



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		Kumadvathi College of Education
• Name of the Head of the institution	Dr. Shivakumar G S	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	08187222383	
• Mobile No:	9448929975	
• Registered e-mail ID (Principal)	kumadvathibed@gmail.com	
• Alternate Email ID	kceiqac14@gmail.com	
• Address	Vivekanagara, Shivamogga Road, Shikaripura, Shivamogga District.	
• City/Town	Shikaripura	
• State/UT	Karnataka	
• Pin Code	577427	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Rural	

• Financial Status	Grants-in aid				
• Name of the Affiliating University	Kuvempu University				
• Name of the IQAC Co-ordinator/Director	Dr. Ravi H				
• Phone No.	08187222383				
• Alternate phone No.(IQAC)	08187222383				
• Mobile (IQAC)	9481504542				
• IQAC e-mail address	kceiqac14@gmail.com				
• Alternate e-mail address (IQAC)	kumadvathibed@gmail.com				
3.Website address	http://www.kumadvathibed.in/kceeng/				
• Web-link of the AQAR: (Previous Academic Year)	http://www.kumadvathibed.in/kceeng/wp-content/uploads/2023/12/AQAR-2021-22-2.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:					
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.70	2015	15/11/2015	14/11/2020
Cycle 2	A+	3.27	2023	21/04/2023	20/04/2028
6.Date of Establishment of IQAC			16/04/2014		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. Extensive Teacher Training is provided for students by using technology for regular classes. Stimulating Eco Consciousness by maintaining garden, tree planting and cleaning the campus with the help of faculty and student teachers as volunteers.</p>		
<p>2. Organized a Resume Writing and Interview Facing Skill Workshop and Campus Interview and Theater Education and Teaching and Learning Special Lecturing and Demonstration. Organized Datti Upanyasa Programme in collaboration with Kannada Sahitya Parishath. For TET & CTET aspirants we have organized regular orientation classes. Conducted Workshop on Instructional Resource and Evaluation for Student teachers.</p>		
<p>3. Government Initiative ELC Activities: Formation of Electoral Literacy Club implemented by the college. Under this club, a series of awareness programmes and activities were organized and reported.</p> <ul style="list-style-type: none"> • As an urge to develop knowledge by Organizing Special Lecture Programmes on various relevant issues and topics from different Cells/Clubs of the institution. 		
<p>4. Work with Community and MOU Activities: NSS & CTC programmes were</p>		

conducted by the college, NSS from 30-05-2023 to 05-05-2023 at Kalenahalli Shikaripura and CTC from 06-06-2023 to 08-06-2023 at Kalenahalli matha. on these days Free health checkup and blood donation programme, plant distribution and planting programme, fire safety measures demonstration programme, e-waste management and waste management plant visit programme, special lecturing program were organised at all days.

5. Academic calendar for the session was more holistic in approach and its successful implementation was monitored by IQAC and Principal. Feedback from Heads & Student teachers of teaching internship schools and Teaching Review and Feedback mechanism carried out by obtaining Feedback from student teachers, alumni to ensure improved teaching methods and better learning outcomes.

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

Plan of Action	Achievements/Outcomes
Orientation to First Year Students of 2022 - 23 batch	Students became aware of : (i) Teaching Profession. (ii) The capacity and standard of the College in the formation of Quality Teachers.
National Day & Special Day Celebrations	As per academic planning 26th January - Republic Day 28th February - National Science Day 05th June - World Environment Day 14th April - Dr. B.R Ambedkar Jayanthi 11th August - Kargil Vijaya Divas 15th August - Independence Day Celebration 05th September - Teacher's Day 02nd October - Gandhiji & Shastriji Jayanthi, Valmiki Jayanthi, 01st November - Kannada Rajyotsava, Gururnanak Jayanthi, Kanakadasa Jayanthi On these days conducted a special lecturing programmes and enlightened the views and values of days celebration.
Organising International Conference	Institution has organised International conference on the

	<p>topic "EMERGING TRENDS AND APPROACHES IN EDUCATION" There are about 346 delegates participated in the International conference. In which 256 members as author and Co-authors totally 196 papers presented in both virtual and offline mode in the conference and around 96 student teachers actively participated in the conference and enriched their conference Among the delegates seven delegates were from the international level from the different countries like Sydney, Kenya, Mexico, Chili, Srilanka, Bangladesh, Nepal and others.</p>
<p>Taking feedback of faculty from Student Teachers, of the Overall Course, Head of Institution of Internship Schools, and alumni.</p>	<p>Feedback was analyzed & advised the staff to improve their quality.</p>
<p>Magazine release by Different Clubs</p>	<p>Language Club, Science Club, and Social Science Club release their Yearly magazine which helps to students show their creative writing skills.</p>
<p>Free Circulation of Future Magazine</p>	<p>College Circulating a Job Information Monthly Magazine Called "Future" to 18 B.Ed Colleges Affiliated to Kuvempu University.</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>No</p>
<p>• Name of the statutory body</p>	
<p>Name of the statutory body</p>	<p>Date of meeting(s)</p>
<p>Nil</p>	<p>Nil</p>

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	12/02/2024

15. Multidisciplinary / interdisciplinary

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

16. Academic bank of credits (ABC):

Academic flexibility will be ensured by allowing students to attend one course from another institution of similar repute. Being an affiliated college the institution is in the process of studying the guidelines of UGC, Central Government, State government & Universities and will redesign the future Curriculum in keeping with the norms for the easy implementation and transfer of Academic bank of credits

17. Skill development:

The Institution gives utmost priority to skill development in training teachers. Teachers require a lot of skills which are developed through various activities organized by the Institution. The hardcore art of teaching skills is developed through microteaching orientation, simulation practice, and internship programs. Soft skills required for teachers like creative skills, communicative skills, problem-solving, and leadership skills are developed through various co-curricular activities organized by the institution. Along with this, the institution provides needful value-added courses for students to make efficient teachers for the 21st century.

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

The College is flexible in its approach to promoting Multilingualism. The future Curriculum in Schools based on NEP (2020), recommends the introduction of an engaging course as an elective to secondary school students on "Indian Knowledge systems". In view of this, our institution provides suggestions and feedback to universities and the government to design teacher training courses to enable the pre-service teachers to appropriately integrate "The Indian Knowledge System into the school setup.

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

The Institution ensures that the curriculum in all programs is operationalized according to stated CLOs & PLOs. B.Ed program encourages outcome-based education through all the activities and programs. The focus is on the holistic development of the student. Outcomes are encouraged in knowledge, attitude, skill, and competency levels.

20.Distance education/online education:

In this contemporary technological world, our college also played a vital role. The management and staff of the college are committed to using ICT in education. On this strategic plan, the management is very supportive of upgrading the facilities of ICT to online teaching and evaluation. Besides regular classes, a number of webinars, workshops, and special events were conducted through the use of G suite products such as Google Meet, Google Classroom as well as Zoom. The effectiveness of such classes was enhanced by the use of a chat box and interactive whiteboards. The internet connectivity in the college was enhanced to meet the growing requirements of the faculty. Special sessions were conducted to make the students proficient in making and editing short videos, organizing online quiz competitions, and digital posters designing. The college administration has addressed the issue of the digital divide and has supplied gadgets to students who are in need of them. Teachers and students were encouraged to do online courses through the SWAYAM portal

Extended Profile

1.Student

2.1

50

Number of students on roll during the year

File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	50
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	25
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	40
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	40
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	50
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	128018

4.2	54
Total number of computers on campus for academic purposes	

3. Teacher

5.1	10
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	10
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Kumadvathi College of Education is affiliated with Kuvempu University, Shankaraghatta, Shimoga and adheres to the curriculum prescribed by the University in an efficient way. At the beginning of the academic year, the Principal and the faculty members finalise the Academic Calendar in alignment with the University calendar. Subjects are allocated to faculties based on their subject expertise and interests well in advance. Time Table for every academic year is prepared by the Time Table Committee in consultation with the Principal with even workload distribution.

The college arranges an array of co-curricular activities to enrich the curriculum. All classrooms are ICT-equipped and Wi-Fi-enabled. This Provides interactive classroom learning. Our college library subscribes to numerous journals so that both students and teacher educators can keep abreast of changing trends in their respective subjects. The institute also subscribes to E-journals (N-List) and focuses on TET and CTET coaching classes for the students.

Collect feedback from the student teachers, alumni, and Head Masters

of internship schools, analyse them, consider them, and implement them for the smooth functioning of the teaching-learning process in future planning of the course and other academic works.

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

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

B. Any 5 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course

A. All of the Above

**Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.kumadvathibed.in/kceeng/wp-content/uploads/2021/12/Programme-Course-Outcomes.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

10

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

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

3

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

3

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

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

87

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

87

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

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

All of the above

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

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

87

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

87

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

1.3 - Curriculum Enrichment

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

Before the commencement of regular classes, students (new entrants) are given a coherent understanding of different Teacher Education programmes (B.Ed., M.Ed., and B.A.Ed., B.Sc.Ed of 4 Years IETP) running all over the nation and in the institution (2 Year B.Ed Programme) through induction programme. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through innovative techniques and hands-on experience such as internship, field engagement, field trips, laboratory work, etc. Learnt knowledge is of no use until it is applied to the welfare of society. The students' skill development is done through exposing the students to theoretical as well as practical aspects of teaching skills via micro and macro teaching practice. In developing skills among them, we have given the opportunity to SUPW works. Once the theory is taught, the full focus is on the skill/competency development of the students through EPCs (Understanding Self/Language Across the Curriculum). Peer guidance and peer tutoring help the students to work in collaboration.

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

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

Students of all the teacher education programmes running in the institution are familiarized with the diversity in the school system in India by providing theoretical as well as practical knowledge through curriculum, school internship and field engagement. Students are made aware of the functioning of schools through various activities of field engagement programmes undertaken in the respective schools. The students are acquainted with the school system during the induction session before the internship program commences. They are asked to closely observe Government as well as Private Elementary and Secondary schools in rural and urban areas. Furthermore, students are made to analyse and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. To understand the norms and standards of the different school systems, we provide assignments, school visit programmes, and Internship programmes during the course. Through this work student teachers tries to understand the pattern of schools, admission system, role and responsibilities of the teachers at various schools like Government, Private and Residential schools(Murarji Desai Residential schools, Kittur Rani Chennamma Girls Residential schools) etc.,

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

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

The institution ensures imparting knowledge and equips prospective teachers and teacher educators with the necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practising at the micro and macro levels. Initially, students are acquainted with microteachingtheoretical and practical aspectsand its skills. Then, students are provided with a platform for practising micro-teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the microteaching skills, they are sent to schools for their internship programme, as per the prescribed syllabus with the objective of maximum professional understanding. During the internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes from students of the allotted school. Along with the school system, we help our student teachers and teacher educators participate in various extension and MOU activities organised in the institution. Like our student teachers give orientation to school students regarding vermicompost plan and its maintenance, SUPW orientations etc., as our teacher educators work under a faculty exchange programme they teach Constitution classes, communication classes, and spoken English classes to Degree students, encouraging the teachers by motivating them to bring efficiency in their work and more.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Four of the above

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

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile****2.1.1 - Enrolment of students during the year**

50

2.1.1.1 - Number of students enrolled during the year

50

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

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

25

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

25

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

The students who take admitted to this institution invariably belong to the diverse economic and social strata of society. Their admission is based on academic merit and relevant reservation policies and seat allotted by the government. For the admission of management seats, the college conducts an entrance test for candidates who applied for seats, on the basis of merit the students will get the opportunity for admission to the institution. During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations. Students are also counselled at the time of admission. The institution organizes an orientation program for the students at the commencement of the new batch every year and it helps to understand the needs and requirements of the students before the commencement of the program. Tutorials are taken by the teachers as per the needs of the learners. Students with good co-curricular skills are identified through the 'Talent Search Program' organized by different clubs of the institution and are nurtured to further gear their talents. Engage the students in different academic and co-curricular activities like seminar programmes, Morning assemblies, SUPW activities, Extension activities, different assignment works, field visits and more.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	All of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:9

2.2.4.1 - Number of mentors in the Institution

9

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

2.3 - Teaching- Learning Process

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

The academic plan of Kumadvathi College of Education, Shikaripura is learner-centred. The goal is to impart up-to-date knowledge, acquaint students with the latest research and empower them to apply their skills to develop innovative solutions to present-day problems. The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. In normal classroom teaching, teachers utilize experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, brainstorming sessions, field visits and case studies etc. Students got opportunities to prepare for seminars and presentations through

PPTs, and also get opportunities to take self-study courses through SWAYAM. They are motivated to construct the knowledge on their own. The college has also organised TET / CTET exam orientations to build them professionally. The college organises extension lectures, quiz periods, workshops, seminars and other co-curricular competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their worldview beyond the realm of textbooks. The college has well-equipped laboratories in the disciplines of Computer Science, Science, Educational Technology, Psychology, and Mathematics.

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

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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://www.kumadvathibed.in/kceeng/?page_id=3266
Any other relevant information	View File

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

87

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://www.kumadvathibed.in/kceeng/?page_id=3266
Any other relevant information	View File

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

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

intellectual abilities. Working in a Team: For this college provides opportunities to organise CCA events every Friday. Here students show their teamwork and share of their ideas and thoughts with each other with the guidance of the mentor teacher. Teachers and students develop relationships as they work together in social, cultural, and recreational activities, community service projects, youth festivals, tutoring etc. Dealing with student diversity: Allotted different assignments and field visits project works for students to get diverse experience in the training course. Balancing home and work stress: Provide remedial teaching and tutorial works for students to get into the mainstream and show their potential in all aspects. The college provides TET / CTET regular classes for students. Mentors reduce the stress level of mentees by teaching them various skills like time management skills, presentation skills, dealing with delinquent children etc.

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

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

Four of the above

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

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,

empathy, life skills etc. among students

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

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

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of

Seven/Eight of the above

**Classroom Activities Community Engagement
Facilitating Inclusive Education Preparing
Individualized Educational Plan(IEP)**

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

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

Eight /Nine of the above

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

2.4.3 - Competency of effective communication is developed in students through several

All of the above

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

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

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

Three of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/

Four of the above

developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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

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

Four of the above

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

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

All of the above

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

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

- **Selection/identification of schools for internship:** Selection/identification of schools for an internship is done keeping in mind the proximity, ideology, abilities of the students, standard of the school, medium of instruction, and distance from home to school.
- **Orientation to school principal/teachers:** At the beginning of the internship principal calls the meeting with internship school headmasters and principals to give details of internship work and the assessment pattern of the internship.
- **Orientation to students going for internship:** Students were oriented at the beginning of the semester and also give detailed information about assessment, lesson completions, and how to participate in the internship programme. Students were divided into groups and sent to internship schools, every Saturday they have to come to college and take needed guidance from the mentor teachers regarding lesson planning and other internship activities.
- **Defining the role of the teacher of the institution:** During the internship, the teachers were allotted to different schools for observation there teachers give feedback on their work. This will continue on a rotation based.
- **Exposure to a variety of schools:** Students are sent to the government, private, aided, rural, and urban schools of different boards such as CBSE, and state.

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

2.4.9 - Number of students attached to each school for internship during the academic year**2.4.9.1 - Number of final year students during the academic year**

40

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Seven/Eight of the above

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

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

Role of Teacher Educators: In an internship, the student-teacher has to complete lessons in both primary and secondary levels. The teacher educator, when visiting the school, interacts with the mentees and the trainees and thus a real flow of feedback is ensured

regarding the performance of the trainees on the following basis:

1. Use of qualitative Teaching aids
2. Use Innovations Techniques
3. Use of innovations in preparation of lesson plans with respect to pedagogy and teaching aids
4. Checking of Answer Scripts of the unit plan and unit test
5. Formulation of School Timetable
6. Overall Conduct
7. Maintenance of attendance register,
8. Organization of a Co-Curricular activity and submission of the report
9. Reflective dairy writing and observations
10. Correction of home-work notebooks
11. Construction, administration and analysis action research. Etc.

Role of School Principal: They monitor discipline, conduct, completion of class schedule, substitution classes allotted, cohabitation skills, and participation in all school programmes.

Role of School Teachers: The student teachers are under the supervision of school teachers of the school who act as mentors.

Role of Peers: Peer groups observe at least 20 lessons delivered by each student teacher and provide feedback which helps the student teachers to be aware of their strengths and weaknesses.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal

All of the above

B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)

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

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

Five of the above

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

2.5 - Teacher Profile and Quality**2.5.1 - Number of fulltime teachers against sanctioned posts during the year**

10

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

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

9

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

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

13

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

13

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Staff members are permitted to attend the orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental

organizations. Staffs is sent as resource persons to seminars, workshops, etc at the University, colleges and schools and also act as resource persons in the college activities. The staff members are encouraged to present papers in seminars and workshops at the national, international and state levels. For this management provides them with duty leave. The management encourages writing books and articles and publishes them for the college. The staffs are motivated to publish articles in reputed research journals. They also write books and contribute chapters in edited books. Faculty members are permitted to carry out university duties such as evaluation, paper setting, invigilation in university examinations etc.

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

2.6 - Evaluation Process

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

The students of the B.Ed course are given a clear idea of evaluation at the beginning of the program itself during the orientation course and through the academic calendar. Student teachers were observed for internals in the school internship programme, field engagements, internal tests, project completions, assignment works, seminar presentations, participating in CCA programmes, SUPW works, Community based camps, and participation in regular class discussions, attendance etc.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination

Five of the above

Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

- Principal to redress the examination-related grievance as per the requirement. The mechanism to deal with examination-related grievances is transparent, time-bound and efficient. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester end examinations.
- The college has an examination and internship department the responsibility has been given to the teacher educators they will handle all issues related to the timetable, internship and examination with the guidance of the principal.
- The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. In each internal test, the teacher prepares a standardised question paper with a blueprint and scheme evaluation.
- The corrected answer sheets of the students are distributed to them for verification and if any discrepancy is found it is redressed immediately.
- The students have the freedom to use the suggestion box regarding examinations and other issues.

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

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

Before the commencement of the academic year, the Institution prepares and publishes an 'Academic calendar' containing the relevant information regarding the commencement and completion of the syllabus, the teaching-learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. It is also published on the website of the college and displayed in the Principal's office. The timetables are prepared and implemented accordingly. The teachers prepare to teach plans according to the academic calendar and guidelines of the University. The student's academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of the Internal Assessment Process, an Examination committee is in place which monitors the overall internal assessment process.

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

2.7 - Student Performance and Learning Outcomes

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

At the beginning of the academic year during the Orientation Programme students are briefed about the PLOs. The concerned faculty of each of the courses brief their respective classes about the PLOs and CLOs. The College is committed to quality education which is reflected in its programme outcomes and course outcomes. Continuous internal assessment is taken regularly and students' marks are

recorded which helps to predict their academic progress. At the end semester series of tests and final exams also help to ensure the alignment of stated outcomes. Suitable pedagogical approaches are utilized for the effective realization of learning outcomes. Parents are informed on a regular basis about the academic performance of their children. Placement record, and feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs. Contribution to various literary and cultural programs. Participation in various competitions such as debates, elocutions, essay writing competitions, and quiz tests. Participation in various classroom activities such as group discussions, and seminars. Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, and awareness camps. Participation in community engagement activities etc The faculty members are also encouraged to update their subject knowledge along with changing trends in teaching methodology and participate in faculty development programmes and seminars as it enhances the effective attainment of PLOs and CLOs.

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

2.7.2 - Pass percentage of Students during the year

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

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

The college affiliated with Kuvempu University follows the pattern of examination that is framed by them. Students are provided with proper counselling and guidance that helps to overcome their

barriers, if any, for their enhancement in performance. The progress of students in both academic, as well as co-curricular fields, is recorded and maintained. Compulsory attendance i.e., minimum 75% per semester A paper evaluation is done on time for grading the internal assessment Practical work such as assignments are checked and marked on time Based on result analysis, the required remedial measures are taken. Participation in various literary and cultural programs. Participation in various competitions such as debates, elocutions, essaywriting competitions, and quiz tests. Participation in various classroom activities such as group discussions, and seminars. Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps etc., Participation in community engagement activities

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

2.7.4 - Performance of outgoing students in internal assessment

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

40

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

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

During the time of admission, the Principal interacts with the

parents and the students to assess their needs and aspirations. Students are counselled at the time of admission. Talent search programmes in various fields i.e. are organized in order to discover the hidden talent and potentialities of the students. The principal of our college conducts an orientation programme for students at the beginning time to comprehend the course pattern. Given an opportunity to take the additional value-added courses during the course period. The faculty members coordinate with parents of slow learners so that their needs can be catered to. Peer tutoring is also provided to serve the academic needs of such students. Mentor-mentee interaction keeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students. The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance. Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps etc., Participation in community engagement activities

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://www.kumadvathibed.in/kceeng/wp-content/uploads/2024/04/SSS.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

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

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

All of the above

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

3.2 - Research Publications

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

2

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

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

21

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

3.3 - Outreach Activities

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

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

10

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

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

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

87

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

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

87

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

87

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

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

The institution organises a range of outreach activities for the welfare of the community and the multifaceted development of students. These activities are performed in collaboration with government organizations, NGOs, partner schools and local communities with the active participation of faculty and students. Social outreach/extension activities are:

- Prohibition of Child Labour Day Celebration: In Collaboration with Social Science Club of KCE & Bapuji High School & Sri Siddalingeswara swamy High School, Shikaripura..
- Global Wind Day: In Collaboration with Science Club & Moulana Azad Model School, Shikaripura
- Teacher's Day Celebration : All the wings of Swamy Vivekananda Vidya Samsthe ®, Shikaripura
- World Environment day : In collaboration with Science club: at Sri Shivayogi ashrama, Kalenahalli, Kalenahalli, Shikaripura.
- Swachha Bharath (Swachhata Hi Seva) : Swamy Vivekananda Vidya Samsthe (R), Shikaripura
- Wild Life Conservation Programme: In Collaboration with Kumadvathi First Grade College, Shikaripura Forest Department, Shikaripura & Rotary Club Shikaripura Kadamba Science Club.
- Citizenship Training Camp.
- NSS SPECIAL CAMP
- Blood donation Camp At Kalenahalli.
- Street Play on eve of Anti-Tobacco Day-At Kalenahalli.
- MOU activities 3 different Organizations.
- International Yoga Day Celebration.

These outreach activities benefit neighbourhood communities as well as students of the institution. They instil a civic sense, a sense of social responsibility, a sense of serving others and a feeling of universal brotherhood among students leading to their overall personality development. In addition to this organizing, such programs facilitate sensitizing students to national integrity, and communal harmony and tend to the constructive use of their potential.

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

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

17

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

3.4 - Collaboration and Linkages

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

14

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

14

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

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

3

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

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

All of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

We at this Institution, envision the holistic development of our students into vibrant professionals, conscious of human values and eco-friendly environment and competent in skills. Institution Infrastructure: - The college has 19 well-ventilated and spacious classrooms with green boards, comfortable furniture and a WiFi facility, it includes 2 Seminar halls and 1 Auditorium, 1 Computer Lab, 1 Library and a boys and girls' restroom. Library: The library has 13,579 books, 1445 reference books, 10 journals, 11 magazines

and 10 daily newspapers, 13 computers with internet facility of 100Mbps speed, and a Digital N-List Facility with 6000+ e-journals and ebooks available for students. A photocopy facility is also provided for the student teachers. Laboratories Facilities: There are six well-equipped laboratories for carrying out curriculum-oriented activities and research related to the subjects - Science, Psychology, Computer, Computer cum language, Mathematics and Physical Education Resource Centre with adequate equipment and material in the college. Other Facilities: Washrooms for male (02) and female (02), Canteen (01), Medical/First Aid Room, Hostel for girls and boys, Access to safe water, General Provisional Store, Guest House, Swimming pool, Residential Quarters for the faculty, Spacious parking, Studio, Youtube Channel - KCE OFFICIAL, CCTV surveillance, 24x7 internet and wi-fi, Transportation.

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.kumadvathibed.in/kceeng/?page_id=2629
Any other relevant information	View File

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

128018

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

4.2 - Library as a Learning Resource

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

The library of the college was established in 1996-97, since then library has made consistent progress in terms of collection of books, periodicals, e-resources and other services. The college library is enriched regarding the availability of textual resources consisting of textbooks, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, and dissertations and newspapers. For the ease of the users, the library is divided into various sections general Reference Section, Periodical Section, Research Section, Photocopying Section, Subject Wise Books Section, and browsing Room. To fulfil the Vision and Mission of our institution our library has more than 13,579 books, 1445 reference books, 10 journals, 11 magazines and 09 daily newspapers, 10 computers with internet facility of 100Mbps speed, The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID C-17792, and it provides access to more than 6,150 e-journals and more than 1,64,309 e-books. The institution library is partial automation using LIBSOFT software of version 9.8.0 including all the models, viz., Acquisition, Circulation and Serial Control with Bar Code in 2013. Name of ILMS software: LIBS Version: 9.8.0 Year of automation: 2013

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.kumadvathibed.in/kceeng/?page_id=785
Any other relevant information	View File

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

The library of the college serves as a gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. The library provides free Internet access with high-speed broadband, and Wi-Fi facilities which students require, and faculty for conducting research, writing research papers, other assignment-oriented activities, field work-related information etc. The college has subscribed to services of the National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID C-17792. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than 6,000 e-journals and more than 1,90,000 e-books. The college also has a Resource Centre, which also made available resources to particular persons like Swamy Vivekananda, Rastrakavi Kuvempu and Sharane Akkamahadevi. The college library provides a remote login facility for all student teachers and faculty members to access digital resources for their academic works and progress.

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

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

Three of the above

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

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

33364

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

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

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

189

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.kumadvathibed.in/kceeng/wp-content/uploads/2024/04/5-days-Final.pdf
Any other relevant information	View File

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

Three of the above

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

4.3 - ICT Infrastructure

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

To meet the digital challenges, The college provides an adequate number of computers, printers, scanners, smartboards, interactive boards with projectors etc. to help students and faculty to carry out academic activities effectively. The college has well-furnished classrooms and seminar rooms which are well equipped with ICT like smart boards and projectors. There are 46 computers in the college which are loaded with the latest versions of essential software. To

Annual Quality Assurance Report of KUMADVATHI COLLEGE OF EDUCATION meet ICT needs, the college was using BSNL advanced FTTH broadband. The available bandwidth for net+ is 100Mbps. The college provides a free Wi-Fi facility to all stakeholders. The college has subscribed to services of the N-LIST for Scholarly Content (N-LIST) and it provides access to more than 6,000 e-journals and more than 1,90,000 e-books. The College has established a "Studio" for e-content development for the faculty and student teachers. The college has its own YouTube channel which is regularly updated. The Administrative block is having Internet facility of 100 Mbps Speed which facilitates the Principal Chamber, IQAC, Digital room and other teaching faculties to have a high-speed Internet facility for their teaching Learning Activities. The college uses enhanced Biometric attendance and recording system for teaching and nonteaching staff.

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

4.3.2 - Student – Computer ratio during the academic year

1;1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	http://www.kumadvathibed.in/kceeng/?page_id=3132
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	http://www.kumadvathibed.in/kceeng/?page_id=4097
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

387277

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

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

The college has an established system for maintenance and utilization of physical, academic and support facilities. The college makes effective arrangements for the repair and replacement of furniture and other equipment available on the campus. The college laboratories are fully functional with all necessary materials, apparatuses and equipment and are also equipped with fire extinguishers. Stock registers are maintained for every laboratory. The college library is well maintained in tune with the changing academic needs of the students. The Library committee takes care of the library matters and ensures its smooth functioning. Maintenance and utilization of library resources are done strictly following the library rules. The college campus is maintained by the workers, a college which looks after general cleanliness, support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing and water tank etc. is maintained on a daily basis. The diesel generator functions as the substitute source. Sports Committee takes the responsibility to augment and maintain sports facilities (both indoor-outdoor) for the students. The maintenance of the sports courts and playgrounds is done on a regular basis. The green cover of the campus is well maintained by full-time gardeners appointed by the mother institution.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.kumadvathibed.in/kceeng/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

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

Nine or more of the above

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of

A. All of the above

statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

Four of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
26	40

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

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****17**

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

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**28**

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

5.3 - Student Participation and Activities

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

The institution has a student council led by student representatives. The student council has members from different college committees. Optimum administrative and academic growth of the institution requires genuine participation of the students. Developing comprehensive programmes to pursue this participation is the sole aim of student-teacher committees which significantly affect the smooth functioning and growth of the institution. The list of committees including intern teacher representation is:

Alumni Association Union Members, Internal Quality Assurance Cell (IQAC), Placement Cell, Anti-Ragging Committee, Parent-Teacher Association, Admission Cell, Language Club, Governing Council Body of Kumadvathi College of Education, Science Club, Co-Curricular Activities, Laboratory Committee, Career Guidance Cell, Research Committee, CTC & Tour Committee, Socially Useful Productive Work, Paper Reporting, Attendance and Discipline Library Committee, Examination & Internship Timetable Committee, Website & Face book Committee, College Magazine Committee, Redressal Committee, Internal Complaints Committee, Social Science Club, NSS Advisory Committee, Youth Red Cross Committee, and Sports Advisory Committee.

All the committees hold meetings and table their recommendations through proper channels to the Principal for approval and execution of the same, in the best interest of the institution.

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

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

29

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

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

In line with the traditions of Kumadvathi College of Education, also has a highly competent and active Alumni Association. It was established in 2020 as a registered body. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. Alumni of the institution contribute both financially and non-financially over the years to the growth and development of the institution. The alumni members, who are working on various prestigious designations such as principals, coordinators, teachers etc. are helping in

theplacement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students and share their personal experiences during their professional capacities. They are also frequently invited during the final discussion of skills in teaching for external supervision. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in the real school environment. Their efforts are suitably recognized and acknowledged.

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

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

2

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

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

Kumadvathi College of Education Alumni Association, Shikaripura plays a crucial role in its functioning through student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become a successful and efficient human resource to the country. Institute has a dynamic alumni association which works coherently with faculty in devising methods to improve teaching methods, muster resources, and organise events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during course curriculum for example preparation of lessons for classroom teaching, presentation, and also participation in personality-oriented events like debate competition and performing arts etc. Alumni members via Alumni association meetings are sought directives as well as advice on curriculum development, placement, guidance as well as mentoring. Alumni members deliver seminars, hold workshops, plan internships and provide donations and accommodations. Feedback from members plays a very vital role in filling the lacunae in the curriculum left unnoticed. This association works as the ultimate who keep the institute on track to meet preset targets in a time-bound manner.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Vision - Mission - Values

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

Mission

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

Values

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

The IQAC is working with an action plan to Fulfil the goals and objectives. It is sincerely putting efforts into Introducing advanced information technology in the teaching and learning process. It monitors all the academic activities of the college and gives suitable guidance to the staff to meet the vision and mission of the college.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Kumadvathi College of Education, Shikaripura practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal than to Coordinators and teachers in charge of the various cells and committees in the college.

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

- Research Committee
- Anti-Ragging Committee
- Admission Committee
- Discipline Committee
- Library Committee
- Examination Committee
- Sports Committee
- Internal Quality Assurance Committee
- CCA Committee
- Grievance Redressal Cell
- Placement and Career Counseling Cell,
- Women Cell Internal Complaint Cell
- SSP Cell
- Language Club
- Science Club
- Social Science Club
- Magazine Committee.,
- Socially Useful Productive Work cell, etc.

The ways in which coordinators and teachers in charge of different cells and committees participate in the Management Process are as follows: The Principal of the college oversees the activities of various committees and cells. The committee meetings are held as and when required for the implementation and organisation of certain activities and meeting minutes were documented both in soft and hard copies.

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

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

The institution conducts internal and external financial audits regularly at the end of each financial year. The auditors visit the college at regular intervals, they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. They plan and perform procedures to obtain reasonable assurance about whether the financial statements are free from material misstatements. Based on such an audit, they issue an audit report to the college for a True and Fair view of the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue an "Audit Report"

The Principal is responsible for the overall administration and academic functioning of the institution in keeping with the policies of the management as well as the mandatory regulations. All the Administrative activities are also fair and transparent. The library is partially automated. The classification and cataloguing of books is ensured with proper maintenance of books, journals, periodicals and newspapers.

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

6.2 - Strategy Development and Deployment

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

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

The institution has provided medical insurance for faculties and students

A Two-day International Conference on Emerging Trends & Approaches in Education was organised on 20th and 21st October, 2023. More than 275 Participants have participated and 15 foreign research participants were taken active in the conference.

Studio Room/Digital Room : 80 inch Interactive Panel + UPS + Floodlight System + Sound Systems + Wifi + Green Screen + Voice Recorder + Sound Systems + Handy Cam + Camera + Tripod Stands

Et Room (Educational Technology Room): Interactive White Board cum Projector + 50inch Smart TV + Voice Recorder + Sound Systems + Camera+ Mike Systems + Amplifier

Computer Lab/Language Lab: 37 Computers, 1 Projector, UPS, LAN for Each computer, 37 Headphones and One Printer.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The college functions as per the rules and regulations of the

Government of Karnataka, norms of NCTE, UGC, Affiliated University is Kuvempu University and Overview of Management. Matters related to appointments, promotions, retirements of the staff and finance come under the Management of the Institution, Department of Collegiate Education, Government of Karnataka. Matters related to admissions, Examinations and curricular aspects come under the purview of affiliated KUVEMPU University, Shivamogga. The College management and the principal look over the administration. The principal entrusts the responsibilities to the teaching and the non-teaching staff. Various committees are formed and each committee has a coordinator and a different number of members. Depending on the requirements of the committees many of these committees comprise both teaching and non-teaching staff. Students are also made members of various committees like the Sports Committee, Cultural Committee, IQAC etc., The Alumni Association and the Association of the Parents also help the institution not only by giving timely suggestions and support but also by actively being involved in various activities of the college.

File Description	Documents
Link to organogram on the institutional website	http://www.kumadvathibed.in/kceeng/?page_id=4153
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

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

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

The institution has constituted various committees for the successful and productive functioning of college activities. These well-defined committees are responsible for discussing, deciding plans of action and implementing them. The institution conducts its day-to-day working through these committees MOU Cell, Research Committee, Anti-Ragging Committee, Admission Committee, Discipline Committee, Library Committee, Examination Committee, Sports Committee, Internal Quality Assurance Committee, CCA Committee, Grievance Redressal Cell, Placement and Career Counselling Cell, Women Cell, Internal Complaint Cell, SSP Cell Language Club, Science Club, Social Science Club, Magazine Committee, Socially Useful Productive Work cell etc.,

For example from the Placement and Career Guidance cell and Counselling cell, the institution has appointed a counsellor, madam visits the institution twice a month and interacts with the students listens to their problems of the student and gives suggestions to them, moreover, counsellor follows up on the problems is the case finds severe problem it was suggested for more treatment for further process. This process of institution helps the teacher educators understand the situation and upgrade their teaching-learning process.

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

6.3 - Faculty Empowerment Strategies

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

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

The institution has taken major initiatives that provided medical insurance for both teaching and non-teaching staff from the academic year 2022-23.

Teaching Staff:

1. Co-operative Management
2. Maternity and Paternity provisions.
3. Promotional Benefits
4. OOD facility for seminars, conferences, and training
5. 25 Percent fee concession for staff family members who are studying in the sister institutions of SVVS
6. Staff achieving State and International awards and on Completion of PhD awards are felicitated by the institution
7. Medical checkups of teaching and non-teaching staff

Non-Teaching Staff:

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

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

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

10

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

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

2

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

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

10

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

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

The institution has a Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after the completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. Based Appraisal System (PBAS). Increments and Promotions are completely based on the Performances. The performance of teaching staff is assessed on the following bases: their academic qualification, research experience and training, worked on research projects or carried out, publications: published papers in journals, book publications, chapters published in books, Paper presentations: in seminars, conferences, symposia workshops, workshops attended teaching and evaluation experience, total teaching experience,

courses taught, duration. Evaluation experience includes: paper setting, invigilation, evaluation, and practical exam, Other than that, extension work and membership of professional bodies or societies are also recorded.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

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

Furthermore, the Institute's accounts are routinely audited by a Chartered Accountant in compliance with government rules. The external Certified Chartered Accountant audits the financial statements and submits to the institution the audited financial statements with audit reports every financial year regularly. Even the government body has conducted an Audit yearly will be done by the Accounts Department of Collegiate Education. They verify the records and the objections raised by them will be resolved subsequently.

The Finance management system is computerized. The salary of all the personnel is through HRMS (Human Resource Management System) online. All the salary grants received and utilized by the college are through Khajane-2, hence there will be no financial mismanagement.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	No File Uploaded

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

As it is an aided Institution, the main source of funds is given by the State Government and fee collection by management students. Almost all the expenditures like salary, infrastructures, day-to-day expenditures and laboratory and library expenditures are sanctioned as per government rules. In addition to the state government grants, UGC also provides funds for various developmental projects and programs. A portion of fees collected from the students is also meant for the utilization of the institution. The parent institution helps us to mobilize more and more funds to create a well-furnished and healthy campus for the students.

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

6.5 - Internal Quality Assurance System

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

The institution reviews its quality initiatives periodically during the staff, IQAC, Alumnae, and Governing Body meetings. Based on the outcomes of the previous quality initiatives, further decisions are taken for quality assurance. These decisions are initially taken in the regular staff meetings and then put forward to the IQAC meeting. The members go through the quality initiatives planned for the coming year for assurance of quality in the institution and discussion is done. After reviewing the pros and cons of the programme, the programmes are either modified or accepted unanimously. After implementing the programmes feedback is obtained from the students, parents, alumnae, and practice in teaching schools. The feedback is recorded and evaluated. The constructive feedback received has helped in planning various quality assurance strategies. This encourages and supports the faculty to be more enthusiastic in implementing all the quality initiatives of the institution. This mechanism has contributed significantly to institutionalizing quality assurance strategies. So consistent progress is seen in the quality improvement of the institution.

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

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

1. During the monthly staff meetings the entire staff evaluates the previous month's activities and gives feedback. This

feedback is recorded and is used for further planning and re-planning of college activities.

2. At the end of the academic year, the entire faculty evaluates all the activities of the academic year and works out concrete suggestions and solutions towards qualitative enhancement of B.Ed., programmes and these suggestions are incorporated in the next year's Action Plan.
3. Students are encouraged to give their feedback regarding the functioning of the college, the facilities provided and their learning experiences.
4. Periodically the teachers from our practising schools are invited specially to evaluate the performance of our students during practice in teaching, internship and practical examination. They are also asked to give suggestions about the improvement of students' teaching and their dealings in the school and on the curriculum of the college.
5. The community which includes the parents of our students, do give us feedback during the informal interaction with them. This feedback is used for the quality enhancement of the college. Besides, valuable feedback is received from the Alumni, members of the Governing body, and the Finance Committee of the College for quality sustenance and enhancement of all the programmes of study offered.
6. The IQAC meetings are held regularly and teaching-learning processes are evaluated by the IQAC. Feedback received from the IQAC is used for revising the syllabus, and curricular and co-curricular activities.

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

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

61

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.kumadvathibed.in/kceeng/wp-content/uploads/2024/04/IQAC-Meeting-Resolutions-2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.kumadvathibed.in/kceeng/wp-content/uploads/2023/12/AQAR-2021-22-2.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

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

1. Meaningful out-reach activities and awareness programme
2. Regular TET & CTET Coaching for Student Teachers
3. Regular Yoga Practice
4. Organising seminars at the national level and workshops for student teachers, primary, secondary school teachers and teacher educators etc
5. Meaningful celebrations of national and special day festivals

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution's "Maintenance committee and Discipline Committee" resolve its energy conservation policy with objectives and an action plan at the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of 'The Discipline Committee.

- Extension lectures of persons with expertise in the area promote awareness about energy conservation to increase and encourage the minimisation of energy waste.
- Periodical meetings of the Maintenance Committee and College

Discipline Committee regarding the orientation of rules, regulations, facilities and observations.

- Well-designed building to maximize the use of natural light and ventilation.
- Sensitization of staff and students to turn off lights /fans when not in use.
- Air conditioners are used only when necessary. Use of modern more cost-effective LED lights.
- The institution has the facility of Solar Energy.
- The Technician & ICT members take change to see that all appliances and lights are switched off when not in use. In its attempt to design and establish a fundamentally institutional commitment with responsibility towards environment, the college has initiated simple yet workable solutions like replacing faulty electric wires and switches, using LED bulbs, mapping electricity switches, automatic tripping system, UPS protection for computers in place.

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

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

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

1. The institution has a waste management dump yard and all the waste is dumped in that place.
2. We have installed dust bins in different places on the campus where all the solid wastes are collected.
3. The wastes collected thus are handed over to the town municipality for disposal once in a while.
4. The Bio Wastes like dry leaves, flowers, fruits and vegetable peels are collected in a cement tank with a roof which would become organic manure which would be used for the newly planted saplings.It was also used for the vermicompost plant.
5. STP plant helps to recycle the water. We have an e-Waste Management system.Electronic wastes like mobiles, laptops, cables, keyboards, chips, pen drives, batteries, bulbs and so

on are collected in a transparent box which would be disposed to the agency that collects the E-wastes and disposed of them scientifically.

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

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

Four of the above

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

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

Three of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a

pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

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

Cleanliness and Sanitation :

1. The institution believes in the fundamentals of prosperity with cleanliness and hygiene for the overall purity of 'Body, Mind and Soul'.
2. The organisation of assemblies, seminars and extension lectures on creating sensitivity and responsiveness about our surroundings and emphasis on '3R's- reduce, reuse and recycle policy to avoid clutter on campus.
3. Drawing and poster competitions, slogan competitions, etc.Cleanliness activities as part of community service under the NSS scheme.Removal of the broken, waste and unusable material.
4. Posters and instruction boards displaying habits of cleanliness.
5. Tutorial Display board with news, quotes, thoughts, etc. on hygienic lifestyle.Discussions in tutorials to share ideas on cultivating habits of cleanliness in daily life. Interactive sessions with experts on the importance of clean water, decent toilets and good hygiene.
6. Skits on theme save water in tutorials and assemblies.

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

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

52919

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

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

- The curriculum of the teacher education training program includes topics to address Environment Sustainability, and Social issues, which strengthen the students' content knowledge.
- The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, Best out of Waste, Seminar on Good and Bad Touch in Internship practising Schools.
- Provides opportunities to work together with neighbouring schools and community members by helping in providing them resources and facilities for use which directly fosters social connectivity, trust, bond, and network between students and

communities. For example; Organization of Teaching Practice Lectures on Hazards of Poisonous Plastic, Women's Day.

- Field trips are arranged to make students aware of the places and environment around them and provide an opportunity to work with local people to understand their problems. Visits museums, and historical monuments to make them familiar with their own culture, history and other cultures and develop respect for their heritage.
- The Institution 'strengthens ties with the Community and helps the Marginalized' by raising relief funds many times with the help of staff and students.
- Institution organized and participated in blood donation camps for social welfare.

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

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

A. All of the above

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

7.2 - Best Practices

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

Our institution is providing a best quality education to the student teachers by organizing a various curricular and co-curricular activities. We are giving a much scope for Extension activity that is, community related activities along with the Curricular activities.

Best Practices - 1 Title of the Practice: "Practice of Yoga".

Objectives of the Practice :

- To keep the student teachers mentally, physically, psychologically fit and competent.
- Create awareness on different aspects of health and fitness.
- Develop skills in organizing the physical education programme in schools.
- Explain the medical aspects of yoga in terms of

Best Practices - 2 Title of the Practice: "Community Oriented Activities"

Objectives of the Practice :

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

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

7.3 - Institutional Distinctiveness

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

Kumadvathi College of Education is established in the year 1996 and received Grant in Aid from the government of Karnataka. It is permanently affiliated with Kuvempu University and recognized by NCTE. The College has been included under 12(B) and 2F of the U.G.C. Act. Accredited 'A+' Grade with 3.27 CGPA by NAAC. It is housed in a well-equipped building as per the NCTE norms. The Campus is situated on 26 acres of land adjacent to Shivamogga road, Shikaripura. It refreshes you with its scenic beauty, and calm & quiet environment, completely conducive to education. The college has a track record of providing good quality teacher education and gets almost 100% results and ranks every year. Sri B.S. Yediyurappa, Ex-Chief Minister of Karnataka is the mentor of this Institution. Sri. B.Y. Raghavendra., Member of Parliament, Shivamogga Constituency, is the secretary of our institution.

To cater to the need, sufficient infrastructure is developed by the management. The management and the staff continuously strive hard to improve and sustain the quality of education imparted to the student teachers.

Physical exercises such as games, and yoga, on regular basis, help the student teachers to develop qualities of concentration and selfcontrol.

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