages will be offered when the college adapts multidisciplinary approach.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Sri Murugha Rajendra Swamiji B.Ed and M.Ed College has adopted Outcome Based Education (OBE) for B.Ed. and M.Ed. programmes. Learning Outcomes have been appropriately defined at Programme Learning Outcome and Course Learning Outcome level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. B.Ed. and M.Ed. courses is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. A study on the OBE was carried out and formulated a framework. The Learning OBE Framework (LOBF) was considered to formulate PLOs that were in After a series of deliberations, a workshop was organised to internalise the PLOs. The programme learning outcome and programme specific outcome were formulated in alignment with the PEO. The faculty formulated course outcomes for their respective courses and mapped with programme outcome and programme specific outcome. ii. The curriculum transaction and assessment strategies were re-modeled to enable us to understand the attainment levels with respect to the course outcome and further the programme outcome. The teaching strategies were more application based harnessing critical thinking and collaborative work with a multidisciplinary approach. Focus group discussions and case studies were used for participatory learning. Integration of quality technology based options was leveraged. Nurturing skill based learning was emphasized in all the courses through in build practical aspects. Project based learning, inquiry based learning and experiential learning and research based approach to teaching and learning were largely emphasized. The institution believes in self-reflection</p>

	<p>and growth to groom reflective practitioners with a positive attitude, thus documentation of reflective journal and portfolio were assigned credits. The skill development required for 21st century were further supported by certificate courses with specified course outcome and attainment levels.</p>
<p>6. Distance education/online education:</p>	<p>The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfill stipulated criteria should offer ODL and online programmes so as to reach out to geographically and socio- economically disadvantaged groups. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. This can be considered as the new normal, which is envisaged in New Education Policy as well. Institute has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully by using our own team. The pandemic has forced institutions to have a definitive program for online education. Our institution has used the opportunity and potential of our faculty and infrastructure in offering the courses through online platforms. Students were offered the regular B.Ed. and M.Ed. curriculum through online mode for two semesters. Students were encouraged to take up courses for their up skilling. For increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education. Use of integration of technology to improve multiple aspects of education will be supported, adopted and provided to students regularly.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been</p>	<p>An Electoral Literacy Club is a platform to engage</p>
--	---

<p>set up in the College?</p>	<p>school students through interesting activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. ELCs are also present in colleges and rural communities. Electoral Literacy Clubs was set up in the year 2018, to promote electoral literacy to our students through engaging interesting activities and hands-on experience but in a political, neutral and non-partisan manner. Objectives: 1. To educate the students about voter registration, electoral process and related matters through hands on experience; 2. To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs; 3. To help the students, understand the value of their vote and exercise their suffrage right in a confident, comfortable and ethical manner; 4. To harness the potential of ELC members for carrying the electoral literacy in communities; 5. To facilitate voter registration for its eligible members who are not yet registered; 6. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind';</p>																									
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Institution has the ELC functional with the following office bearers and the ELCs are functional</p> <table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Bearers Name</th> <th>Designation</th> <th>Functional</th> <th>Role</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>Dr.Rajashekhar Shirvalkar</td> <td>Principal</td> <td>ELC</td> <td>Coordinator</td> </tr> <tr> <td>02</td> <td>Sri.Sharanappa Chavan</td> <td>Assistant Professor</td> <td>ELC</td> <td>Additional Coordinator</td> </tr> <tr> <td>03</td> <td>Mis. Prabha M.Ed.</td> <td>Student Representative</td> <td>04</td> <td>Mr. Saiabanna B.Ed.</td> </tr> <tr> <td>05</td> <td>Miss. Yashodha Katke</td> <td>Stakeholders Representative</td> <td>Yes</td> <td>ELCs are representative in character.</td> </tr> </tbody> </table>	Sl. No.	Bearers Name	Designation	Functional	Role	01	Dr.Rajashekhar Shirvalkar	Principal	ELC	Coordinator	02	Sri.Sharanappa Chavan	Assistant Professor	ELC	Additional Coordinator	03	Mis. Prabha M.Ed.	Student Representative	04	Mr. Saiabanna B.Ed.	05	Miss. Yashodha Katke	Stakeholders Representative	Yes	ELCs are representative in character.
Sl. No.	Bearers Name	Designation	Functional	Role																						
01	Dr.Rajashekhar Shirvalkar	Principal	ELC	Coordinator																						
02	Sri.Sharanappa Chavan	Assistant Professor	ELC	Additional Coordinator																						
03	Mis. Prabha M.Ed.	Student Representative	04	Mr. Saiabanna B.Ed.																						
05	Miss. Yashodha Katke	Stakeholders Representative	Yes	ELCs are representative in character.																						
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Activities done by the ELC of Sri Murugha Rajendra Swamiji B.Ed and M.Ed College:</p> <ul style="list-style-type: none"> • Our students participate in Voter Awareness Campaigns aimed in educating the public in the Kusnoor villages. • ELC created awareness and interest about role and importance of voting among faculties and students through mock voting. • ELC educated the students about voter registration, electoral process and related matters through hands on experience by conducting Voter's Day. • ELC conducted Voter Registration camp for the eligible students in the campus. • ELC conducted Voter awareness camp conducted for 																									

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>disabled persons & senior citizen at Kusnoor villages.</p> <p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. • To help the target groups understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle ‘Every vote counts’ and ‘No Voter to be Left Behind’. • Graduate Constituency voter awareness & registration drive conducted in and around Kalaburagi town. • Teachers Constituency voter awareness & registration drive conducted in and around Kalaburagi town. • Voter registration drive conducted at Institute for 18 yrs and above age students in the campus because of coming Karnataka Assembly Election 2023. • Students and staff members enthusiastically participated in awareness of voting through role plays.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct every year mock polling activity on 25th January to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programmes which create an awareness regarding electoral procedures.</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	184	226	236	233
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
75	75	75	75	75
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	84	136	140	145
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	84	136	140	145
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	84	136	140	145
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
63.08	61.49	38.96	44.81	42.98
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 50

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

Curricular aspects of B.Ed. and M.Ed courses are in Sri Murugha Rajendra Swamiji B.Ed and M.Ed College are governed by Gulbarga University, Kalaburagi, as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well structured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed. and M.Ed.

College level meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus: class assignments, internal assessments, use of reference materials and AV teaching aids for teachers are discussed. The college has a practice of inviting external experts with the view to ensure quality of education, and objectivity in the teaching-learning processes. We at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College also focus on mid-semester curriculum planning meetings to ensure whether any plan is being followed or any changes required.

The feedback taken from the students at the end of the sessions (Theories, Practicum, and Workshop etc.) gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly.

Being an affiliated institution of Gulbarga University, Kalaburagi, we do not have much leverage in revising or removing the content but we definitely forward our feedback every year to the university officials based on the views received from Experts, Employers, Teaching Practice schools, Students, Alumni, and Teachers etc. So that necessary actions may be taken by university.

At Sri Murugha Rajendra Swamiji B.Ed and M.Ed College, we have MoU with many organizations which help our students to upgrade skills and also conducts value added courses regularly. As per the local demand which is an additional input and its helps us in general development of the region.

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

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

Response:

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

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

Response:

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

1.2 Academic Flexibility

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

Response:

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

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

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

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

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	00	00	00

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	00	00	00	00

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

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

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

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	00	00	00	00

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

1.3 Curriculum Enrichment

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

Response:

- **A Fundamental or Coherent Understanding of the Field of Teacher Education**

To give understanding about the field of teacher education, number of efforts are made by the institution like, Induction/Orientation programme is conducted for the newly admitted students in which they are made aware about the PLOs of B.Ed and M.Ed programs, the syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year course of teacher Education, these all are oriented to them by the Principal of the Institute. In the same direction numbers of Expert Talks are arranged for the students and the resource persons are invited from the field of teacher Education like Principals of different schools, members of different eminent organizations, who make the students aware about the field of teacher education by talking on different topics related to teaching profession.

- **Procedural Knowledge that Creates Teachers for Different Levels of School Education Skills that are Specific to one's Chosen Specialization.**

The curriculum followed by the institute which is affiliated to Gulbarga University, Kalaburagi helps students gain systematic knowledge and develop different skills through the courses like, Skill development Programme which include Micro teaching skills like Skill of Set Introduction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions ,etc,. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

- **Capability to Extrapolate From What One Has Learnt And Apply Acquired Competencies**

The Curriculum aspects of courses at the Institute are governed by Gulbarga University, Kalaburagi which provide opportunities of application based learning to student teachers. Through different courses like Teaching Learning competencies which include Reading and Reflecting on text, this enables student teachers to enhance their capabilities as readers and writers by becoming participants of reading and they apply these acquired competencies in actual classrooms. Another course is a part of the curriculum which is very essential in today's scenario is learning to use Computers, this course provides opportunity to student-teachers to learn & prepare Multimedia Presentations which is an essential requirement of their professional life. The students make assignments on preparing Blue Print and constructing achievement tests.

- **Skills/Competencies Such As: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with Others, Etc.**

The institute emphasizes strongly on developing different skills among the students. The transaction of various courses at the institute has a strong focus on developing skills and competencies among the students. For developing Emotional Intelligence the Course on Understanding the self focuses on aspects of development of the inner self, revisiting one's childhood experiences – influences, limitations and potentials – while empathizing with one's childhood and also the childhood experiences of one's peers. Research Projects are done by the students where students work on solving problems and develop their critical thinking; the opportunity of reviewing an educational website and reflection on Open Educational Resources (OER) is also done by students to develop their critical thinking. Communication skills are developed through the course Drama and Art in Education. Numbers of opportunities are given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers.

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

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

Response:

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies and Acts. They are made aware about the popular Boards in India like State Boards, CBSE, ICSE, IB, and Cambridge International. Students are also acquainted with the knowledge of different State Boards of India which are total 32 in number. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities like to visit different schools in and around Kalaburagi so that they can do team work and search upon these aspects in more detail.

In this regard a college meeting will be organized for planning activities and assigning activities to the students. For this purpose students are divided in groups randomly according to their registration numbers and a total of four activities were planned: a Projects (Field Visit), Seminar, Group Discussion and a Multimedia Presentation through which the task was accomplished successfully.

The Topics framed in this line were:

- 1. Project on Development of the School System in India after Independence.**
- 2. Seminar on Diversities in Various Boards of School Education in India with respect to Functioning, Norms Standards, Assessment System.**
- 3. Group Discussion on State wise Variations in School System in India.**
- 4. Multimedia Presentation on ‘An International and Comparative Perspective of the School System in India’.**

The above topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the students guidance was provided to them. On completion of the activities students became familiar with the diversities in the School System in Indian as well as in an international and comparative perspective.

Different activities have been envisioned in the curriculum for Student-Teacher to understand the role of diversity and equity in teaching learning process. During the teaching-learning process, all the teacher educators observe the values of democracy, abstain from criticizing each other and instead become pro-active and well attentive to understand different viewpoints in a democratic way. The individuality of the Student-Teacher is well appreciated/respected and different viewpoints are taken as merely reflection of diversity. A required understanding of the concept of multiculturalism and value of respecting different cultures promotes the idea of respecting diversity.

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

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

Response:

The designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily getting ready how they enter from lower to higher class and in the fourth semester become completely ready for the professional field.

In this direction numbers of practical courses are introduced to students which start from their first semester with Orientation and demonstration of Micro Teaching Skills. Here focus is on lesson planning and teach-re-teach of different teaching skills namely Set Introduction, Questioning, Explanation, Illustration with Example, Stimulus Variation and Reinforcement. After this for enhancing student teacher skills Integration Lessons are introduced, opportunity is given to practice various skills of teaching in an integrated way.

In second semester student teachers move to a higher level and engagement with field is done where the student teachers are supposed to plan and conduct lessons of 40 minutes duration in schools under guidance of teacher educators. Here emphasis is given on using appropriate teaching aids, models of teaching, games, questions, illustrations, scope for students active participation. This Practice teaching is followed by Internship of Two weeks in a college like college based lessons, where student-teacher will practice simulation lessons.

In the third semester the level of learning even gets higher. The internship is conducted in schools for eight weeks. where students are involved in lot of activities like Study of time tables, year Plan of schools, co-curricular activities conducted in school, Morning assembly and Display Boards of school, observation of school facilities such as science laboratory, library, playground and sports facilities, computer laboratory, geography room, drawing room, music room etc. The activities which our student teachers have to do are taking attendance of a class, preparing reports, efforts by school for increasing attendance, assessing homework/assignments/ journals of a class, Planning and conducting 16 + 1 lessons/ subject on any one unit through applying constructivist principles. Conducting any activity for fixation and enrichment of knowledge of students and developing interest of students through assigning any project, preparing and implementing a unit test including essay type, short answer type and objective type test items and making blueprint under guidance of teacher in school and assessing answer sheets , presentation and interpretation of result ,giving

feedback to students. Along with this student teachers are supposed to plan and conduct four lessons per subject.

In the fourth semester the Internship in schools is of twelve weeks. The scope of learning is of very high level. Using a constructivist approach in teaching, Identifying learning difficulties of students and preparing and implementing remedial material. Preparation of test items, Learning about various registers in office, Conducting assembly and writing bulletin board, Organization of co-curricular and health related activities, conducting interview of headmaster to know more about school functioning, innovative practices, etc. Visiting different schools like Blind School, Deaf and Dumb School, Interviewing SDMC team and collecting the information, Interaction with BRC, DDPI, DIET Principal, CTE Principal, Principals of different Board schools. Students organizing Citizenship Training Camp.

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

1.4 Feedback System

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

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

Response:

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	46	50	50	50

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

2.2 Honoring Student Diversity

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

Response:

Details of Assessment process to identify learning readiness and learning needs according to diversity that exist among students. The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counseled at the time of admission and an Orientation program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction.

Students with diversity are identified through ‘Diagnostic and Learning Readiness Test’, like Previous year marks, Classroom Participation and ‘Talent Hunt’ conducted at entry level and are nurtured according to their needs. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environment based on the needs of the students. Their academic needs are assessed and Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning Academic Support

Students are informed about their level of learning and support is provided to them accordingly. Sri Murugha Rajendra Swamiji B.Ed and M.Ed College is focused to provide every type of possible academic support to the students. Some of them includes Guest Lectures, Workshops/Seminars,

Group Discussions, OER, Bridge Courses, Remedial classes, Contact with external agencies etc. A well-stocked library and computer resource center provide all students access to books, journals and e-resources. Academic Support is provided to different types of learners in different ways as discussed below:

For Slow learners: To cater the needs of slow learners, special remedial classes are organized by teachers. With the increase in number of students from Kannada medium schools, the medium of instruction is now bilingual. Remedial classes for English and Kannada both are also organized for the benefit of students.

For Moderate Learners: Well framed Time table which includes all type of activities and classes is top most priority. Peer tutoring is emphasized so that all types of learners can be benefitted. Guest lectures are also arranged for them.

For Advance Learner: Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the open educational resources to read in detail. They are provided with the opportunities to participate in different types of events that are arranged for them by contacting external agencies. Different types of Seminars and Workshops are also arranged for them.

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

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

Response:

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

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

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

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

Response: 07

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

2.3 Teaching- Learning Process

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

Response:

College has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, online mode through involving different activities and the college has also made policy upon multiple modes of learning.

Experiential Learning:

Demo and Practice sessions for Micro teaching skills, Demo and Practice sessions for integrated teaching are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators.

Students are taken for Field Visits to different places like District Museum, Fort Visit, National School, SRM Mehata School, Mount Litera School, Blind School, Navodaya School, Muraraji Desai, Deaf & Dumb School, School, National Science Center, Book Fairs, etc., so that they can gain first hand experiences. Teachers conduct Mock Interviews with the students to prepare them for their placement sessions and instill skills related to facing an interview. Students are also assigned tasks to be conducted in the field for experiential learning like spreading digital awareness among people, creating book clubs.

Participative Learning:

To ensure student centered learning, the institution organizes different guest lectures and workshops and also encourages students to organize class seminars, making teaching learning materials, organizing Exhibitions, participation in programmes both intra and inter college competitions etc to develop participative learning among all the future teachers.

Problem solving Methodologies:

To develop problem solving abilities of the students, opportunities and proper guidance is given to the students to conduct research and case study as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions .

Brainstorming:

Different individual and group activities are organized in which every member of the group is encouraged to think aloud and suggest as many ideas as possible based on the diverse knowledge. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teach trainees also learn how to use this.

Focused group discussion:

Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

Online mode:

Conducting online classes through Zoom, Google Meet, Use of different tools like Blog Creating, Use of WhatsApp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Opportunities for conducting online surveys are provided to students. Various online assessment tools like google forms, Kahoot, Kaizala etc are also taught to the students used by them further.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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

Response:

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

Response: 25

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

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

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

Response:

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

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support to students for developing their academic and professional abilities. In this regard efforts are made by the mentors in different aspects:

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to

develop student's capabilities of working in teams. Guidance is provided to students like:

- **Developing students' listening and speaking skills.**
- **Having positive attitude towards things**
- **Focusing on strength of team members**
- **Show gratitude**
- **Accept and Appreciate differences**
- **Sharing Responsibilities with colleagues**

It is expected practicing all this in professional life will lead to effective team work by the students.

Dealing with Student Diversity:

Being future teachers it is very important for students at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College that they should know how to deal with student diversity in actual classroom environment. Thus Mentors suggest different ways to deal with student diversity:

- **Divide students into slow ,moderate and fast learners**
- **Provide remedial classes to weak students**
- **Provide additional support to moderate learners**
- **Provide enriching material to fast learners**
- **Engage students in Collaborative task**

Conduct of Self with Colleagues and Authorities

As it is essential to have a decent relationship with colleagues and authorities at work place, mentor guide would be same for the teachers:

- **Respect people**
- **Find a way to get along with everyone at workplace**
- **Practice good etiquettes while communicating with colleagues and authorities**
- **Practice good etiquettes related to personal hygiene**
- **Be kind to colleagues**

Balancing Home and Work Stress

Being in any profession brings lots of responsibilities along with it. After completing B.Ed. programme the student's enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Thus the students' does not suffer with any of such stress. Mentors work for the welfare of students by guiding them for the same.

- **Prioritize your time**
- **Set manageable goals each day**
- **Be realistic at home and work place**
- **Practice meditation and yoga**
- **Be efficient with your time**

Keeping Oneself Abreast With Recent Developments in Education and Life

Keeping oneself updated with recent developments in education and life is very important for intellectual development. Thus mentors motivate students to:

- Read Educational journals, magazines, blogs etc
- Search for websites which provide more specific topic oriented articles
- Follow the news in the world
- Attend different Seminars and Conferences
- Guiding students for use of computers
- Motivating to attend competitive exams

Thus, Mentors maintain a cordial relationship with the Mentees and are always inclined to help in developing the professional capabilities of their students.

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

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response:

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

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

Response:

The teaching learning process at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

Creativity

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity:

Case 1:

Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities.

Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

Case 2:

The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity. Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, role plays, dramatization, etc.

Innovativeness

Innovation in Education encourages teachers and students to explore research and use their sources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways.

Case 1

Students at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College boost their innovativeness get opportunities to celebrate important days like Human Right Day, Women's Day, International Tobacco Day, Environmental Day, International Earth Day, International Monument Day, etc, here the teachers and students come together to innovate ideas and present it before people through the means of Social Media to create awareness in people.

Case 2

Teachers encourage students to involve themselves in doing research projects which leads to innovative ideas by students. Here the teacher gives detailed orientation about the purpose, meaning and procedure of research. The research project can be done in the form of a survey or experiment. Students are expected to work on different problems like Handwriting Problems, Homework, Attendance, Reading and writing, Communication problems, Disciplinary problems, Disinterest etc, Thus, the students under the guidance of teachers work on different problems existing in the field of education and through their research work they come up with innovative solutions for the same.

Intellectual and Thinking Skills

In this era flexible thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College make efforts in this direction of developing these skills through different tasks.

Case 1

Through the practical activities like Micro-Teaching, College based teaching, School based teaching, schools visit, field visit, interaction between many educationist, participating in many Science competition at District Science Centre and participating All India Radio panel session etc., Here the teacher educators give orientation to the students regarding above said activities and then the students select for different activities according to their intelligence and interest. In this way the students utilize and develop their intellectual and thinking skills.

Case 2

To enhance the intellectual skills of student's teachers at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College focus on making the students learn the concept of designing Concept Maps. Here the teachers make the students aware about the different types of concept maps by providing examples from different subjects.

Empathy

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble.

Case 1

The Practical course of "Understanding the Self" in the B.Ed. courses at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College provide teachers an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, studying case studies of different children who are

raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop the sense of empathy.

Case 2

The curricular activities at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College provide an opportunity to visit any government/non government organization working for women empowerment /issues related to women, students are required to make a report after observing the culture of the organization that develops a sense of Empathy.

Life Skills

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

Case 1

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College in association with Heartfulness Institute organized a Workshop on Stress Management. The workshop focused on relaxation techniques and made the students learn how a sound mind helps to deal with our stress at our home and workplace. Dealing with stress in daily life is a very important life skill and teachers equally help students by mentoring for the same.

Case 2

Learning to protect our own bodies, creating strong personal boundaries, self defense and personal safety is something that's absolutely necessary in today's world. In the same reference Sri Murugha Rajendra Swamiji B.Ed and M.Ed College organized a workshop on Self Defense by Kyokushw Karate Sports Association, Kalaburagi.

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

2.4 Competency and Skill Development

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**

4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan (IEP)

Response:

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

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

Response:

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

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

as

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

Response:

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

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

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

Response:

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

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

Response:

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

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

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

Response:

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

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

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

Response:

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

Other Upload Files	
1	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection /Identification of schools for internship: Participative/on request:

It is planned by keeping in view the following parameters and on request to the schools after taking permission from the Block Educational Officer:

- Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.
- Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.
- The student's mediums of instruction (Kannada / English) are considered too before assigning practice teaching school.
- Well renowned schools of Kalaburagi and around are selected that provide a boost in the pupil teacher's capacities, skills & capabilities.

2. Orientation to school principal/teacher's:

- Sri Murugha Rajendra Swamiji B.Ed and M.Ed College Principal and Head of the methods make one-to-one conversations (oral and/or email) with the school Principal and teachers, and inform them about the activities that are needed to be performed by the internees.
- The lists of activities are shared with the school principal through email/hard copy.

1.Orientation to students going for an internship:

Following methods are used for orientation of the students towards internship:

- Students are informed about the school's requirements and do's & don't within the school.
- Guidelines are given to students for their apt behaviour with school authority, students, parents and dress-codes as a part of their teaching practice.
- Students are informed about various school curricular and co-curricular activities that they have to perform during internship and the necessary resources like teaching aids etc. to conduct these activities.

1. Defining role of teachers of the institution:

The college defines roles of teachers in the following manner:

- On the first day of the internship in the school, pupil teachers are oriented by the school coordinator and college teacher.
- Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school.
- Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.

1. Streamlining mode/s of assessment of student's performance:

The training program formally assessed for each of the intern throughout the internship in the following ways:

- Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans.
- Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest them for improvement.
- Internees record their scheduled activities in the "Engagement with field" (EWF) file and it is properly checked by the college faculty with suitable remarks.

1. Exposure to variety of school set-ups:

- Efforts are made to provide the most diversified and finest mode of learning to students by providing them to expose new school environment every time they go for an internship.
- Sri Murugha Rajendra Swamiji B.Ed and M.Ed College tries to provide both government and private schools to students.

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

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

Response:

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

Response: 07

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

2.4.10 Nature of internee engagement during internship consists of

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

Response:

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Institution Adopts Effective Monitoring Mechanisms During Internship Programmes

College conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating body, Gulbarga University, Kalaburagi. College follows a well-organized and well planned schedule for Internship. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity.

Approval list of schools, approved by Block Educational Officer, Kalaburagi, with Coordinator and are informed well in advance about the advent of the internship programme to students. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the Internship programme including details of contacts of in-charge, location of the school, nearby bus stands etc.

The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

Role of Teacher-Educator

The role of teacher educator is:

- 1. To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.**
- 2. Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme.**
- 3. They also look after the problems faced by the students in the schools and provide viable solutions at their level and they also assign assesses the students for their observation skills and their participation in school activities.**
- 5. Suitable feedback is provided to the trainees for improvement in performance.**

Role of School Principal

The role of school principal is:

- 1. To look after the proper allocation of classes to the Interns.**
- 2. To orient the Interns about the functioning of school system and role of a teacher**
- 3. To provide time-to-time guidance to Interns for their performance.**
- 4. To report to Teacher-educator about the observations made for improvement**

Role of School Teachers

The role of school teachers are:

1. To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
2. To provide them guidance in conducting the classes
3. To provide regular remarks on the lesson planning and its execution by the Interns in the class.
4. To provide feedback of interns to the teacher-educator.

Role of Peers

1. To sit and observe peers throughout class duration.
2. To monitor peers for better performance.
3. Discussion upon presentation is done among peers for improvement.
4. To reflect upon observation and improving oneself.

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

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

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

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

Response:

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

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

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

Response:

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

2.5 Teacher Profile and Quality

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

Response:

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

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years**Response:****2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 05

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

2.5.3 Average teaching experience of full time teachers for the last completed academic year.**Response:****2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 220

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

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

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

Response:

- **In house discussions on current developments and issues in education**

Teachers at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. Current Educational development and issues types of discussions are conducting and all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College aims at discussing them with each other to keep them updated. The purpose of in-house discussions on

current developments and issues in education.

- To make themselves aware about recent changes and development in education system.
- To create awareness regarding issues of policies and regulations.
- To strengthen the base of students according to change in system.
- To get ready for changes in education system.
- To provide solution of queries related to different issues and challenges of the education system

To make the teachers aware about the changes going in the education system, teachers at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals. Thus, efforts are made in this direction to remain updated with the scenario. The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender Sensitization, NPE - 2020 etc.

Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education.

- Sharing information with colleagues and with other institutions on policies and regulations

Teachers at Sri Murugha Rajendra Swamiji B.Ed and M.Ed College also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system. Terms of discussion of policies and regulations have been mentioned in the MoU's. Efforts have been done by all institutions to increase discussion on education system.

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

2.6 Evaluation Process

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College runs through a well placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. Satyam has adopted the following measures to maintain the quality of Internal Assessment-

1. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.

2. Under the formative approaches teachers generally assign marks or grades to the students on their internals, assignments, files, co-curricular activities and their regularity in the classroom is being monitored.

3. The records of the students are maintained by the faculty and they are

- Assessed on the basis of their performance in curricular as well as Co-curricular areas.

4. Internal assessment is done for all students as per the university criteria.

5. Cumulative records of students' participation in various activities are maintained.

6. The faculty is personally involved to help the students to prepare the assignments. Corrections and modifications are constantly done.

A variety of measures are adopted to ensure rigor of the internal assessment -

1. **Internal Exams-Internal examinations are held at the end of each Semester. The college keeps a close watch on the regular and timely conduct of Internal Examination, College views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results .The answer sheets are shown to the students and adequate verbal or written feedbacks are provided bilingually.**

2. **Class test-The College faculty evaluates the presentations made by the students as part of the Internal evaluation process. Continuous evaluation is done through testing of skills developed.The written/oral test is taken by the faculty after the completion of each unit.**

3. **Assignments, Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, power point presentations, projects and assignments.**

4. **According to individual needs of the students, sometimes personalized and individual attention is provided, especially for students who face difficulty in learning. Remedial classes are also offered in various subjects to provide additional help.**

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

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

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

Response:

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective**Response:**

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College has a well formed Examination Cell which receives all the grievances related to Internal and External Exams and Assessment. It aspires to sort out the grievances within the stipulated time period.

Grievance Redressal Cell

Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well . It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken. Proper documentation is done related with the Grievances. We look up to the grievances in the following manner-

Internal Grievance Redressal

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances are-

- **Marked absent in the assignment**
- **Marks deduction due to not showing appropriate performance in any one of the assignments.**

External Grievance Redressal

At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are-

Pre-Examination Grievances

- **Not getting Hall Ticket for the examination**
- **Different subject mentioned on the admit card**
- **Name is not correctly written on the admit card**
- **Candidate's Photo missing**
- **Form Filling receipt not provided**

Post-Examination Grievances

- **Result not declared**
- **Name not found in result list**
- **Absent marked in specific papers**
- **Absent marked in all papers**

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

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' according to University calendar, which is containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in

the Principal's office. The student's academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal assessment process.

The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating arrangement charts, list of invigilators etc. The record internal assessment is maintained at the college level. Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence.

The process is as follows:

Teacher: Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule internal evaluation is planned in consultation with the head of the department.

Head of the Department: The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level Then the Academic calendar is forwarded to the IQAC. The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the Festivals, Annual Day, Sports day, etc.

IQAC: The IQAC compiles the inputs received from the teachers and a comprehensive plan is prepared.

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

2.7 Student Performance and Learning Outcomes

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

Response:

Institution follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning Outcomes (CLO) are aligned with the vision and mission of College. Sri Murugha Rajendra Swamiji B.Ed and M.Ed College focuses on development of its students not only

by imparting quality education in teacher training but also in instilling a sense of self worth and discipline. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential.

For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by the Gulbarga University, Kalaburagi, in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed and M.Ed Program. Sri Murugha Rajendra Swamiji B.Ed and M.Ed College works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome.

Programme Learning outcomes and Course Learning Outcomes:

Program learning outcomes of B.Ed. and M.Ed.:

After completion of the B.Ed. and M.Ed. programs, the student teacher will be able to-

- 1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools**
- 2. Apply knowledge of various aspects of development for planning learning experiences**
- 3. Develop skills regarding various role of teacher in facilitating learning**
- 4. Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education**
- 5. Apply constructivist and cooperative learning principles for teaching-learning process**
- 6. Analyze contexts and the relationship between school curriculum, policy and learning**
- 7. Apply knowledge of the cultures, policies and practices that need to create an inclusive school**
- 8. Use information and communication technology for enhancing learning-teaching process**
- 9. Use drama and art for development of personality of learners**
- 10. Relate knowledge about gender, school and society with learning**
- 11. Acquire basic understanding about new trends in education**
- 12. Develop professional attitude towards teaching**

Pedagogical Skills:

- Apply constructivist and cooperative learning principles for teaching-learning process**
- Analyze contexts and the relationship between school curriculum, policy and learning**

- Apply knowledge of the cultures, policies and practices that need to create an inclusive school
- Use information and communication technology for enhancing learning-teaching process
- Use drama and art for development of personality of learners
- Relate knowledge about gender, school and society with learning
- Acquire basic understanding about new trends in education
- Develop professional attitude towards teaching

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College framework for the Program Learning Outcome (PLOs) and Course Learning Outcome(CLOs)

- Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes.
- The Program Learning Outcome (PLOs), Course Learning Outcome(CLOs)of all

Courses/programs are made available on the website.

- Program Learning Outcomes and Course Learning Outcomes are discussed with the students at the time of orientation. .
- Bridge Courses help to clear PLOs and CLOs of each course in the beginning of program.

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

2.7.2 Average pass percentage of students during the last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	84	136	140	145

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

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

Response:

The college offers a B.Ed and M.Ed programmes with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other.

The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. Measurement tools such as seminars, tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles. As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments. The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning. Feedback is also collected to assess the performance of the faculty members. Student Welfare Cell of the college helps in resolving students' problems – academic, psychological etc. supporting them to attain the programme outcomes.

Different ways in which the students and staff are made aware of learning outcomes are as follows:

- **Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes.**
- **The results of each academic year are analyzed thoroughly by the Principal with the Heads, who in turn discuss them with the teachers.**
- **The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.**
- **Such meritorious students are felicitated for their performance during Farewell.**
- **The intended Learning outcomes of other co-curricular and extracurricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all round personality.**

f) Winners of cultural and Sports events are awarded prizes.

Information about student learning is assessed through both direct and indirect measures. Direct

measures may include homework, quizzes, exams, reports, essays, research projects, case study analysis and other performances. Examples of indirect measures include course evaluations, student surveys, course enrollment information, alumni surveys and school placement rates.

Approaches for measuring students' learning:

Summative assessments: Tests, Assignments and other course activities that are used to measure student performance. They often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades.

Formative assessment: Any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in college hours or in written comments on assignments.

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

2.7.4 Performance of outgoing students in internal assessment

Response:

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

Response: 48

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

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College focuses on identifying the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like Talent hunt, Assignments, Examinations, Project work, Participation in co-curricular activities are organized to know about the performance. Development of the competences of the students are observed in curricular or co-curricular activities. Preparing them for assessment and perform to the best of their ability. Developing confidence in the students regarding assessment method. The teacher's/assessor's judgment improve their motivation.

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 them 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

After the internal assessment and semester end achievements, they reach a stage to prove their worthiness through preparing instructional design, demonstration of knowledge beyond current trends in pedagogical practices, exhibition of cultural competence, complexities of teaching to stakeholders and suggest policy revision and show a genuine accountability towards self, society and nation by the end of the B.Ed. and M.Ed. programme. The student teachers finally translate the skills into actual student learning gains and this is ensured by the assessment tasks provided and these tasks make them confident and well-equipped to gather and analyse assessment data in their future and make trustworthy decisions leading to support the future generations. The objective of this assessment task is to improve self-efficacy and a positive attitude towards sustainable development as an edupreneurs as well as responsible teachers.

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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

Response:

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

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

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

Response:

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

3.2 Research Publications

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	00	01	01

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	02	05	16	08

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

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:****3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
13	09	04	03	04

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	84	136	140	145

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

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:****3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
48	84	136	140	145

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

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College organizes outreach activities in the community with active participation of students in various fields viz. Education, Health Awareness programme, Current Social Issues, Women Empowerment, Environment Protection etc.

Go Green Campaign: 05-06-2022 Work organized for the staff and students at the adopted villages and practicing schools. More than 200 samplings were planted in kotnoor and Kusnoor villages.

• **Awareness and Presentation to Municipal Corporation: 03-01-2022** Vermicompost was organized in Gulbarga Mahanagara Palike 03-01-2022. Commissioner of Mahanagara Palike Sri Snehal Lokhande appreciated the task taken by B.Ed. students' regarding the vermicompost which was produced in the college campus. B.Ed. students gifted vermicompost given to Commissioner. Students came with the slogan stop using chemical fertilizers and start using organic manure. Stress was given to clean city, Green city and dream city.

• **Provided Food for Sports Students at University Campus: 24-12-2021** Food kits were distributed for the Athletics of Gulbarga University Gulbarga.

• **AIDS Awareness Programmes: 01-12-2021** AIDS awareness programme was organized on Dec 2022 at Kusnoor Thanda. 67 students participated and created awareness regarding food and nutrition for pregnant women.

• **Health and Hygiene Programmes: 01-12-2021** 67 students participated and created awareness regarding food and nutrition for pregnant women. Students also created awareness on using sanitizer and Ban of plastic. Many health/disease awareness programmes were organized by Students.

• **Covid-19 Vaccination Programme: 20-07-2021** Twice vaccination programme was organised for staff students and the village people of Kusnoor and front line workers were felicitated by the management.

• **No Tobacco Day : 02-06-2022** No Tobacco Day was organised in association with Gulbarga Institute of Medical Science. The students advocated the effect of Tobacco and Smoking. Awareness was created to reduce the effectiveness consuming Tobacco and important policies of Government was highlighted in the public places.

- **Blood Camp : 19-11-2021** Student and Staff with the caption Donate Blood and Save Life was organised in the college campus in association with GIMS Hospital. 35 Students actively participated in this noble work.
- **Food kits and Clothes Distribution for Flood Affected Area : 19-11-2020**
Food kits and Clothes were distributed to the flood affected places of Afzalpur and Jewargi by the Management and Staff.
- **Pollution Awareness Day : 30-11-2021** Our Students participated and created awareness regarding Pollution and its effects on the Planet Earth. Students exhibited the sustainable measures in the exhibition organized by District Science. Center Gulbarga, in association

with Karnataka State Pollution Control Board.

- **Sensitize the Role of Front Line Workers at the time of Covid : 26-09-2020**

Heading the importance of front line workers like Asha workers, Safai karamcharis, Doctors and Nurses were felicitated by the Staff and Students. The role of these life savers were highlighted publicly in Mahanagara Palike premises.

- **Covid Posters Awareness in Public Places :16-11-2020** To sensitize the pupil regarding the Covid and to highlight the standard operation measure, many posters were displayed in the public places.

-

Awareness Created for Drop out Children's in Village : 09-10-2020 To create the awareness and importance of School education our Students and Staff with the Slogan back to School was organized in adopted villages. Many rallies and Campaigns were organized by the Students, like Gender sensitisation. Beti Bachavo, Beti Padavo, Swatch Bharath Abhiyan.

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

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

Response:

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

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

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

3.4 Collaboration and Linkages

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	03	01	02	03

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

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

Response:

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

Response: 24

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

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

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

Response:

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner. The college has built up area of 8472.75 sq. mts that consists of following:

Classrooms: College has 6 + 3 classrooms, one seminar hall & ICT Resource Centre, one multipurpose hall and one conference hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Library: The College has library associated with one 'library cum reading room'. Library possesses an Integrated Library Management System, ILMS: Biyani (OPAC) that helps in maintaining the records of the books/journals. N-List, Digital periodicals, References, Encyclopedia and also MoU with Central Library, Gulbarga University, Kalaburagi.

Laboratories: Curriculum laboratories available in the college and it are consisting of Psychology, Mathematics, Science and Social Science Laboratory. Language Lab is well equipped with Biyani Digital Language Lab software with the capacity of 25 students at a time. It is used to develop the basic skills of the English language, which nowadays is the preferred language for the teaching profession in society. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipments: In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Social science laboratory contains models, charts on various concepts to use in teaching. The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviours.

Computing facilities: Computer laboratory is well equipped with the updated MS Office software, MS Excel, Power Point. Each faculty has a separate desktop with a facility of Microphone and speakers for online classes. A common attached printer is also available for printing the documents. LAN facility is also available for browsing.

Art & Craft Resource Centre and Teaching learning resource center for work experience: It provides students to encourage arts practices and develop aesthetic value.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available.

Fitness Centre: Various healths related activities are done by the students in the centre to develop more strength and stamina in them. Gym is also available. Indoor games like Chess, Carom-board etc., are also available in the centre.

Canteen: The college canteen provides hygienic food to students and staff.

Parking area: The campus has a wide parking area to accommodate two as well as four wheeler vehicles.

Ramp: Ramp and wheelchair are also available for differently able persons.

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

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

Response:

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

Response: 06

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

Response: 21

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
63.08	61.49	38.96	44.81	42.98

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

4.2 Library as a Learning Resource**4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software****Response:**

The College Library is fully ventilated; Wi-Fi enabled and has a seating capacity of 50 users, consisting of provision to enable students to access information for their academic pursuits through internet and e-resources. Additionally, 5 computers have been installed for the students. Sri Murugha Rajendra Swamiji B.Ed and M.Ed College keeping in view of the mission and vision of Gulbarga University, Kalaburagi, provides all the resources required to empower women through Education. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching- learning material. The library has ample books to refer for the core and elective papers as well as for professional growth. The Library also has a reading room for students and faculty to work upon references and study material. The library plays a vital role in the Teaching-Learning Process as it provides the material online as well as offline to refer. The students get the books issued for a week and avail the facility of library and its resources to the fullest. Library at college is not just a center of learning but also an ocean of knowledge and learning experiences. Students and faculty contribute to the library facilities by actively participating in all the activities organized by the Library Cell from time-to time. Library at college keeps on updating itself with latest books and journals to keep abreast of the changing scenario in the Education Industry. The Librarian ensures the students make optimal use of the library.

Library Automation:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College offers a partially automated Library and

possesses an Integrated Library Management System, ILMS: Biyani. ILMS Software Biyani (installed-2015) provides a very user-friendly interface for searching documents in the library and their issuance status. This Software is time-saving and assists in smooth functioning of the Library.

The details of Library facilities Web-OPAC are:

- Name of ILMS software: Biyani
- Biyani Nature of automation: Partially
- Version: 16.05.05
- Year of automation: 2015

Features of Biyani:

- An Open source library automation Software.
- Biyani OPAC facilitates circulation of books for faculty members and students.

Resources available in the library:

Sl. No	Name of Learning Resource	Numbers
01	Print Books	5240
02	Encyclopedias	20
03	Journals	10
04	Newspapers	08
05	Barcode Scanner /Printer	01/01
06	Printer	02
07	CD ROM	200
08	N-List E resources	01

Services provided by Library:

- The Library follows the Open Access System (OPAC)
- The library provides access to the University library for e-resources.
- Available from 10 am to 5pm on all working days.
- The Library publish monthly new arrives about Books and Journals.
- Year wise time-table.
- Global access to scanned books is possible through website.
- Membership of N-List E resources

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

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College possesses a full-fledged library in the premises supporting and assisting the students in their learning since its inception. The library uses e-resources of Gulbarga University Central library, Kalaburagi, The library at College is updated each year according to the changing needs of the Education systems and teacher training pattern. With the changing requirements of the Education Industry and rapid changing world into digitization of education all across the nation, College library subscribed to a remote access system to avail the library resources to students and faculty. The library also offers membership of N List to each student and faculty as a remote access to the library and its resources. The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", The N-LIST project provides access to e-resources to students, researchers (M.Ed Students) and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre.

College has a Library Committee (L C) to systematically review the various library resources for adequate access, relevance etc. and to make acquisition decisions. LC is comprised of 5 members of the college including the librarian as a convener. The committee plans developmental activities of the library including library expansion, purchase of new books and periodicals and library reforms. LC also solves the problems of the PTs related to library.

The College Alumni are also encouraged to support the library efforts by identifying, downloading and donating e-Books to expand to the College's existing library base.

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

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

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

Response:

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.50	0.54	0.93	0.52	0.59

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

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

Response:

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

Response: 500

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

Response: 900

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

Response: 1300

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

Response: 2700

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

Response: 3000

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

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

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

4. Documents are obtained as gifts to College**Response:**

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

4.3 ICT Infrastructure**4.3.1 Institution updates its ICT facilities including Wi-Fi****Response:**

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education. The college has good IT facilities available for teaching-learning, research and administration. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. SMART Classrooms are our tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in every lecture Hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Wi-Fi facility is made available to all faculty members and students inside the campus (Internet speed of Wi-Fi is 100 mbps).

Over the years the college upgraded its hardware, software and allied IT facilities according to requirements. The college tries to introduce the latest technology in computing and IT fields regularly. In 2015-16 institute was equipped with ICT resources like 50 desktops, 01 laptop 01 computer speaker, 02 Pen drive.

Access Internet, retrieving information, using INFLIBNET, consulting e-libraries, sharing ideas through emails, face book, blogs etc. Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities. Power point presentations, seminars and assignments etc are possible through the ICT facilities. ET equipment is used for preparing teaching learning materials, ICT facilities to enhance teaching competencies and for research.

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

4.3.2 Student – Computer ratio for last completed academic year

Response:

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

4.3.3 Internet bandwidth available in the institution

Response:

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

Response: 100

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

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

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

5.Editing and graphic unit**Response:**

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

4.4 Maintenance of Campus and Infrastructure**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:****4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.61	4.66	2.33	1.31	2.11

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

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

Response:

The College has a well-defined system in place for the maintenance and utilization of all its physical and academic facilities.

Classroom management:

The classrooms are well equipped with all modern technology like the smart boards, mike systems. CCTVs installed in classroom to make sure of the safety and the security of all students, teachers and equipment. Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance of all the modern teaching technology system about repairs and replacements are the basic attributes of classroom management.

Laboratory:

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education.

- Fire Safety equipment is maintained in labs as a precautionary measure.
- Maintenance -Regular inspection of devices/tools is organized.
- Periodic maintenance is done by regular cleaning of the lab spaces.
- Regular check up of equipments is carried out at the end of every semester

Library:

- If the books are lost, then the borrower shall replace the books of the same edition or latest edition after getting permission from the Principal.
- Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register they will be issued a duplicate card
- At the end of the academic period borrower cards shall be returned to the library.
- Withdrawal of books and other reading material which is not useful for current references is done on a regular basis.

Sports complex:

There is no specific Sports Complex is there in college premises but MoU with Gulbarga University Sports Department since 2015. Sports Cell looks after maintaining the sports ground and sports equipment and organizes various indoor and outdoor sports competitions for students. Safety equipments and sports gears are properly maintained and students are always instructed during sports periods in regard with proper handling of the gears. Gym is there in college premises, those who are interested they will join.

Computers:

Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, given to Millennium Computers, Kalaburagi.

Website and Enterprise Resource Planning (ERP) System

Website is maintained and updated with the help of external professionals. ERP System is developed to keep parents informed about student's attendance, Classes, admission, Fees and profiles via mobile messages assuring safety of the students.

Classrooms:

Physical infrastructure is well maintained and upgraded with necessary requirements to ensure comfortable atmosphere. Regular cleaning is done and Saturdays are reserved for deep cleaning and sanitization. The plumbers, electricians and carpenter are hired periodically for building maintenance. The classrooms are well equipped with all modern technology like the smart boards, mike systems. CCTVs installed in each classroom to make sure of the safety and the security of all students, teachers and equipment.

Other Resources:

- Multipurpose Hall
- Seminar Hall
- Art & Craft Resource Center
- Parking area
- Health and Physical Education Resource Center

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response:

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

5.1.2 Available student support facilities in the institution are:

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

Response:

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

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

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

Response:

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

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

Response:

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators				
Response:				
5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
27	21	15	43	36
File Description	Document			
Upload any additional information	View Document			
Data as per Data Template	View Document			
Appointment letters of 10% graduates for each year	View Document			
Annual reports of Placement Cell for five years	View Document			
Paste link for additional information	View Document			
5.2.2 Percentage of student progression to higher education during the last completed academic year				
Response:				
5.2.2.1 Number of outgoing students progressing from Bachelor to PG.				
Response: 05				
5.2.2.2 Number of outgoing students progressing from PG to M.Phil.				

Response: 05

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

Response: 03

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	07	02	06	01

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

5.3 Student Participation and Activities**5.3.1 Student council is active and plays a proactive role in the institutional functioning****Response:**

The college duly elects a Student Council which is formed in a democratic manner and executes its work in a justified manner under the guidance of College Head. The Student Council organizes different programs and plays an active role in academic and co-curricular activities.

Composition of Students Council: It comprises of:

- President
- Secretary
- Members

Election of President and Secretary: The President and the Secretary are directly elected by the students of the college, who, on the date of the notification of the election process, are on the college rolls or as decided by the college. The election is conducted through secret ballot on the plurality principle and majority of valid votes cast is the basis of the elections.

Eligibility for President and Secretary: - The eligibility for contesting for the post of the President and the Secretary is as follows.

- 75% attendance in the last academic session attended
- Good conduct in the college as per college records
- No Essential Repeat in the previous University examination (No Backlog of Papers)

Eligibility for members:

- The first year students shall be eligible to get nominations.
- Good conduct in the college and active participation in the departmental activities.

The students are selected for the committee in a predefined ratio to ensure that impartial representation is maintained from all students. The council members are closely monitored by the appointed coordinators (Faculty member) to keep the council running in an organized manner. The Members of Student Council are part of various committees like Library, Anti ragging, Sports and Cultural Committee.

Functions of the Council:

I. Student Council President

- Represent the student body at all college events.
- Be responsible for coordinating the interviewing, selection and functioning of committee chairpersons and task forces.
- Supervise the functioning of the elected student body officers.
- Develop the agenda for and preside over the meetings of Student Council.

II. Student Council Secretary

- Represent the student council at all college events as requested by the president.
- Coordinate the work of committees.
- Preside over Student Council meetings in the absence of the president.

III. The Council Member

- Communicate ideas from the student body to the Council.
- Report to the class the results of Council action.
- Serve for their assigned Cell.
- Volunteer as needed

Role of Students' Council is evident through:

Cultural programs and sports events: Students are divided into groups with one or two mentors from respective Cell providing guidance to the students for Sports and Cultural activities.

Alumni Meet: Members are also a part of College Alumni Cell and contribute in making the alumni strong in all its activities.

Students' Welfare: Students' Council Members are the part of Students Welfare Cell and play an active role to organize activities and welfare related events for the students.

Like this constituting other groups and conducting respective programmes.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	03	02	02	02

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

5.4 Alumni Engagement

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

Response:

Alumni serve many valuable roles, they help build and grow an institute's brand through their work strength and word-of-mouth about the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of similar background.

Alumni of Sri Murugha Rajendra Swamiji B.Ed and M.Ed College are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is registered and maintaining separate account.

The mission of the Sri Murugha Rajendra Swamiji B.Ed and M.Ed College alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. At Sri Murugha Rajendra Swamiji B.Ed and M.Ed College, we conduct our annual gathering every year. For their general meetings there is a separate place in college premises, where they can discuss, plan, and talk to each other and even they can execute their planning with the help of college faculties and students.

The objectives of Alumni are:

1. Maintaining the updates and current information of all alumni.
2. Sustained sense of belonging to the Alma Mater.
3. Provide financial (Employability) help to Alma Mater.

4. Participate in teaching practices and internship.

5. Provide opportunities in placement and growing institute brand.

At Sri Murugha Rajendra Swamiji B.Ed and M.Ed College we follow a process to make students a part of the Alumni Group. We have created a registration form for all final year students; they can be a member of this group by paying a minimum fee. We also encourage our final year students to continue with our WhatsApp groups and join alumni Facebook page so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too.

We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment.

If we talk about participation and decentralization positions of the college, we have one representative of alumni group in College Development Committee (CDC) and in Internal Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations, as well as they support the placement of the present students in various reputed schools.

Alumni group contributed significantly through various activities during the last five years:

- **Motivating new students**
- **Organizing various activities**
- **They support in online teaching and learning**
- **They support in placements**
- **They support in internship programmes**
- **Time to time they deliver guest lectures**
- **Planning for college development**

1: Placement and Internship:

The role of the Sri Murugha Rajendra Swamiji B.Ed and M.Ed College alumni group has been significant towards the development of the college. College alumni group has been actively maintaining relationships with its alma mater. With the help of this group the college has been able to get various internships and placement opportunities for the students.

2: To motivate new students:

On the other hand, Sri Murugha Rajendra Swamiji B.Ed and M.Ed College alumni group has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities. With the help of different seminars and alumni meet, the group motivates the current students and also enlightens them with current trends going on in the Education system and Alumni Association guides juniors to upgrade the skills before joining various board schools.

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

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

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

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

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

Response:

It is a matter of pride that Sri Murugha Rajendra Swamiji 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.

Alumni group of the college is an active body with many alumni as its members. 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, College Advisory Committee, Curriculum development etc. The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways.

An Alumni Meet is organized for all the Alumni of the college every two years. Many activities are organized for the alumni; they are honored for their accomplishment. The college conducts meetings with its Alumni Group on a continuous basis. On an average 2-3 meetings are organized by alumni groups every year, for this purpose a separate room is allocated to the alumni where they can discuss and exchange their views. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. 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. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms like Facebook/WhatsApp.

In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students related to the field. The topics on which these discussions and talks have been arranged are:

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 SWOC analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.

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 Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. College is promoted by Reshmi Educational and Charitable Trust (R), has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education, aim being to achieve excellence in the educational field towards development of education in the era of globalization. The governing body delegate authority to Principal and HOD who, in turn share it with different committees and cells for smooth functioning.

We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations.

And in order to accomplish our endeavors our Governing body strictly follows the below:

- **Appoint teachers with all the rules and regulations of the NCTE and University.**
- **Stringently adhere to the process where we follow the eligibility criteria and take all necessary approvals.**
- **Make sure that the student intake is as per the NCTE rules and regulations.**
- **Follows reservation policy as decided by State University.**
- **Focuses on women empowerment, to make them self-independent.**

College with a multi-story, environmentally friendly spacious campus and state-of-the-art facilities

offers a range of short-term and long-term courses to meet the student requirements.

In order to cope with the dynamics of the ever-evolving market and students' requirements, the College Management keeps investing in the latest technology, faculty training and pedagogy and other extra-curricular activities to impart up-to-date education and enable students with a skill-set to meet the requirements of the current environment.

The Teaching Staffs are open and liberal to an extent support to the students and encouraging engaging more in academic activities and providing feedback, it keeps the college improvising on its resources, as and when it is required.

The College Management also keeps participating in industry events and inter-college competitions to provide students with multifarious opportunities to let them realize their true worth and potential.

To empower its students with the latest standards skill-set, College often launches short term courses, engaged in research and development, keeps expanding their library, provides seed money to upgrade the computer lab and language lab, and other teaching aids.

And Sri Murugha Rajendra Swamiji B.Ed and M.Ed College does not just provide education, rather it focuses on building their students' personality. College arranges self-defense workshops in collaboration with Kyokushw Karate, A M R Karate Sports Association, Kalaburagi, Karnataka, India to empower their students with self-defense techniques which can be used during life-threatening situations.

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

6.1.2 Institution practices decentralization and participative management

Response:

The College Development Committee(CDC) is the apex body of the institution that plans and executes the development activities.CDC of the institute was set up in 2016.CDC of Sri Murugha Rajendra Swamiji B.Ed and M.Ed College is a very effective body which serves as a link between the college, students and administration.

Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development. College has been decentralized with the help of 12 different cells to look after different types of activities in an efficient way. College Management encourages its employees and students to provide feedback, and keeps taking their suggestions time to time in order to improvise the college and its facilities. In order to provide latest and best-in-class courses for academic and non- academic work, College Management keeps a close watch on the trends and requirements, by actively interacting with its Alumni and faculty members.

IQAC was established in the college on 2015 and plays a pivotal role at academic and administrative level like school participation, outdoor interaction, green initiatives, stage maintenance, regular FDP for teachers.

Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. The college administration is decentralized through Reshmi Educational and Charitable Trust (R) to Advisory Board to College Development Committee to Principal to IQAC then college work is divided into academic and administrative work. Under the supervision of the principal, heads and committee Members College prepare plans for organizing curricular, co-curricular and extracurricular activities. These plans are approved by concerned authorities and implemented accordingly, while preparing the plan and its implementation.

The Ways in which all teachers participate in the Management Process:

- The Principal oversees the Teaching Plans of his/her departmental members.
- Teachers have right to make adjustments in the routine.
- They often take the lead in planning seminars, workshops, and career counseling sessions, remedial measures, interdepartmental or/and inter-college exercises, departmental excursions and study tours.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- They can decide on the nature, pattern and duration of special and remedial classes for the students of their department.
- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

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

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels. All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year. There is provision of increment in salary every year for employees of the institute on the basis of their performance. College has an Internal and External audit system which is accessible to all, and the college has annual budget provision for future betterment.

Academic Transparency:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through facebook and on its website. Admission forms are processed online and offline with all the relevant details explained in its prospectus and also on its website.

College organizes a campus placement week every year for 4th semester in its premises; this placement drive is open for all students of 4th semester. College provides advance and innovative approaches of teaching-learning process in various prestigious schools of Gulbarga and around during two years internship programme, we also take area preference during internship so that students commute regularly without any trouble. We take feedback from students on a regular basis. The internal assessment comprising various components, ensure that students monitor their performance, progress and fairness in the evaluation. There is provision of remedial classes and grievance redressal system.

To make transparency in the academic field Sri Murugha Rajendra Swamiji B.Ed and M.Ed College provides full information of its syllabus, events, upcoming events etc., on its website. We have an active facebook/Whatsapp account where we display all the events of the colleges. We also have an active alumni association and alumni facebook/Whatsapp page who participate directly or indirectly for college development on a regular basis.

In morning assembly, we provide facilities to every student for reading daily news and presentation of thoughts of the day, so that they learn presentation skills.

Administrative Transparency:

College has a College Development Committee (C D C) formulated according to Karnataka Public University Act, 2016; it acts as a link between the college, students and administration. Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development. IQAC is established in the college on 2014 and plays a pivotal role in academic and administrative activities. 12 different cells are formed in the college to look after different types of activities. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. College divided academic work in curriculum and co-curriculum activities and administrative work is divided into student welfare and administrative committee.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The IQAC through deliberations with the stakeholders made a perspective plan (2017-2021) in 2017 for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment the purpose of the plan was to strengthen the functioning of institution.

One of the examples of activity successfully implemented based on perspective plan is as follows:

Augmentation of Academic infrastructure and Equipment:

Following work is done in relation to infrastructure of the institution and demand of equipment

-Increase in the number of computers

-Increase in the furniture

-Language Lab set up

-Books Rack for library

-Biyani Software for library

-Speakers

-Microphones

-Sports Equipment

-White boards

-LCD Projectors

-Laptops

Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective. Furniture in the classrooms, Library has been increased. Biyani software has been used for library working. Language lab has been proved very useful for the students. Sports Equipments are very essential for the holistic development of students, so institution has also worked on it.

75% of the proposed plan has been completed. As we were under the grip of pandemic wave for two years, a lot of action items/deliverables remained unfulfilled which will be tried to complete by June 2023.

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

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College is affiliated to Gulbarga University, Kalaburagi. The administrative Bodies/Councils/Committees/Boards are governed in a very transparent manner as per the policy of institution. Transparent audit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years.

The system of governance is as follows:

The Statutory bodies of the College are the Governing Council, the Advisory Board and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution. The Advisory Board constituted according to the guidelines of the UGC is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies.

The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The principal is assisted by the 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. The Academic wing of the college lays emphasis on Extension and Outreach Programmes and provides platforms for students and faculty to reach out to the community.

College Committees: Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of chairman and members. It is through these committees that the college seeks decentralization of power structure. The Curricular aspects are handled by Exam Cell, Library, Research cell. Co-curricular activities include Arts, Sports and Literary Clubs. Student welfare is ensured through Placement Cell, Discipline Cell, Grievance Cell and Alumni Association also contribute to student welfare. The college has a well-defined organizational structure in the administration staff. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the principal.

Recruitment and service rules: All appointments are made through the selection committee constituted by management of Reshmi Educational and Charitable Trust (R). In accordance with the NCTE regulations, list of vacant posts is prepared. After approval of list, advertisement in newspaper is published for inviting applications along with testimonials. List of suitable candidates is prepared after scrutinizing; they are called for interview by selection committee. After interview selected candidates are given appointment letter.

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

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

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

Response:

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

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned (as and when required) in the committees / cells for its proper functioning. The committees/cells regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. The objective of the cultural cell is to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfill its objectives, the cultural cell conducts various activities regularly after cell meetings.

Provision of staff council meeting, academic committee meeting, discussion of staff members on various topics, interactive session with the students, sharing the experiences of the teachers who have attended the seminars / conferences and the faculty improvement programs on behalf of / sponsored by the institution, arranging substitutes for the classes of teachers who are on the leave, discussion among the teachers on the problems of the students in relation to mentoring of students The management of the institution encourages and ensures support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- Giving study leave with pay protection facilities to the faculty for Ph.D. Course work in Education.
- Stress on the purchase of valuable and research based books for ready reference by the faculty and advanced learners of the institution.
- Monitors through the Principal regarding the remedial measures undertaken by the faculty members for meeting the learning difficulties of the slow learners.

During teaching learning sessions, lecturers make extensive notes of changes that are obvious as a result of classroom transactions driven by student experiences that add value to the existing curriculum bringing it more in line with the present needs. All these notes are considered and the necessary changes are introduced into the curriculum, based on its benefits to the teaching learning process. Digital literacy is being promoted to realize the credit bank system as proposed by NEP 2020. The scope of post-graduate dissertation has expanded to include emerging environments

conducive to teacher profession such as employability, professional conduct, teaching competencies and teaching standards.

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

6.3 Faculty Empowerment Strategies

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

Response:

Well being of the staff is important for effective functioning of the Institution. Sri Murugha Rajendra Swamiji B.Ed and M.Ed College has effective welfare measures for teaching and non-teaching staff.

Maternity Leave: Maternity leaves are given to Lady Staff members for six months without salary with an agreement of resuming the work as per her convenience after this period. **Promotions:** Promotions or salary hikes are given to the teaching and non- teaching staff based on the qualification, services, and outcome of the performance appraisal.

Fee concession to the Wards of the staff members: College also provides fee concession for the wards of the teaching or non-teaching staff.

Research Assistance: Publication Incentives, cost of the registration and participation in the national or International conferences/Seminars are given to the faculty members. Seed Money is also provided to the research scholars.

Career Growth: Faculty members are sponsored for attending short term Courses, Workshops and Faculty Development Programs for up-grading their knowledge.

Faculty Recreation Programs: Recreational Trips are organized for the teaching and non- teaching staff. The cultural programs are also organized where all the teaching and non-teaching staff members have annual get together with their family members.

Organization of community outreach activities as per in the syllabus, community based awareness programs, Blood Donation Camp, Health Orientation Program, Organization and Participation in the seminars, workshops, conferences, participation in the research based workshops, orientation

and refresher courses, acting as judges in various cultural and literary activities in the institution and in the community, participation in the cultural programs of the internship conducted schools, annual sports meet etc. are considered as the institution's initiatives in promoting co-operation, sharing knowledge, innovations and empowerment of the faculty.

College undertakes performance appraisal through internal assessment & assignments, formally and informally and effects/initiates changes for providing reinforcements. Faculty empowerment through participation in seminars/conferences/workshops etc. Organizing workshops with the help of educationists for faculty empowerment: workshops are conducted by academic experts to provide guidance and quality input for teaching particular topics like teaching skills, ICT in classrooms, use of audio visual aids, constructivist approach etc.

Miscellaneous:

- Uniform is provided to peon and security as per season.
- Free medical camp for the staff
- The college has well-furnished staffrooms, drinking water facility in the staffroom and air coolers.
- Staffs are provided with separate cupboards and washrooms.
- The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers.
- Provision of medical and maternity leave is in place.
- Staff is granted sabbatical leave to pursue higher education or research work.
- Advisory committee comprising of senior members give constructive suggestions and recommendations to principal for the smooth conduct of activities of the college.
- Teachers' day is celebrated to boost the professional morale of teachers.
- Picnics and tours are arranged for staff recreation.
- Cordial and employer friendly environment is created to give job satisfaction to the employees.
- Recreation activities are planned in coordination with the staff members like sports activities, yoga
- Sessions, music, movie get together and luncheons.

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

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences /

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	03	00	01	03

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	01	01	01

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	00	00	00

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

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

Response:

College adopted an effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. Adopting the same, the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities), Co-Curricular, Extension, Professional Development activities, Research Publications, Academic Contributions and Code of conduct(punctuality and regularity).

At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution. Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process.

A team consisting of the Principal and Head of the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. For non-teaching staff, the feedbacks are collected from each department and appraisals are given.

We can define the following purposes:

1. Providing feedback to employees about their performance.
2. Facilitating decisions concerning pay increases, promotions, layoffs.
3. Encouraging performance improvement.
4. Setting and measuring goals.
5. Determining individual and organisational training and development needs.
6. Confirming that good hiring decisions are being made.
7. Provide legal support for personnel decisions.
8. Improving overall organisational performance.

Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are:

1. **Effectiveness of Academic Deliverance:** It is evaluated on the basis of teachers' academic deliverance in B.Ed and M.Ed Programs Daily attendance record of students, Course development and management, coordination with students in terms of subject deliverance, class activities, lab related practical work, attendance issues etc. in due time line and mentoring in co-curricular like college events, workshops and Guest lectures.
2. **Effectiveness of Academic Management (Coordination):** Completion of additional activities allotted in due time line.
3. **Academic Development (self as well as the college):** Initiatives taken for self improvement/enhancement, Development of Best practices at workplace.
4. **Contribution to other Departmental Functions:** Initiatives taken to other Departmental Functions as a whole.
5. **Research Work-Involvement** in research related activities is also one of the parameters for Appraisal.

Qualitative and qualitative parameters adopted for Non-Teaching Staff are:

All non-teaching staff are also assessed through annual performance appraisal. The various parameters for staff members are assessed under different categories i.e., Departmental and Cell Activities, academic and administrative coordination- Schools Interaction, Academic Management,

Self Development, Discipline and efficient organisation of work assigned and technical abilities. The overall assessment is based on the cumulative grade by the Reporting Officer, which is then forwarded to the Chairperson by the forwarding officer.

The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Institute conducts internal financial audits regularly on an annual basis by the Chartered Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanations asked by the CA are explained. There are no objections reflected as such in the report yet.

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

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged

over the last five years (not covered in Criterion III)(INR in Lakhs)

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College has certain strategies for mobilization of funds and the optimal utilization of resources. The resource mobilization policy and a procedure are displayed on the Institutional website. The budgetary resources are mobilized through various resources such as, tuition fees, and other fees, donations collected through well-wishers, alumni and the gratitude fund donated by the college staff.

Since, Sri Murugha Rajendra Swamiji B.Ed and M.Ed College is a self-financed college, there are no funds from Government organizations or NGOs till now though we are putting great efforts to attain funds from Government agencies for the quality assurance in the Institution. Due to lack of such funds we accommodate the expenses from two funds which are Tuition Fee and Alumni Funds.

The College utilizes these funds for the following resources:

- 1. Library Books:** The above funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. As the Library is the centre of learning. The books are purchased on a regular basis for the library using the above funds in

an optimal manner.

2. **Infrastructural Improvements:** College utilizes the above funds to bring required infrastructural changes in the premises from time to time like additional furniture in the classes, smart boards etc.
3. **Learning material for activities:** College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc.
4. **Gardening Expenses:** College utilizes a considerable amount on Gardening which keeps the environment green and healthy. Gardening is the regular practice at College to contribute to local environment.
5. **Security Purpose:** The College safety and security are primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of each in the college. College campus is under CCTV surveillance.
6. **Housekeeping:** College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises.
7. **Repair and Maintenance:** a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.
8. **Internet Charges:** The College provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process. The above funds are mobilized to provide the Internet service to all the users.
9. **Research and Development:** The above funds are optimally utilized to support Faculty and Students for Research and Development like attending Seminars/Conferences/Workshops/Symposium, Publishing papers in UGC Care Journals by. College offers assistance in carrying out Research work by sharing the load like providing seed money.

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

6.5 Internal Quality Assurance System

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College is a student centric Institution, and always ensure the benefit of students in all spheres of life. Establishment of IQAC is a concrete step towards

development of students. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions, specifically students. To promote measures for institutional functioning towards student development through effective personal mentoring experiential learning of best practices.

Experiential Learning: In order to strengthen the theoretical learning of management, the institute organizes lecturer of highly experienced corporate professionals. These highly experienced professionals shared their experience learning with students. This provides a laboratory of experience learning to the students. To provide experiential learning to students, IQAC make sure that students are given hands on experience through two School internships, which are designed to give students first experience of corporate world, the linkage between classroom teachings and the real world. Students also contribute to the consultancy assignments of faculty members and get clear idea about the real world workings.

Students are encouraged to participate in corporate theatre and learned through their own experience of the economic happenings in the country and in the world. IQAC takes care that the transfer of knowledge is happening in all activities.

Mentoring System: IQAC initiated the student mentoring system to lift and monitor student's progress at every juncture. In the system, each student is given close personal and professional mentorship by the assigned mentor. The performance of each student is checked and monitored and recorded by the mentors.

Procedure to check effective working: IQAC takes due care in implementation of this initiative. Time to time IQAC randomly checks the performance report of students and advice mentors wherever required. Each mentor maintains detailed record of his/her mentees performance and is free to discuss any issue faced by them to IQAC for guidance.

Process Adopted by the IQAC of Institute

College IQAC functions actively in improving the quality of education, teaching learning process and learning outcomes by internalizing policy and procedures of these quality strategies. The quality strategies and processes used are:

- To intensify curricular aspects with value added course, self study courses, organization skill programme
- To intensify feedback collection, analysis and review
- To improve continuously in admission process, student diversity, teachers quality, teaching learning process and learning outcome
- Outcome based education is initiated by IQAC
- Result-analysis and active Grievance Redressal Cell
- Extension activities including FDP are enhanced
- IQAC works constantly to establish newer collaborations and linkages with different organizations
- Updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration
- To strengthen student support system with management scholarship
- Encourage student council activities including sports and cultural

- **Continuously practice decentralized and Participative governance with faculty performance evaluation through self-appraisal forms and confidential reports**
- **To express strong concern for environmental activities including rain water harvesting, plastic ban, waste management and Energy Saving.**
- **IQAC works constantly to promote research work**

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

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

Response:

The institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes different cells like Discipline Cell, Cultural Cell, Sports Cell, Library Cell, Student Welfare Cell, Examination Cell, Alumni Cell, Grievance Cell, Anti Ragging Squad, Internal Compliance Cell, Research Cell, Publication Cell, Admission Cell, Academic Planning Cell.

Various quality initiatives for improving the teaching-learning process are taken by the Institute under the guidelines of IQAC like Organization of Seminars, Workshops, Events like Annual Carnivals, Graduation Ceremony, Exhibitions related to pedagogy subjects, field visits like visit to Mother Dairy, Science center, AIR, Forts, BEO Office, DDPI Office, DIET etc. for the Students, Faculty Development Programmes for faculty, Value-added courses for students, Encouragement to use ICT resources in teaching learning process.

Institute reviews its teaching learning process through taking feedbacks in different areas:

- **Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analyzed and appropriate steps are taken for improvement.**
- **Feedback of teachers is taken from students and accordingly suggestions are given.**
- **Feedbacks are collected after conduct of different activities. These feedbacks are collected and consolidated at the institutional level. The corrective actions are taken through IQAC.**
- **Self Appraisal Forms are collected from faculty. Besides this IQAC has reviewed and implemented its teaching-learning process through the following ways:**

On the basis of the feedback received from students and Alumni during the last four years it was identified that there was a need for introducing the usage of new technology for the teaching

learning process. Taking this into account, the IQAC has taken efforts to improve the facilities:

- Internet and WI-FI facility is provided.
- LCD projectors are installed in classrooms and laboratories.
- N-List Membership
- Projects were assigned to students to develop ICT based teaching-learning materials.
- Online feedback system is introduced for feedback on curriculum, teaching-learning process

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	01	07	05

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for

improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response:

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

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

Response:

The Institute thrives for perfections in giving the best services to the stakeholders in this process IQAC plays a crucial role for continuous quality check. Institute works in close coordination and tries to cater to the changing needs. IQAC ensures continuous up gradation of quality of inputs supplied to students.

Many incremental improvement initiatives are taken by the institute, these are listed below:

Institute is taking continuous and wide awake efforts to improve quality in academics. Since its inception the institution plans the teaching, learning and evaluation schedules by preparing academic calendar at institution and department level The teaching, learning and evaluation activities in the institution are implemented according to the academic calendar, which is observed by head of institution. Through interactive learning, experiential learning etc. efforts are being taken to build the student centric system. IQAC sets the standard for various activities and processes.

- **It observes the process and measures the performance against the set standard.**
- **It suggests remedial actions in case of variation.**
- **It prepares the policies, plans, Formats and documentations in order to furnish the requirements.**

Some of the initiatives of IQAC contributing in incremental improvements since its inception are:

- **Mapping of Course and Program Outcomes**
- **Project Based Learning (PBL) scheme**
- **Introduction of Training Sessions to students**
- **MOU with National and International Institutes**
- **Strong Mentoring System**
- **Enhancement to digital and multimedia content in Library**
- **Organising Alumni meet**
- **Organising workshops and Conclaves for students**
- **Organising co-curricular and extracurricular events and activities**
- **Promoting sports and healthy lifestyle**
- **The evidence of success can be seen in entrepreneurship records, strong alumni base of the institute and corporate connect.**

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Energy is the capacity to do work. According to the law of conservation of energy, energy can neither be created nor destroyed. It can only be transformed from one form into another. This means that the loss in one form of energy leads to the rise in the other form of energy.

Energy conservation is the practice of reducing the consumption of energy by humans or Energy conservation means making the most of our energy resources by using our natural endowments wisely, getting the greatest return from our energy investments, and investing in clean energy.

Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy.

The use of energy efficient equipment is promoted in the institute. By using LED Lamps instead of using incandescent lamps, promotion of energy efficient lighting systems in the campus which require 1/8th of the energy to light the same room. 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-negative institute. To include environment concerns in planning and decision making. Our sole goal is to include environmental concerns in planning and decision making.

Students are not only oriented during the induction programme on the endeavors towards sustainable living, but also throughout the course work the concept of sustainable development and living is integrated into all the course activities. Students through the various club activities are also involved in the decision making process so that sustainable practices can evolve reflecting emerging needs of the environmental protection. Science club members remind one another regarding 'Plastic Free Campus'. From time to time, a green audit is in practice to streamline the ways of energy conservation. The Student Council members take change to see that all appliances and lights are switched off when not in use.

Disseminating the concept of energy conservation through teaching methodology in value based lessons showcase integrating essential components of sustainable development in the concepts of sciences and social sciences internalized by the student teachers. These techniques of energy conservation are in turn taught to school students.

The institute has an energy conservation administrator to coordinate and implement the sustainable practices, taking care of periodic maintenance of the building facilities. The institute also caters to general efficiency techniques and methodologies that can be implemented in day to day function. Reducing energy consumption in the institute is a continuing priority which is ensured through an

awareness program involving student's mentors and institute staff.

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

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

Response:

Waste Management is a joint responsibility of local government as well as of private organizations and individuals. Institute has designed an integrated Waste management system for optimizing and analyzing waste. It is based on the concept that all aspects of waste management should be analyzed together. The concept of waste as 'a material which has no use' has changed to 'resource at the wrong place'. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly.

Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. In institute waste management practices are differentiated into three parts:

- Solid Waste Management
- Liquid Waste Management
- E- Waste Management

Solid Waste Management: Bio-degradable: The institution dumps the waste and waste is allowed to degrade or decompose an oxygen rich medium. Good quality nutrient rich and eco-friendly manure is formed. **Non-bio degradable:** Usage of plastic bags is discouraged within the premises of the College. Dustbins are kept on every floor and in classrooms. Garbage is picked by Municipal Corporation.

Liquid Waste Management: Well-constructed drainage systems leading to the closed collection tanks, the tanks are regularly cleaned to avoid stagnation of water.

E-Waste Management: Electronic waste or e-waste describes discarded electrical or electronic devices. Used electronics which are destined for refurbishment, reuse, resale, salvage recycling through material recovery, or disposal are also considered e-waste.

The waste could either be reused or discarded in captive or regular treatment, storage and disposed facilities available in the campus, as proposed in the following waste hierarchy.

-
-
-

-
- **Energy Recovery**
- **Proper Disposal (Landfill/Incineration)**
- **Avoiding waste at source and minimizing waste utilization**

In the hierarchy of waste management, waste avoidance and waste reduction must first be attempted, for which the dissemination of information on technical options should be a continuous practice. Promote the implementation of recovery of resources such as solvents, other reagents and by-products, as well as the regeneration of spent catalysts within the time limit.

The waste management team consists of:

(1) **Principal**

(2) **Faculty Member**

(3) **Facilities Technical Staff member**

(4) **Student Members from various in-house clubs**

The college has implemented solid waste management measures to convert solid waste into valuable resources. Guidelines are disseminated to students with regard to proper waste discard. Further signboards are installed at various places and the students are briefed on the college's waste management process during orientation. Vermicomposting bags have been installed in the backyard in which biodegradable waste is collected and further processed. The manure thus formed from the compost is used as natural fertilizer for the flora and fauna within college through the active participation of the students.

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

7.1.3 Institution waste management practices include

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

Response:

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

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

Response:

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

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

Response:

Sanitation is considered as basic determinant in quality of life and human development index.

Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants. The institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation.

In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the

institute. The Institute also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions. The institute has a robust network of sewage disposal system which also act as a guiding force to implement hygiene and cleanliness in the campus. Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage.

Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality. The institute believes in the fact that precaution is better than cure and abides to it thoroughly. Many promotional signages are put in the campus area to promote and aware students to avoid littering in open spaces. Use of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collects, confine and dispose waste.

By enforcing the Prime Minister's "Swachh Bharat Mission", Sri Murugha Rajendra Swamiji B.Ed and M.Ed College is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment.

Cleanness in Campus:

1. Provide door mats in each class.
2. Keep trash bins in each working station and class.
3. Start recycling practices in the college
4. Organise cleaning day events like Swachh Bharat.
5. Clean the campus facilities frequently.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free

campus 4. Move towards paperless office 5. Green landscaping with trees and plants**Response:**

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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

Institution Puts Forth Efforts Leveraging Local Environment, Locational Knowledge And Resources, Community Practices And Challenges.

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College, affiliated to Gulbarga University, Kalaburagi is located at the prime location and providing all facilities to students and visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to students.

Locational Advantages:

- 1. Ring road in the vicinity (within 1km)**
- 2. College is located near SH24; connecting states for easy access of students from other Places**
- 3. Sufficient Green Area in vicinity of college**
- 4. Community Park in Proximity**
- 5. Easy Accessibility to College with Connectivity via Public Transport**
- 6. Police station is located in a range of 500m for safety and security purposes.**
- 7. 24/7 CCTV Surveillance inside and outside the college assists the community to control any anti social activity in the nearby area.**
- 8. Utmost care is taken to maintain cleanliness and greenery in and around the college.**
- 9. Many awareness programmes are organised for public awareness.**

Infrastructure and Learning Resources are in ideal state. Infrastructural environment remains pollution free. Continuous augmentation enables it to keep pace with academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. Qualified faculty and staff shares workload equitably and collectively. Whole of staff is engaged in institutional activities. The computerized well equipped library is rich with adequate learning resources and mechanism to review the library related services and learning resources decision making are in order.

The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real work situation among the students is another feature.

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College has a well established functional internal quality management system that collects, aligns, integrates and communicates information on academic and administrative aspects of the college. Participatory work culture and transparency are norms of governance. Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand.

Resource management practices support and encourage performance improvement, planning and

implementation strategies. The financial resources are judiciously allocated and effectively utilized. Budgeting and auditing procedures are regular and standardized .The College maintains functional internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture.

Our institution tries to inculcate the habit of responsible interaction with environment to preserve natural resources. We teach our students to create balance resilience and inter connectedness that allows human society to satisfy its needs. Following courses helps us to infuse environment among students: Corporate Social Responsibility.

These life lessons are delivered through case studies, live projects, role plays and experiential learning. The institution ignites sensitivity towards society and environment by various activities like visit to old age home, interaction with specially able people, visit to orphanages and motivating students.

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

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

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

Response:

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

7.2 Best Practices

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College is organizing blood donation camps since last two years. These camps are organized in association of local clubs with the help of nearby District Hospital. For organizing such blood donation camps, this college is an ideal place as District Hospital situated within a radius of 3 kilometers. Blood donation camps have become a regular feature of this college and every year at least one camp is organized in the college. The students generally feel enthusiastic to donate blood and not even boys but girls also participate in this noble mission voluntarily. Besides this, the teachers also donate blood during these camps. This practice is being continuously observed every year without fail.

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

Best Practice - 1

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 neighborhood, farmers are all the beneficiaries. This practice has reduced considerably by the use of chemical fertilizers, which in turn has enriched our youth.

Best Practice - 2

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

7.3 Institutional Distinctiveness

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

Response:

Sri Murugha Rajendra Swamiji B.Ed and M.Ed College aspires to be a leading Institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present, so it is our duty to sensitize the young generation of the country about personal, social, local and global issues. We are ready with our students as support engine-reviving the momentum to bring holistic concepts to classrooms.

- Another evidence of the college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different schools of neighboring areas.
- It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills.
- As the world has faced severe challenges related to pandemic or due to COVID -19 so College organized stress related issues in a workshop that covered all psychological aspects of students.
- Every Year College organizes a Talent -Hunt Programme for students to showcase their talent in different fields like Dance / Singing /Poster Making /Cooking without Fire etc.
- As SMRS College is committed to all round development of students so every year Field Trips are also organized to enhance their team work,& coordination and visit places like Mother Dairy/National Science Center / Museum /DIET Campus / Book Fair at Kalyana Karnata Festival etc.

- To manage the Stress a programme on Heartfulness is also organized.
- To enhance the Professional growth and skills of students in their respective field, a Workshop on Resume Writing / CV writing is also organized.
- Moreover Sri Murugha Rajendra Swamiji B.Ed and M.Ed College is instrumental in building peer-to-peer relationships, while shaping their perspectives, opinions and identity. So it uses every tool and technique for effective classroom upliftment and appreciates the students' efforts on each level.
- The college inculcates value added courses like Computers, Career Guidance, workshop on self defense is provided to felicitate economic security and financial independence of women. And cooperation of Parents, Principal and faculties are included in this.
- Remedial classes for slow learners are another step to pull up the students lagging in their studies. The students are given scholarships also.
- Relentless efforts of the college in the direction of realization of its vision have fructified in the upsurge of its academic achievements.

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

5. CONCLUSION

Additional Information :

Additional Information:

- Experiential learning through internships projects and field trips is specifically facilitated. Sri Murugha Rajendra Swamiji B.Ed and M.Ed College incorporates an empathetic approach, endeavoring to familiarize the students about how gender-based inequalities, neglect of environmental concerns and lack of ethics hamper an individual's and societal growth.
- Students are given multiple opportunities to succeed. Through internal assessment students are encouraged and guided to improve their responses with more than one attempt at times. An online system helps students to view their marks at the end of each semester. Aiding that is a democratic teacher-student interaction.
- Besides the academic activities 3 National Seminars/Conferences were organised during 2015-2020 on various topics focusing on latest developments and research. More than 27 talks, workshops, field visits, 23 Webinars were organised by college on various themes including Research Methodology and Academic interactions.
- Sri Murugha Rajendra Swamiji B.Ed and M.Ed College provides a number of scholarships and fellowships in addition to the government free ships available to the students. The college has to support marginalized students in continuation of education and to reduce the dropout rate. Many students have benefitted from this funding support over the last five years, highlighting College contribution in broadening access to higher education.
- College also facilitates students' representation and engagement in various administrative and co-curricular activities through a formal student council body that is elected annually by active participation of all students.
- College has a transparent and multi layered governance system. The Governing Body of the college meets on a regular basis to discuss issues related to the overall development of the institution. Similarly, Staff Council meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues.
- The Colleges' best practice "The Gift of Green: Towards Building a Sustainable and Clean Campus" aims to build an environmentally sustainable campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of power, water and cleanliness through notable projects on campus.

Concluding Remarks :

Conclusion:

Papers offered under Skill Enhancement Courses (SEC) and Discipline Specific Elective courses are offered keeping in mind these parameters. Special lectures, workshops and conferences are also organised to bring awareness and improve the overall growth and development of students. Sensitisation of students pertaining to issues of Environment and Sustainability, Gender, Human Values and Professional Ethics is very important. Internal Assessment is conducted as per the guidelines of Gulbarga University, Kalaburagi Detailed feedback

and suggestions are given to students by faculty members for improvement. The moderation committee of the University is responsible for internal assessment and marks.

In order to ensure holistic well-being of students and promote fitness and wellness of students, Emotional and Counseling Workshops were organised. Such workshops have elicited positive responses from students and their family members thereby strengthening the college. A range of well-manned committees ensure a holistic and well-nourished infrastructural enabled environment ensuring overall development of teachers and students. The Students' Union is the apex academic student representative body of the college formed to work for the welfare of students by coordinating at the College level to actively organize academic and co-curricular events; it is democratically elected and ensures sustenance of a feedback-based mechanism for overall improved infrastructural and academic growth of the institution.

The IQAC, in tandem with various Staff Council committees, oversees the quality of implementation of programmes, policies and academic content as well as teacher-student interface. Staff council committees include Academic Planning, Alumni, Annual Activity, Attendance, Discipline, and Examination amongst others. The institute arranges many cultural events annually which promote national integration and hormonal community relations and also support to engage in national youth festivals. As a best practice, the institute has developed Institute Process the academic and administrative processes. The other best practice highlighted is Strategic Development of the college which helped the departments to design the strategic plan of the department not just from teaching and learning point of view but also from research, consulting, faculty development and student development perspective.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>02</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	01	02	00	00	00	2021-22	2020-21	2019-20	2018-19	2017-18	01	00	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
01	02	00	00	00																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
01	00	00	00	00																	
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>66</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	37	66	00	00	00	2021-22	2020-21	2019-20	2018-19	2017-18	37	00	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
37	66	00	00	00																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
37	00	00	00	00																	
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

50	83	125	128	137
----	----	-----	-----	-----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44	46	50	50	50

Remark : Input edited as per the supporting documents

2.2.4 Student-Mentor ratio for the last completed academic year

2.2.4.1. Number of mentors in the Institution

Answer before DVV Verification : 25

Answer after DVV Verification: 07

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification : 48

Answer after DVV Verification: 25

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

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

Answer before DVV Verification : 12

Answer after DVV Verification: 07

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	00	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	02	05	16	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	00	01	01

Remark : Input edited as per the supporting documents,Only UGC approved Journals will be considered

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	02	03	02

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6308142	6149378	3896613	4481470	

	6			4298436
--	---	--	--	---------

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
63.08	61.49	38.96	44.81	42.98

Remark : Input edited as per the supporting documents,

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50000	54530	93020	52578	59558

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.50	0.54	0.93	0.52	0.59

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6308142	6149378 6	3896613	4481470	4298436

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.61	4.66	2.33	1.31	2.11

Remark : Input edited as per the supporting documents

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

6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences /

workshops and towards membership fees of professional bodies during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	05	05	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	03	00	01	03

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	01	00	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	00	00	00

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100000	100000	100000	100000	100000

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : Input edited as per the supporting documents.

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Number of students on roll year-wise during the last five years..				
	Answer before DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	48	84	136	140	145
	Answer After DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	115	184	226	236	233
1.3	Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..				
	Answer before DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	50	50	50	50	50
	Answer After DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	75	75	75	75	75
2.1	Total expenditure excluding salary year wise during the last five years (INR in lakhs)..				
	Answer before DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	6308142	61493786	3896613	4481470	4298436
	Answer After DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	63.08	61.49	38.96	44.81	42.98