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SRISAILA COLLEGE OF EDUCATION

(Affiliated to Davanagere University)

**HARIHAR, VAGEESHA NAGARA, P.B.ROAD, HARIHAR,
DAVANAGERE DIST., KARNATAKA**



SELF STUDY REPORT

SUBMITTED

TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

P. O. BOX. NO. 1075, NAGARBHAVI, BANGALORE - 560 072

Founder President
His Holiness
Sri.Sri.Sri 1008
Srimadgiriraja Suryasimhasanadheeshwara Lingaikkya Srisaila Jagadguru
Sri. Vageesha Panditaradhyha Shivacharya Mahaswamiji,



Realizing the paramount importance of teacher education, the learned scholar, a religious leader, Freedom fighter and visionary, His Holiness, Sreemadgirirajasuryasimhasanadheeswara Shri Shri Shri 1008 Shrishaila Jagadguru Lingaikkya Vageesha Panditaharadhyha Mahaswamiji, founded Srisaila College of Education in 1972, keeping the aim of producing quality secondary school Teachers in Harihar so called Dakshinakaasi, which has made a greater name in Karnataka state.

This was possible by the efficient administration of the management committee headed by the vice-President Late Sri. M.B. Gurusiddaswamy.

Former President

His Holiness

Sri.Sri.Sri 1008

Srimadgiriraja suryasimhasanadheeshwara Lingaikkya Srisaila Jagadaguru
Sri.Umapathi Panditaradhya Shivacharya Mahaswamiji,



Our former President His Holiness Srimadgirirajasuryasimhasanadheeshwara Shri Shri Shri 1008 Shrisaila Jagadguru lingaikkya Umapathi Panditharadhya Shivacharya Mahaswamiji also succeeded in achieving the objectives of the founder President by addining P.G centre KSOU study centre to the college and enhananced the infrastructure to accommodate the above centres.

This was due to the hard work of the dynamic Personality, eminent administrator of the management committee headed by the vice-President and Late Prof. G.M.Basavaraja.

President

His Holiness

Sri.Sri.Sri 1008

Srimadgiriraja suryasimhasanadheeshwaara **Srisaila Jagadguru**
Dr. Channasiddarama panditaradhya shivacharya Mahaswamiji,



Present President Shri Shri Shri 1008 Shri saila Jagadguru Dr. Channasiddarama Panditharadya Shivacharya Mahaswamiji, whose benign blessings and spiritual guidance is the breath of our institution, who provides all strength and support to our esteemed institution.

The college continued its progress also during the period of former Vice President Sri M.S. Basavarajaswamy, and present Vice President Sri. D.M. Halaswamy, wellknown for his social services from gramapanchayath to National level, and Secretary Sri.A.S Hiremath popularly known as good teacher and philosopher and Kannada literary personality.

Vice-President.

JS.J.P.V.V.Peetha ® Harihar.

Sri.Halaswamy.D.M



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Secretary

Sri. A.S. Hiremath

S.J.P.V.V.Peetha ® Harihar.



Principal
PROF. S.G.SHARADAMMA.



Srisaila college of Education is granted Permanent affiliation by The Kuvempu University during 1997 –98. This affiliation is being renewed once in five years. As Now the College is affiliated to Davangere University.

In addition to this, our college is approved under section 2 (f) of the UGC Act 1956 dated 8th June 1991 and also declared eligible to get required financial assistance under section 12 (B) of UGC Act 1956 dated 22nd February 1998.

Our college has a galaxy of highly qualified and rich experienced teachers with Ph.D; M.Phil, NET; and SLET, The College has well trained, committed and experienced non-teaching faculty, Who have participated at University State and National and international level Educational Programmes. They have also worked as resource persons to B.Ed and M.Ed classes. Our B.Ed College has secured 22 ranks till date.our M.Ed

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Department has secured 18 University level ranks within a short period of its inception.

The Principal, Prof.Sharadamma.S.G. Who is dynamic, experienced and committed to the cause of teacher education.

The college has modified classrooms, Principal Chamber, office accommodation, Staff room, the well equipped library and the laboratory. Hostel facility is provided for Girls.

The Administrative machinery of the college is computerized; Encouragement is given to curricular, co-curricular and extra-curricular activities as a part of education through CTC, Sports wing, literary clubs and various faculty clubs.

The involvement and encouragement of our esteemed management in the overall development of the college, teachers care and concern for the students discipline in the campus have contributed to the considerable increase in students' strength. Right now, the college has 100 students on the roll. The college has IQAC, and IQAC consisting of experts from different walks of life.

COLLEGE STAFF

1. **PROF.SHARADAMMA.S.G. M.A.M.Ed.M.Phil.**
Principal

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2. **SRI.GURUDEV.B.R. M.Sc. M.Ed. N.E.T.**
Assistant Professor

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Assistant Professor

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Assistant professor

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5. **SRI.HALASWAMY.M.J B.P.Ed**
Physical education director
Mobile: 9886930319



- 6. PROF. HANUMANAGUDAR B.AEd,M.A.M.Ed**
Professor
Mobile: 9980643284



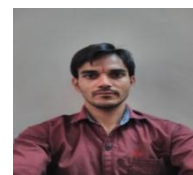
- 7. SRI.HIREMATH.V.S. M.A.M.Ed. M.Phil**
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- 8. SRI. MANJUNATH.D.T**
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- 12. Sri. Shivaraja Kabbur. M.A. M.Ed., M.Phil.**
Lecturer
Mobile- 9986520992



- 13. Sri.VenkateshaPujar M.Sc.M.Ed., NET**
Lecturer
Mobile- 9620086206



- 14. Dr.Shivakumar Kabbur**
Professor
Mobile- 9900795781



Non-Teaching Staff.

- 1. Sri.A.B. Sharanappa.**
FDA



- 2. Smt.Manjula**
S.D.A



- 3. Kum. Gayithri. M.B.**
F.D.A



- 4. Sri. Badiger.S.N**
Attender



- 5. Sri. Veerabasappa.**
Attender



**6. Sri. Hiremath
Attender**



**7. Sri. Andanaiah ,
Watchman**



PREFACE

Srisaila College of Education is situated at Hariahar, Davanagere District, in Karnataka State. Which is 15 km from Davanagere and 280 km away from Bangalore Airport. The Srisaila College of Education has been rendering educational service since 1972. S.J.P.V.V.Peetha. educational institutions concentrate mainly on the students who belong to rural areas, economically and socially down trodden communities. Srisaila College of Education is one of the milestones of the S.J.P.V.V. Peetha. Srisaila College of Education was established in the year 1972 with the objective of providing quality Teacher Education. Our college is recognized by the government of Karnataka, also NCTE and is affiliated to Davanagere University.

Srisaila College of Education has had phenomenal growth ever since its inception in 1972, and this growth has continued, The College is running under President His holiness Sri.Sri.Sri 1008 Dr. Channasiddarama panditaradhya shivacharya mahaswamiji, S.J.P.V.V.P. who is one of the foremost humanitarian leaders. Recognizing the immense talent, technical knowledge, dedicated faculty, and visionary leadership with a focus on service to society, the Government of India MHRD and UGC has awarded 2f and 12B to the College and Government Of Karnataka has given Aided status also.

Envisaged Core Values of Higher Educational Institution of the country:

- Contribution to National development
- Fostering global competencies among student
- Inculcating value system among student
- Promoting the use of technology
- Quest for excellence

These values are to be realized with commitment and true practice for the improvement and sustenance of quality and standard in education.

VISION, MISSION AND VALUES

VISION

- To promote Professional Ethics among Teachers
- To develop Holistic development among the students towards the motto of devotion, Sacrifice, And Excellence.
- To equip the students as catalysts for the transformation of the society and Nation Building.

MISSION

- To prepare the teachers capable of responding to the global social demands and meeting
The challenges in Education.
- To address to the ever emerging issues and problems of school and teacher education and discover the remedial measures.
- Serving the humanity and mankind.

VALUES

- To maintain a curriculum aimed at the acquisition of values and the discovery of truth
- To help students acquire a sensitivity to the views, lifestyles and beliefs of others
- To reign supremacy both academically and professionally

DECLARATION
BY
THE HEAD OF THE INSTITUTION

I certify that that the data included in this Self Study Report (SSR) are true to the best of my knowledge. This SSR is prepared by the institution after internal discussions, and No part thereof has been outsourced. I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: Harihar

Date: 27-05-2015

S.G.SHARADAMMA
Principal
Srisaila College of Education, Harihar.

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- A copy of the recognition order issued by NCT/Calendar of events for the year 2013-2014.
- A copy of the Syllabus.
- Master Plan of the Institution
- University B.Ed Results for the year 2013-2014
- University M.Ed Results for the year 2013-2014
- B.Ed Time Table
- M.Ed Time Table
- Daily time table of practice teaching school
- Observation profile for practice teaching lessons
- Sample of Student Feedback on Curriculum
- Sample of student of the faculty
- Master plan of the building
- Audit Report
- Photos Gallery

PART-I

A. Profile of the Institution

A- PROFILE OF THE COLLEGE

1. Name and Address of the Institution: Srisil College of education, Vageesha nagara, P.B Road, Harihar, Davanagere Dist, Karnataka-577601
2. Website URL: www.sceduharihar.com
3. For Communication: Srisail College of education, Vageesha nagara, P.B Road, Harihar, Davanagere Dist, Karnataka- 577601

OFFICE

Name	Telephone Number with STD	Fax No	E-Mail Address
Prof. Sharadamma.S.G. Head/Principal	08192243548 08192242466	08192243548	sharadammasg@gmail.com
Dr.Venkatesha.K Co-ordinator	08192243548 08192242466	08192243548	drvenkateshak@gmail.com

RESIDENCE

Name	Telephone Number with	Mobile Number
Prof. Sharadamma.S.G. Head/Principal	08192253695	9901926140
Dr.Venkatesha.K Co-ordinator	-	9448630136

4. Location of the Institution

Urban Semi-Urban Rural Tribal

5. Campus area in acres :

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6. Is it a Recognized Minority Institution Yes No

7. Date of Establishment of the Institution:

MM	YYYY
08	1972

8. University/Board to which the Institution is affiliated.

9. Details of UGC Recognition under sections 2(f) and 12(B) of the UGC Act

2(f) Month & Year

MM	YYYY
03	1991

12-B

MM	YYYY
08	1998

10. Type of Institution

- a. By funding
 - i. Government
 - ii. Grant-in-aid ✓
 - iii. Constituent
 - iv. Self-financed
 - v. Any other (specifies and indicates)
- b. By Gender
 - i. Only for Men
 - ii. Only for Women
 - iii. Co-Education ✓
- c. By Nature
 - i. University Dept.
 - ii. IASE
 - iii. Autonomous College
 - iv. Affiliated College ✓
 - v. Constituent College
 - vi. Dept. of Education of Composite College
 - vii. CTE

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Viii. Any other (specifies and indicates)

c. By Nature

i. University Dept.

ii. IASE

iii. Autonomous College

iv. Affiliated College ✓

v. Constituent College

vi. Dept. of Education of Composite College

vii. CTE

Viii. Any other (specifies and indicates)

11. Does the University/ State Education Act have provision for autonomy? Yes No

If yes, has the institution applied for autonomy? Yes No ✓

2(f) Month & Year

MM	YYYY
03	1991

12-B

MM	YYYY
08	1998

12. Details of Teacher Education programmes offered by the institution:

Sl No	Level	Program me	Entry Qualificati	Nature of	Duration	Medium of
i	Pre-primary			Certificate		
				Diploma		
				Degree		
ii	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii	Secondary / Sr.Secondary			Certificate		
				Diploma		
		B.Ed	Any Degree	Degree	Two Semest er	Kannada & English
iv	Post Graduate			Diplomo		
		M.Ed	B.Ed	Degree	Two Semest er	Kannada & English
v	Other (specify)			Certificate		
				Diploma		
				Degree		

13. Give details of NCTE Recognition (for each Programme mentioned in Q.12 above)

Level	Program	Order No.& Date	Valid Up to	Sanctio ned
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed	14(3)a 10/07/1996	Permanent	100
Post Graduates	M.Ed	14(3)a,28/02/	Permanent	25
Others (specify)				

PART-I – B

CRITERION-WISE
INPUTS

CRITERION I: CURRICULAR ASPECTS

1. Does the Institution have stated?

Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

2. a. Does the institution offer self-financed programme (s)? If yes,

Yes	√	No	
-----	---	----	--

a) How many programme? **01**

b) Fee charged per programme Rs.45000/

3. Are there programmes with semester system?

Yes	√	No	
-----	---	----	--

4. Is the institution representing /participating in the curriculum development /revision processes of the regulatory bodies

Yes	√	No	
-----	---	----	--

If yes, how many faculties are on the various curriculum development /vision committees /boards of universities /regulating authority?

05

5. Number of methods /Elective option (programme wise)

D.Ed

B.Ed

M.Ed(Full time)

M.Ed (part time)

Any other (specifies and indicates)

6. Are there Programmes offered in modular form?

Numb	0
------	---

7. Are there Programmes where assessment of teachers by the students has been introduced?

Yes	√	No	
-----	---	----	--

8. Are there Programmes with faculty Exchange/ Visiting facility?

Yes		No	√
-----	--	----	---

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- | | | | | |
|---|----------------------|-----|--------------------------------|----|
| <input type="checkbox"/> Heads of practice teaching schools | <input type="text"/> | Yes | <input type="text" value="√"/> | No |
| <input type="checkbox"/> Academic peers | <input type="text"/> | Yes | <input type="text" value="√"/> | No |
| <input type="checkbox"/> Alumni | <input type="text"/> | Yes | <input type="text" value="√"/> | No |
| <input type="checkbox"/> Students | <input type="text"/> | Yes | <input type="text" value="√"/> | No |
| <input type="checkbox"/> Employees | <input type="text"/> | Yes | <input type="text" value="√"/> | No |

10. How long does it take for the institution to introduce a new programme within the existing system?

OneYear

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	√
-----	--	----	---

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	√	No	
-----	---	----	--

Number	01
--------	----

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	√	No	
-----	---	----	--

14. Does the institution encourage the faculty to prepare course outlines?

Yes	√	No	
-----	---	----	--

CRITERION II: TEACHING -LEARNING AND EVALUATION

1) How are students selected for admission into various courses?

- a. Through an entrance test developed by the institution
- b. Common entrance test conducted by the university/Government
- c. Through an interview
- d. Entrance test and interview
- e. Merit at the qualifying examination
- f. Any other (specify and indicate)

Students are selected through Centralized Admission Cell
based on merit & roster system.

2) furnish the following information (for the previous academic year)

- a) Date of start of the academic year **20-1-2014**
- b) Date of last admission **26-2-2014**
- c) Date of closing of the academic year **29-11-2014**
- d) Total teaching days **210 days**
- e) Total working days **220 days**

3) Total Number of Students Admitted

Programme	Number of			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	31	69	100	08	10	18	23	59	82
M.Ed.(full Time)	05	11	16	01	02	03	04	09	13
M.Ed. (Part Time)									

4) Are there any overseas students?

Yes No

If yes, how many?

5) What is the unit cost of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students / trainees enrolled)

1.Unit cost excluding salary component	21195.00
2.Unit cost including salary components	62562.00

6) Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session.

Programmes	Open		Reserved	
	Highest %	Lowest %	Highest %	Lowest %
D.Ed.				
B.Ed.	83.25	52.33	79.96	63.23
M.Ed.(full	85.50	77.80	83.50	68.00
M.Ed. (Part				

7) Is there a provision for assessing students knowledge and skills for the programme (after admission)?

Yes	√	No	
-----	---	----	--

8) Does the institution develop its academic calendar?

Yes	√	No	
-----	---	----	--

9) Time allotted (in Percentage)

Programme	Theory	Practice	Practicum
D.Ed.			
B.Ed.	65%	25%	10%
M.Ed.(full	65%	25%	10%
M.Ed. (Part			

10) Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	2
---	---

b) Minimum number of pre-practice teaching lessons given by each student

1	0
---	---

11) Practice Teaching at School.

a) Number of schools identified for practice teaching

1	2
---	---

b) Total number of practice teaching days

3	5
---	---

c) Minimum number of practice teaching lesson given by each student

2	6
---	---

12) How many lessons are given by the student teachers in simulation and pre- practice teaching in classroom situations?

No of lessons in Simulation	----	No of lessons Pre- practice Teaching	-----
-----------------------------	------	--------------------------------------	-------

13) Is the scheme of Evaluation made know to students at the beginning academic session?

Yes	√	No	
-----	---	----	--

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14) Dose the institutions provide for continuous evaluation.

Yes	√	No	
-----	---	----	--

15) Weightage (in percentage) given to internal and external Evaluation

Programmes	Internal	External
D.Ed		
B.Ed	39.28%	60.71%
M.Ed(Full Time)	39.28%	60.71%
M.Ed(part Time)		

16) Examinations

a) Number of Sessional tests held for each paper

0	1
---	---

b) Number of assignments for each paper

According to university	0	1
According to Institution	More than one	

17) Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software/Courseware(CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related	√	
PPT by students and teachers	√	

18) Are there courses with ICT enabled teaching- learning process?

Yes	√	No	
-----	---	----	--

Number	01
--------	----

19) Does the institution offer computer science as a subject?

Yes	√	No	
-----	---	----	--

If yes, is it offered as a compulsory or optional paper?

Compulso √

Optional

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

1. Number of teachers with Ph. D and their percentage to the total faculty Strength

Number	1	20%
--------	---	-----

2. Does the Institution have ongoing research projects?

Yes		No	√
-----	--	----	---

If yes, provide the following details on the ongoing research Projects

Funding agency	Amount (Rs)	Duration(years)	Collaboration if any
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

	0
--	---

4. How does the institution motivate its teachers to take up research in education?

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule √
- Providing secretarial support and other facilities
- Any other specify and indicate (library, internet facility) √

5. Does the institution provide financial support to research scholars?

Yes		No	√
-----	--	----	---

6. Number of research degrees awarded during the last 5 years.

- a. Ph.D 1
- b.M.Phil 1

7. Does the institution support student research projects (UG & PG)

Yes	√	No	
-----	---	----	--

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Numbers
International journals		√	
National journals referred papers Non referred papers			
Academic articles in reputed magazines/news papers	√		02
Books			
Any other (specify and indicate) Articles published in books			15

9. Are there awards, recognition, patents etc. received by the faculty?

Yes	√	No	
-----	---	----	--

Number	02
--------	----

10. Number of papers presented by the faculty and students (during last five years)

National seminars	10
International seminars	05
Any other academic forum	15

11. What type of instructional materials have been developed by the institution?

- Self-instructional materials
- Print materials
- Non-print materials (e.g. teaching Aids/AV aids, multimedia etc.)
- Digitalized (Computer aided instructional materials)
- Question bank

12. Does the institution have a designated person for extension activities?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, indicate the nature of the post.

13. Are there NSS and NCC programs in the institution?

<input type="checkbox"/>	<input type="checkbox"/>	Yes	No	<input checked="" type="checkbox"/>
--------------------------	--------------------------	-----	----	-------------------------------------

14. Are there any other outreach programs provided by the institution?

<input type="checkbox"/>	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
--------------------------	--------------------------	-----	-------------------------------------	----

15. Number of other curricular/co-curricular meets organized by other academic agencies/ NGOs in

<input type="text"/>	Campus	03
----------------------	--------	----

16. Does the institution provide consultancy

<input type="checkbox"/>	services?	<input checked="" type="checkbox"/>
yes		No

In case of paid consultancy what is the net amount generated during last three years.

<input type="text"/>	Free
----------------------	------

17. Does the institution have networking/linkage with other institutions/organizations?

Local level	<input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No
State level	<input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No
National level	<input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No
International level	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

1. Built-up Area (in sq. Mts.) **2066.20** sq.mts

2. Are the following laboratories been established as per NCTE Norms?

- a) Methods Lab Yes No
- b) Psychology Lab Yes No
- c) Science Lab(s) Yes No
- d) Education Technology Lab Yes No
- e) Computer Lab Yes No
- f) Workshop for preparing teaching Aids. Yes No

3. How many Computer terminals are available with the institution?

20

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

375750=00

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

26,007=00

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

8. Has the institution developed computer-aided learning packages? ,

Yes No

9. Total number of posts sanctioned.

Open

Reserved

Teaching	M	F	M	F	
			0	0	
Non	07	01	0	0	teaching

10. Total number of posts vacant.

Teaching	M	F	M	F	
	03	0	0	0	
Non	03	0	0	0	teaching

Non teaching

11. a. Teaching Number of regular and permanent teachers (Gender-wise)

Open

Reserved

Professors	0	0
Associate Professor	1	0
Assistant Professor	2	2

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

Open

Reserved

Professors	0	0
Associate Professor	0	0
Assistant Professor	8	0

12. Teacher student ratio (program-wise)

Programme	Teacher Student
D.Ed)	
B.Ed.	1:12.5
M.Ed. (Full Time)	1:6
DM.Ed. (Part Time)	

13. a. Non-Teaching staff

Open

Reserved

	M	F	M	F
Permanent	05	0	0	0
Temporary	0	02	0	0

b. Technical Assistants

Open

Reserved

	M	F	M	F
Permanent	0	0	0	0
Temporary	1	0	0	0

14. Ratio of Teaching – Non-Teaching

staff :7

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

89%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library?

On working days to 5.30PM

During examinations to 5.30 PM

18. Does the library have an Open access facility?

Yes

No



19. Total collection of the following in the library

a. Books	13971
Textbooks	13371
Reference books	600
b. Magazines	04
c. Journals subscribed	10
Indian journals	10
Foreign journals	----
d. Peer reviewed journals	-
e. Back volumes of journals	98
g. E-information resources	
Online journals/e-journals	----
CDs/ DVDs	41
Databases Video	
Cassettes	
Audio Cassettes	

20. Mention the Total carpet area of the Library

141.91.sqmt

Seating capacity of the Reading room

40

21. Status of automation of Library

Yet to automate

Partially automated

Fully automated

22. Which of the following services/facilities are provided in the library?

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes No

24. Furnish information on the following.

Average number of books issued/returned per day.

100

Maximum numbers of day's books are permitted to be retained

by students

4

by faculty

No time Limit

Maximum number of books permitted for issue

For students

05

For faculty

Any number

Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled.

25. What is the percentage of library budget in relation to total budget of the institution?

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I		II		III	
	Number	Total cost	Number	Total cost	Number	Total Cost
Text books	161	24791	47	7020	442	67457
Other books	----	-----	-----	-----	-----	-----
Journals		8450	-----	-----	-----	-----
Magzines & News Paners	----	9872	-----	12618	---	12735

CRITERION V: STUDENT SUPPORT AND PROGRESSION

1. Programme wise “Dropout rate” for the last three batches

Programmes	Year-2011-12	Year-2012-13	Year-2013-14
D.Ed	----	-----	----
B,Ed.	01	01	01
M.Ed.(full Time)			
M.Ed.(part	-----	-----	-----

2. Does the Institution have the tutor- ward/or any similar mentoring system?

If yes, how many students are under the care of a mentor /tutor?

12 for each teacher

3. Does the institution offer Remedial instruction?

4. Does the institution offer bridge Courses?

5. Examination Results during past three years (provide year wise data)

	B.Ed			M.Ed		
	2011-12	2012-13	2013-	2011-	2012-	2013-14
Pass percentage	100	100	99	100	100	100
Number of first classes	02	04	06			10
Number of distinctions	93	87	85	05	01	04
Number of Exemplary performance (Gold Medal and university)	02	01	-	01	02	06

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2011-12	2012-13	2013-14
NET	----	----	-----
SLET/SET	-----	-----	----
KES	----	-----	-----
TET		5	5

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2011-12	2012-13	2013-14
Merit Scholarship	-----	-----	-----
Merit-cum-means	-----	-----	-----
Fee concession	-----	-----	-----

8. Is there a Health Centre available in the campus of the institution?

Yes No

9. Does the institution provide Residential accommodation for

Faculty Teaching staff yes No

Non-teaching staff Yes No

10. Does the institution provide Hostel facility for its students?

Yes No

If yes, number of students residing in hostels

Men

Women

11. Does the institution provide indoor and outdoor sports

facilities? Sports fields Yes No

NAAC - SSR

Indoor sports facilities Yes No

Gymnasium Yes No

12. Availability of rest rooms for Women. Yes No

13. Availability of rest rooms for men Yes No

14. Is there transport facility available? Yes No

15. Does the Institution obtain feedback from students on their campus experience?

Yes No

16. Give information on the Cultural Events (Last year data) in which the institution participated / organized.

	Organized			Participated		
	Yes	No	Numbers	Yes	No	Numb
Inter-colleges	-----	-----	-----	-----	-----	----
Inter-	-----	-----	-----	-----	-----	----
National	-----	-----	-----	-----	-----	----
Any Others	-----	-----	-----	-----	-----	----

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students Numbers	Outcome (Medal
State and University	-----	-----
Regional	-----	-----
National	-----	-----
International	-----	-----

18. Does the institution have an active Alumni Association?

Yes No

If yes, give the year of establishment

1988

19. Does the institution have a Student Association/Council?

Yes No

20. Does the institution regularly publish a college magazine?

Yes		No	√
-----	--	----	---

21. Does the institution publish its updated prospectus annually?

Yes	√	No	
-----	---	----	--

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	B.Ed		
	2011-12	2012-13	2013-14
Higher studies	10-15%	15-25%	20-30%
Employment	20%	18%	20%
Teaching	15%	10%	15%
Non	5%	8%	5%

23. Is there a placement cell in the institution?

Yes	√	No	
-----	---	----	--

If yes, how many students were employed through placement cell during the past three years

2011-12	2012-13	2013-14
06 to 07	08 to 10	08 to 10

24. Does the institution provide the following guidance and counseling services to students?

Yes	√	No	
-----	---	----	--

Academic guidance and Counseling √

Personal Counseling √

Career Counseling √

CRITERION VI: GOVERNANCE AND LEADERSHIP

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body / committee?

Yes	√	No	
-----	---	----	--

2. Frequency of meetings of Academic and Administrative Bodies (last year)

Governing Body / Management	10
Staff Council	5
IQAC / or any other similar body / committee	05
Internal Administrative Bodies contributing to quality improvement of the institutional processes (mention only for	06

3. What are the Welfare schemes available for the teaching and non-teaching staff of the institution?

Loan Facility	Yes	√	No	
---------------	-----	---	----	--

Medical Assistance	Yes	√	No	
--------------------	-----	---	----	--

Insurance	Yes		No	√
-----------	-----	--	----	---

Others (specify and	Yes		No	√	indicate)
---------------------	-----	--	----	---	-----------

4. Number of career development programmes made available for non-teaching staff during the last three years

2011-12	2012-13	2013-14
01	01	01

5. Furnish the following details for past three years:

- a) Number of teachers who have availed the faculty Improvement Programme of the UGC / NCTE or any other recognized organization

05

- b) Number of teachers who were sponsored for professional development programmes by the Institution:

National	2011-12	2012-	2013-14
	0	0	01

International	2011-12	2012-	2013-14
	-	-	-

c) Number of faculty development programmes organized by the Institution

2011-	2012-	2013-
0	0	0

d) Number of Seminars/Workshops/symposia on curricular development, Teaching-

Learning, assessment etc. organized by the institution

2011-	2012-	2013-14	2014-
0	0	01	01

e) Research Development programme attended by the faculty

2011-	2012-	2013-
0	0	0

f) Invited / endowment lectures at the institution

2011-	2012-	2013-
04	04	04

Any other areas (specify the programme and indicate)

6. How does the institution monitor the performance of the teaching and non-teaching staff?

- a) Self Appraisal

Yes	√	No	
-----	---	----	--
- b) Student Assessment of faculty

Yes	√	No	
-----	---	----	--

 Performance
- c) Expert Assessment of faculty

Yes		No	√
-----	--	----	---

 performance
- d) Combination of one or more of the above

Yes		No	√
-----	--	----	---
- e) Any other (specify and indicate)

7. Are there faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

3

to 4 Hours

8. Provide the income received under various heads of the account by the institution for previous academic session.

Grant-in-aid

Salary- 3575547=00 UGC- 2340000=00

NAAC - SSR

Tuition Fees	<input type="text" value="248000=00"/>
Self-funded Courses	<input type="text" value="-----"/>
Any other (specify and indicate)	<input type="text" value="81740=00"/>

9. Expenditure statement (for Last two years)

	2012-13	2013-14
Total sanctioned budget	7412307	6256195
% spent on the salary of faculty	85%	66.88%
% spent on the salary of non-teaching employees		
% spent on books and journals	0.35%	1.38%
% spent on developmental activities (expansion of buildings)	6.25%	3.02%
% spent on maintenance of building, sports facilities, hostels, Residential complex and student amenities etc.	0.93%	1.37%
% spent on Telephone water and electricity etc.	0.74%	0.62%
% spent on maintenance of equipment, teaching aids, contingency	1.62%	23.90%
% spent on research and scholarship (seminars, conferences, faculty development programme, faculty exchange	-----	-----
% spent on travel	-----	-----
Any other (specify and indicate)	5.11%	2.83%
Total expenditure incurred	7412307=00	6256195=00

10. Specify the institutions surplus/deficit budget during the last three years? (specify the Amount in the applicable boxes given below).

Nil

11. Is there an internal financial audit mechanism?

Yes	√	No	
-----	---	----	--

12. Is there an external financial audit mechanism?

Yes	√	No	
-----	---	----	--

13. ICT/Technology supported activities / units of the institution:

Administration	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> N	<input type="checkbox"/>
Finance	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> N	<input type="checkbox"/>
Students Records	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No	<input type="checkbox"/>
Career Counselling	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No	<input type="checkbox"/>
Aptitude Test	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No	<input type="checkbox"/>
Examination /	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No	<input type="checkbox"/>
Assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No
Any Other (Specify and	<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No
				indicate)

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No	<input type="checkbox"/>
------------------------------	---------------------------------------	-----------------------------	--------------------------

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No	<input type="checkbox"/>
------------------------------	---------------------------------------	-----------------------------	--------------------------

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No	<input type="checkbox"/>
------------------------------	---------------------------------------	-----------------------------	--------------------------

17. Does the institution have the freedom and the resources to appoint and pay temporary / ad-hoc / guest teaching staff?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No	<input type="checkbox"/>
------------------------------	---------------------------------------	-----------------------------	--------------------------

18. Is a grievance redressal mechanism in vogue in the institution?

a) For teachers	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No	<input type="checkbox"/>
-----------------	------------------------------	---------------------------------------	-----------------------------	--------------------------

b) For students	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> √	<input type="checkbox"/> No	<input type="checkbox"/>
-----------------	------------------------------	---------------------------------------	-----------------------------	--------------------------

NAAC - SSR

c) For non-teaching

Yes	√	No	
-----	---	----	--

 staff

19. Are there any ongoing legal dispute pertaining to the institution?

Yes		No	√
-----	--	----	---

20. Has the institution adopted any mechanism/process for internal academic audit / quality checks?

Yes	√	No	
-----	---	----	--

21. Is the institution sensitized to modern managerial concepts such as strategic planning, team work, decision-making, computerization and TQM?

Yes	√	No	
-----	---	----	--

CRITERION VII: INNOVATIVE PRACTICES

1. Does the institution have an established Internal Quality Assurance?

Yes	√	No	
-----	---	----	--

2. Do students participate in the Quality Enhancement of the Institution?

Yes	√	No	
-----	---	----	--

3. What is the percentage of the following student categories in the institution?

	categories	Men	%	Women	%
a	SC	5	5	11	11
b	ST	2	2	4	4
c	OBC	22	22	40	40
d	Physically				
e	General Category	8	8	8	8
f	Rural	27	27	19	19
g	Urban	13	13	41	41
h	Any other				

4. What is the percentage of the staff in the following category?

	categories	Teaching	%	Non-	%
a	SC	2	14.28		
b	ST				
c	OBC				
d	Women	4	28.57	2	28.57
e	Physically				
f	General	8	57.14	5	71.4
g	Any other	2	14.28		

5. What is the percentage incremental academic growth of the students for the last two batches?

	categories	At admission(Annual)		At completion	
		Batch I	Batch II	Batch I	Batch II
a	SC	89.84	79.53	73.21	80.58
b	ST	80.45	76.16	82.14	79.90
c	OBC	66.26	69.72	73.58	75.38
d	Physically				
e	General Category	66.11	70.12	83.28	82.28
f	Rural				
g	Urban				
h	Any other				

PART-II

Evaluative Report

PART-II-A

EXECUTIVE SUMMARY OF THE **INSTITUTION**

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. There by, helping to bridge the gap between the different sections of society. The educational scene in the country has undergone major changes over the years, resulting in better provision of education and better educational practices. Quality of education in turn depends on quality of Teachers. So, teacher preparation in this regard is a prime criterion, our college, since its inception striving for producing quality teachers.

The management of S.J.P.V.V.Peetha Education Society is very dynamic, encouraging, and supportive with the vision of quality education and enhancement of life standards. S.J.P.V.V.Peetha Education Society has recognized & honoured by the stakeholders, publics for rendering yeoman services to the Society.

We are committed & dedicated to the following Vision, Mission, & Values

VISION

- To promote Professional Ethics among teachers
- To develop Holistic development among the students towards the motto of devotion, Sacrifice, and Excellence.
- To equip the students as catalysts for the transformation of the society and Nation Building.

MISSION

- To prepare the teachers capable of responding to the global social demands and meeting the challenges in Education.
- To address to the ever emerging issues and problems of school and teacher education and discover the remedial measures.
- Serving the humanity

VALUES

- To maintain a curriculum aimed at the acquisition of values and the discovery of truth
- To help students acquire a sensitivity to the views, lifestyles and beliefs of others
- To reign supreme both academically and professionally

In the year 1972, The College has established a good rapport and recognition by the Society, University and Department of education in its tenure. At present **Prof.Sharadamma.S.G** is the principal since 2013.

From 1972 to 1988 college was affiliated to Mysore University. From 1988 onwards college was Permanently Affiliated to Kuvempu University. At Present College is affiliated to Davanagere University. In the year 1996 NCTE has granted Permanent Recognition to this college.

The administrative look after and supervision is shifted to Directorate of Collegiate Education in the jurisdiction of Regional Joint Director, Shivamogga from D.S.E.R.T in the year 2013 March. The academic programmes are performed according to the rules, regulation and curriculum of the Davanagere University.

Srisaila College of Education is included under 2(f) & 12B of the U.G.C acts and received huge grants for the improvement of Girls hostel and Library and technology (I.C.T) facilities, professional improvement.

This college was admitted to the Government. Grant-in-aid in the year 1996 on special provisions and recognitions, by the Karnataka Government.

Since the inception of this institution, being spent all its efficiency and efforts to the sustenance and improvement of quality and standards of academic achievements and producing honest, sincere, dedicated, competent

and compassionate teachers to the society. Since 1972, College is bagging University level Ranks regularly.

The college has established a good support and rapport with local high schools. In turn, with their fullest co-operation successfully conducting practice in teaching programme continuously.

Challenges being identified are:

- Sustenance of quality & standard of education,
- providing field based, hands on experience, participatory, involved activities to realize all the set objectives of the B.Ed programme within the stipulated time,
- changing the examinations – reproducing mindset, instead make them to Generating knowledge & development of professional ethics & skills among Student teachers.
- Developing positive attitude towards teaching profession & Teachers among students & stake holders.
 - Mobilization & Management of financial, material & human resources.
- Lack of support & co-operation by the monitoring bodies, but we put our best efforts to cope with them for the betterment of academic progress and student's welfare.
- Developing dedication, commitment, positive attitude & harmony among faculty of the institution & associates.

With the stated vision, mission, values the college is functioning progressively by accepting the challenges with support of all sections of the society without compromising quality & standard.

PART-II-B

Criterion-wise Analysis

CRITERION - I

Curricular Aspects

1.1. Curricular Design and Development

1.1.1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value orientation, employment, global trends and demands, etc.)

Objectives:

- To develop in confidence in pupil teachers to face with many new challenges of life.
- To prepare competent, committed, constructive and creative teachers for the future generation.
- To develop this institute as a centre of excellence and to strive for continuous improvement of education and human resource advancement.
 - To provide Sound philosophical, sociological and psychological background to student teachers (for teaching)
- To equip the student teachers with practical knowledge and hands on experience about different teaching skills to become competent teachers.
- To imbibe in them values, traditions, professional ethics & the positive attitude towards teaching profession.
 - To enrich professional competency amongst the trainees.
 - To develop leadership qualities among young teachers.
 - To encourage research work among trainees.
- To encourage the use of ICT in teaching and learning process.

1.1.2. Specify the various steps in the curricular development process. (Need, assessment, development of information database

pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies?)

The curriculum recommended by the concerned authority i.e. Board of studies, Academic council of Davanagere University.

Even before implementing the prescribed curriculum, (programme) every aspect of curriculum will be discussed as a whole and subject wise, this is done at university level Workshops in which our faculty members have also participated and engaged them in curriculum reconstruction.

When we are told about the curriculum to be implemented there will be a detailed discussion about the pros and cons of the same at the college level.

Every faculty will be given sufficient time to study their areas of teaching and the same will be discussed in the meeting. After thorough interaction, a consolidated opinion is framed.

Then the curriculum is transacted in the classroom in relevant areas. Its effects will be keenly studied and discussed. The same is interacted with student teachers; their constructive suggestions are also given considerations.

Finally the institution implements the curriculum through curricular activities like providing specified optional subjects, practice in teaching lessons and practicum. And also through co- curricular activities.

1.1.3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

While designing the curriculum itself these points are taken care of by the curriculum designers (NCERT, DSERT University). While transacting the curriculum in the classroom or in the concerned field these thrusts are emphasized.

The subjects taught in the course include the content which emphasises the global trends.the subject philosophical and sociological perspectives of education includes topic like changing aims of education in the context of globalisation, role of education in promoting culture and values and education for national development. The subject psychology of learner and learning process include developmental psychology and modern theories of learning .instrumental technology has the concepts like principles of teaching, action research, and co-

operative collaborative learning.the fourth core subject information and communication technology include challenges of including ICT in education ,E-learning, web learning etc.

In the second semester the core subject Current trends and challenges in Indian education include the topics like universalisation of education, national and international understanding, life skills inclusive education value education globalisation and global peace. In the subject Psychology of learning and Evaluation topics like personality development and new trend in evaluation. Educational management includes qualities & responsibilities of teacher leader in present scenario.

In addition to these subjects the electives like Guidance counselling and Physical and Health education are also introduced by the institution.

1.1.4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

Environmental awareness:

The student teachers would be oriented about these and other issues at the beginning of the academic year and are impressed to adopt and practice in their daily activities. They are informed about environmental issues like different types of environmental pollution and conservation of natural resources while celebrating environmental day. Discussions and Debates are organised by the faculty members in the class room on different issues of environment.

Value Education:

In all their activities there will be focus on values. All the teachers are keen to inculcate in student teachers – through varieties of curricular & co-curricular activities. All Co-curricular activities are being planned well for incorporating such values. the values like patriotism national integration, secularistic attitude gender equality dignity of labour, scientific temper, punctuality neatness, honesty, truthfulness are encouraged and appreciated by the faculty members at each and every stage of academic growth.

ICT

ICT is also given importance the course by considering it as one of the subject. Practicals are also conducted in the college which will help them to use it in their future as teacher.

1.1.5. Does the institution make use of ICT for curricular planning? If yes give details.

ICT has become the part and parcel of our day-to-day life. Certainly, it is inevitable using computers interactive boards, LCD's etc in the classroom. All student teachers are trained and provided the practical knowledge of the use and operations of these devices. Our Teachers use Power Point Presentations, OHP, LCD projectors in regular classes depending on the requirement. Students are also motivated to use the same during their practice teaching programme. The faculty members are provided Personal Computers with internet facilities, class rooms are equipped with interactive boards.,

ICT is used to plan all the day to day activities of the college like year plan, timetable, observation schedules for teachers and students, and microteaching lessons. It is also used to plan and type question papers for periodicals, letters for resources persons, to maintain reports related to college. It is also used to plan annual reports for NCTE, NAAC, UGC and university. Internet facility is utilised by staff and students for references.

1.2. Academic Flexibility

1.2.1. How does the institution attempt to provide experiences to the students, so that teaching becomes a reflective practice?

In the first semester itself students are introduced to the ten microteaching skills and oral and written communication skills. Each and every skill is introduced and demonstrated method wise by the faculty members. The students practice these skills in small groups of 15 members and try to master the skills by teaching and re-teaching sessions which are observed and guided by method masters. Later in the second semester students are sent to practice teaching schools. Before sending them to practice teaching schools the macro lessons are demonstrated by the teacher educators and experienced teachers. They are also guided to prepare lessons plans and teaching aids. The college also provide learning aids in advance. The students are also oriented to observe the lessons given by their friends. This helps them to make reflective teaching practice.

A feedback session will be done every day and valid, constructive suggestions will be given by fellow beings and faculty. Records are maintained.

1.2.2. How does the institution provide for adequate flexibility and

scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

Every student teacher will be given enough opportunity to develop him/her self the ability to realize the objectives/goals as envisaged earlier, students are motivated to participate in and out of class-room activities.

Students are to be trained individually, minimum 10 teaching skills in each methodology under the supervision of respective Method Teachers until they gain perfection in the same. There after they are sent for practice of teaching under the supervision of Method master.

In schools every week, students will organize CCA, on different themes. Consequently each student gets ample number of opportunities to strengthen in other areas too. Every day sports and games are also conducted. Syllabus related practicum work is assigned by the college in all the subjects. The students use library and internet facilities in the college. They also go for field work visit many schools, colleges, historical places bank etc. They also use the lab facilities provided in the college and school where they are allotted. They are encouraged to prepare power point presentations and transparencies while teaching which give them variety of experiences.

1.2.3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.?

Developing Communication Skills:

To develop effective communication skills in each student teacher, which is the fundamental requirement needed for their profession, Communicative/Spoken English (languages) being taught and allowed them to practice in all their activities, corresponding assignments project works being assigned. Topics on different concepts are given to the student and asked to write articles.

ICT Skills:

For the development of ICT Skills Weekly 3-4 periods are allotted for

practicing computer skills. Students are allowed to use computers, LCD, Interactive boards, OHP etc.

Life Skills

Personality Development Classes are introduced in regular time table. Guest Lectures on personality development by experts are also organized. Videos on Personality development are presented. Morning assembly, prayers also substantiate these aspects.

Community Orientation and Social Responsibility –

Citizenship training camp is organized by the institution every year for three days especially in rural areas. Student teachers will stay in rural areas and experience the rural life. They also conduct the survey and collect the information about their education, economic status utilisation of government scheme and provisions etc. A consolidated report is prepared & the same is submitted to the concerned authority

Social services like cleaning, making roads, drainages, school play ground & Environmental awareness, visits & lectures, Literacy, small family norms, awareness of laws and Governmentschemes are also planned and organised.

1.2.4. How does the institution ensure the inclusion of the following aspects in the curriculum?

i) Interdisciplinary/Multidisciplinary :-

The following papers are taught in the

I semester

Foundational courses being taught in the college are:

- Philosophical and Sociological perspectives of education.
- Psychology of the learner & learning process.
 - Instructional Technology.
 - Information and communication technology

II semester

- Current trends and challenges in Indian education.
- Psychology of learning and evaluation.
 - Educational Management.
- Electives.(guidance and counseling, physical and health education etc)

- Methodology of teaching subjects. All these subjects are interconnected & multidisciplinary.

(These will be restructured for the two year B.Ed course from Academic year 2015-16)

ii) Multi-Skill development

All student teachers are exposed to curriculum and varieties of Co-Curricular activities, to develop academic & administrative skill, leadership qualities etc. In the beginning of the academic year the students are asked to introduce themselves with their talent and it is nurtured throughout the year.

iii) Inclusive education

All students are allowed to take training in our college. Physically challenged students will be taken care of, some exemptions and special attention is extended to them.

There is a chapter in paper 1 i.e Inclusive education and Education for exceptional children.

iv) Practice in teaching

Preliminary meeting is arranged for practice Teaching Schools HMs seeking their co operation during practice teaching session. A group of 6 to 10 students comprising different combination is allotted to 10-12 Practice Teaching Schools – each student is supposed to give prescribed 12+1=13 lessons in each methodology. i.e 26 lessons (in block Practice Teaching) each lesson will be keenly observed by method masters, Co-operative teachers and compulsorily by fellow beings, a constructive feedback sessions is held every day at the end of class hours and suggestions are given for improvement. Planning and execution of each practice teaching lesson is given due care earlier.

v) School experience/internship

Each student is expected to work in the allotted school 30-35 working days. Along with practice of teaching, student teachers are expected to involve in other activities of the respective schools viz CCA, Mass physical Education, Tests, Serving Mid-day meals, sports etc..

vi) Work experience/SUPW

SUPW activities made mandatory. Students prepare varieties of articles viz Files, Envelops, Pointers, Candles, Dusters & decorative articles under the guidance of the teacher, Gardening, Pot Culture are the other type of activities. Thus developing in them dignity of labour & many social values.

vii) Any other (specify and give details)

Field trips to educative, scientific, cultural and Historic important places are organized. A survey & study of such places is done by our students at the time of their practicum work. Faculty members extend their help to the teachers of the local schools and others in preparation of teaching aids.

1.3. Feedback on Curriculum

1.3.1. How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stakeholders with reference to the curriculum?

Institution collects the feedback from students, Alumni members, employer-administrative officers, academic peers-senior faculty members, parents to encourage feedback and communication. Suggestions are incorporated at the time of revision of curriculum at university level and college level.

1.3.2. Is there any mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The feedback gathered from the different above mentioned ways consolidated and the same is to be thoroughly discussed in staff council meeting, College level and association meetings at university level, Opinions collected from all colleges, pooled and consolidated, the same is to be taken in to consideration while revising or updating the curriculum.

1.3.3. What are the contributions of the institution to curriculum development? (Member of BOS / Sending timely suggestions, feedback, etc.)

As ours is one of the senior colleges, all senior faculty members have got involved in the designing and refining process of curriculum. Consolidated opinion is discussed with the department & same will be seen whether is to be implemented or not. Senior faculty members have also worked as BOE & BOS members also. Most of the faculty members has participate revision of in the revision of curriculum.

1.4. Curriculum Update

1.4.1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and students satisfaction? (Provide details of only the major changes in the content that have been made).

The Curriculum which has been adopted by the college is prescribed by the university. The prescribed curriculum has been revised once as a whole. Practical difficulties are looked into, students' satisfaction; quality aspects are the major concerns.

Changes made while revising the curriculum when semester system was adopted was deleting the out dated concepts, including the current topics content exam was made the university level exam, content syllabus is revised in accordance to the changed syllabus of schools, communication skills were introduced, tutorials are also incorporated, spoken English and personality development programmes are made mandatory. Life skills are introduced. Topics like women empowerment, global peace and harmony RTE&RTI are incorporated.

1.4.2. What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

We follow the curriculum prescribed by the university. Interaction sessions will be held to discuss the effectiveness of it with the students (Periodically), even the class room interaction also reveal the effectiveness of the same.

The same is discussed on a common platform (University – Association)

1.5. Best Practices in Curricular Aspects

1.5.1. What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

At the beginning of the academic year, students are oriented about the nature of the course and their responsibility & co-operation.

Each lesson to be delivered by the faculty members are well planned prepared and transacted, overall the classes are monitored by the principal and senior teachers.

Once in a month, student's union meeting is called upon and their academic requirements are discussed and every care is taken to maintain the academic excellence by the faculty.

Periodical tests are conducted and the strengths and weakness of students are highlighted, seminars, guest lectures, workshops, guidance and

seminar counselling services being extended.

Group and individual works/projects being assigned. The merits and demerits of their performance being discussed.

Open library system, reference sections satisfies the academic curiosity and accelerates the cognitive abilities of the students. New publications are immediately ordered and procured within a span of 15 to 20 days. Weekly tutorial classes are held in teaching subjects to clarify their doubts, supportive activities are also suggested to substantiate their learning. Journals, research articles, educational magazines also support their academic needs.

1.5.2. What innovations/best practices in „Curricular Aspects“ have been planned/implemented by the institution?

- Through orientation programmes a mind set is made.
- Communicative skills are developed conducting activities, group discussions, interviews etc..
- Teaching – Learning activities are planned well by preparing programme of action.
- Well equipped, open library system is provided.
 - Immediate feedback of their activities.
- Periodic tests, regular assignments,
 - Education based CCA
- Question paper analysis after teaching every unit.
 - Tutorials/Guidance.
 - Demo lessons by experts.
- Maximum use of Technology
 - Camps & Visits.
- Planned to conduct inter

college sports and cultural
meet.

- Planned to organise
competitive exams oriented
workshops for present
students and alumni of the
college.

CRITERION - II

Teaching-Learning and Evaluation

This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities through effective teaching – learning practices, Interactive instructional techniques that engage students in higher order „ thinking “ and investigation through the use of interviews, focused group discussions, debates, projects, presentation, experiments, practical sessions, internship and e-resources are important considerations.

Key aspects.

- Admission process and student profile.
- Catering to diverse needs.
- Teaching Learning process.
 - Teacher quality.
 - Evaluation processes and Reforms.
- Best practices in Teaching, Learning and Evaluation.

2.1.Admission process and student profile

2.1.1 Give details of the admission processes and admission policy (Criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency etc.) of the institution.

Under the policy of State Government (CAC) as well Davanagere University the eligibility conditions for B.Ed admissions are, Candidate must be a citizen of India and should be candidate from Karnataka which means,

- Candidate who has studied for at least 7 full academic years in any one of the government recognized Institutions from I grade up to PUC / 12th grade.
- Passed SSLC / PUC in either open school or private school.
 - Must be a graduate with Bachelors’ degree / Master degree with

minimum of 50% aggregate of all three years including I A.

- And minimum 45% for SC, ST, C1 and physically handicapped.

In service candidates seeking admission for the B.Ed. shall confirm the eligibility criteria prescribed by the State Government and shall be as the rules mentioned in the Centralized Admission cell (CAC) prospectus.

75 students are allotted by the government and 25 students are filled up under Management quota as the Institution is aided by Govt. of Karnataka. Whoever comes first is given priority and also their percentage and performance in the interview conducted by management is considered.

2.1.2. How are the programmes advertised? What information is provided to prospective students about the programmes?

Our college is a well known college in the state which is serving the society since 42 years the outgoing students encourage their juniors to get admission in the college. Details of the college is updated in our web site. The information regarding the admission of the B.Ed course is given to the local degree colleges in Harihar.

The teacher Trainees are provided with the prospectus along with the admission form it bears all the details of the Management, Governing council Fees structure, rules of the university, admission criteria, staff details and in brief outline of achievements of previous year students.

2.1.3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

N.C.T.E., has recognized intake strength as 100 to our institution. Government of Karnataka Central Admission Cell has fixed 75% seats for Government quota & 25% Seats for Management Quota (for Grant-in-aid colleges).The Students allotted to our college by the C.A.C will report to the College the given date .The documents of Government Quota students are also thoroughly verified once again by the college while they are reporting.

The Management quota is filled-up by giving an advertisement in Popular & Local daily news papers, if necessary Admission criteria of the Karnataka Government are complied & equitably applied category wise to all the applicants.

The documents of all the students are thoroughly verified at the time of admissions by the faculty. The list of all the students admitted under Govt., & Management quota along with their original documents will be sent to the University for the Final Approval. Admission cell monitors the regulation about the categories of students to be admitted. 50% science 50% arts students admission is usually followed depending upon the applicants in that particular year.

2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse teacher trainees population admitted to the institution. [e.g. individuals of diverse economics, cultural, religious, gender, linguistic background and physically challenged].

As per the Policy of Central Admission Cell (CAC) of Karnataka Government for B.Ed. admissions fixes 75% of the seats under government quota out of this 20% for SC & ST candidates & 5% of seats are reserved for the candidates from Hyderabad Karnataka region.

In the remaining 25% of Seats are fixed under management quota, that will be filled as per the rules & regulations of the CAC on first come first serve basis. Admission cell follows the reservation based admission fixed by the government. All diverse background students are admitted. As per reservation is given to SC, ST, C-I, IIA, IIB, IIIA, IIIB, women category, Hyderabad Karnataka category and 3% seats are reserved for physically handicapped.

2.1.5. Is there a provision for assessing student's knowledge / needs and skills before commencement of teaching program? If yes, give details on the same.

The knowledge of the student-teachers and their needs are assessed by organizing a compulsory Talents exhibitions and cultural programmes in the beginning of the year itself.

The orientation classes are arranged in the first week of the year. Students are introduced to the various activities that will be organised in the two semesters of the course. They are introduced to the subjects and electives. They are also given opportunity to select the medium of instruction.

Oral tests are conducted in the respective methodology classrooms to test their content knowledge which is very much necessary for them to complete the course successfully.

2.2 Catering to diverse Needs.

2.2.1. Describe how the institution works, towards creating an overall environment Conducive to learning and development of the students.

The institution and the management authority spend their efforts to create a conducive environment to the students for learning and developing their potentials.

Ours is a 3 storied building with good ventilation and lighting facility. It is well maintained building with greenery around which creates a healthy atmosphere for students to learn.

Classroom: classrooms are spacious with seating capacity of 100 teacher trainees. They are well ventilated and with maximum number of windows. The seating arrangement includes the modern desks with storage area for student's books and bags. In most of the class rooms LCD projectors are fixed and provision for smart classes is made. There are separate classrooms for Kannada & English medium students.

Library is a in the ground floor with good ventilation & lighting facility. More than 40 students can be accommodated at a time. There are books with references, periodicals, encyclopaedia, research journals, dictionaries and various CD's. There is provision for students to browse internet in the library for both M.Ed& B.Ed students.

Computer laboratory is available with 20-25 computers for practical. There is wi-fi facility in the institution which can be utilised by the students in the computer lab that helps our students to get information to complete their practicum and research work.

Seminar hall/multipurpose room in the institution is utilised to organise various programmes like seminars, workshops and conferences. It has the seating arrangement for more than 120 members.

Method laboratories i.e Physics and Mathematics laboratory, History room, computer/language lab, Chemistry and Biology labs are available for teacher trainees which give them practical knowledge about the subject.

Psychology laboratory with maximum number of tools related to different concepts like intelligence, creativity, attitude, aptitude, values, EQ etc are

available. Some psychological instruments are also available, the use of which is trained by our teacher educators.

Over all environment of the college: college is situated in the out skirt of the city which is free from pollution. In the same campus there is Autonomous degree college, P.U College, English and Kannada medium high school and primary school which belongs to the same management. The college has common garden and play ground, drinking water facility, women's hostel vehicle parking facility in the campus. These facilities help the teacher trainees to complete their course in the conducive environment.

Seminar hall is available where different types of activities like seminar, workshops and celebrations of important days are arranged.

2.2. How does the institution cater to the diverse learning needs of the students?

The institution organizes Group wise spoken English classes. Bilingual method is adopted in the compulsory courses. Teachers engage special classes, Remedial counselling sessions. Methodology wise Interaction & Guidance is provided to fulfil their needs and requirements for strengthening their learning and developments.

The diverse needs are catered by need based academic services providing them with laboratory, vast spacious library, well furnished class rooms with good ventilation and light, smart classes, and qualified faculty.

The college also organizes guest lectures, seminars and workshops etc to cater to the needs of student teachers. Grievance cell look after the welfare of the student teachers.

Student-teachers are provided with regular and continuous feedback for their improvement, learning progress & development being monitored.

The gifted teacher trainees are identified and given opportunities to participate in different programmes like essay competitions seminars and workshops. Academically weak teacher trainees are given due importance by identifying their problem and finding the solutions for the same. Each and every faculty member attends these students at any time of the day and guide him in sorting his /her difficulty. Poor students are also given due consideration by the institution and faculty members.

2.2.3. What are the activities envisioned in the curriculum for student-teachers to understand the role of diversity and equity in teaching learning process?

The Foundation Course-1 The sociological and philosophical perspectives in education includes the concepts like Aims, principles, values, & ideals of Education. The Social interactions, cultural diversity, cultural lag and cultural change also provides the required knowledge and understanding to the student teachers.

The Foundation Course-2 “Psychology of learner and learning process”, part includes units like intelligence, creativity, exceptional children, personality and group behaviour which provides theoretical knowledge for the trainees. Individual differences which gives pedagogical knowledge about the diversified children, equity of learning process. The trainees understand the role of diversity through the activities envisioned in the curriculum.

The co-curricular activities like celebration of National festivals with paper presentation, National leaders birthdays, Multi religious worships and prayers like “Sarvadharm Prarthana” and community living in camps, where all the students are equally treated.

The Practice teaching also provides opportunity to work with students with different socio economic background & teacher’s community where the trainees apply the knowledge of diversity and equity gained theoretically in the classroom.

Survey of Literacy & economic status of women, etc. helps to understand the role of diversity and equity in teaching learning process.

2.2.4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students’ needs?

All the faculty members are well qualified and experienced in their fields. All most all of them participate in professional academic programmes like seminars, conferences, workshops, at local, regional, university level, state level, National and International level and procure latest knowledge to cater to the diversified needs of the teacher trainees.

Institution provide seminar hall to conduct various departmental meetings, seminars, workshops, and training programmes for teacher educators, Head masters, secondary school teachers.

Our faculty members are nominated to perform the responsibilities of the university under different committees as Chairpersons/Members in BOE, Academic council, co-ordination board committee for curriculum construction.etc

All the above opportunities directly and indirectly cater to the diversified needs of the student teachers. The informal interactions with the student-teachers also supplies necessary solutions to the varied needs of the students.

2.2.5. What are the various practices that help teacher trainees develop knowledge and skills related to diversity and inclusion and apply them in class room situations?

The various practices that help the teacher trainees to develop knowledge and skills of diversity related and inclusion approach are,

- Knowledge is provided through pedagogy and different Foundation papers which helps them to get input about the skills required.
- The demonstration lessons delivered by Teacher educators and experienced teachers develops the required practical idea to handle diversity in the classroom through observation learning.
- The practicum given in different subjects and methodologies help students to develop knowledge and skills related to diversity and inclusion.
- Finally, the practice of teaching experiences provides the real experience to manage the diversified group and to merge them in the inclusive programmes.

2.3. Teaching Learning Process.

2.3.1. How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation peer teaching, role playing internships, practicum, etc.)

Students are engaged in interaction with teachers, discussion, debate, preparing papers, Survey, project works, visiting various institutions.

Seminars are conducted for which the students prepare papers from the library references, website, and internet browsing and consulting with teachers. They are engaged in the workshops for preparing lesson plans, unit plans, resource unit, audio visual aids viz., charts, models, albums, etc. Engaged

in Preparation of evaluation tools, check lists, questionnaire, test items, question bank, blue print, & question paper.

Involving in weekly cultural events, garden maintenance, literary & sports activities, Citizenship Training Camp keep them active. Student teachers are fully involved in Micro-teaching, peer teaching, & Macro-teaching programmes.

Preparation of learning package, self learning material, OHP, transparencies, collection of news paper articles etc are encouraged.

2.3.2. How “learning” is made teacher-trainee centred? Give a list of the Participatory learning activities adopted by the institution and those, which contributed to self Management of knowledge, and skill? Development by the teacher trainees?

Learning is made “Teacher–Trainee-Centred” by following ways:-

- By adopting methods & approaches like group discussion, debate, peer interaction, demonstration, Role play, Heuristic approach, Enquiry model, survey, Laboratory approach and individual & group projects.
- Individual topics are assigned to the students to conduct seminar by using ICT facilities in the college.
- Topic selections for projects are done based on their interest, choice and the existing previous knowledge and experiences of the students.
- Student teachers are allowed to select the topics for practicing micro-teaching skills by themselves.
- Student teachers are allotted to the practice-teaching schools on the basis of their residential locality, Socio economic background.
- Elective courses are opted by the student teachers on their interest & scholastic aptitude.
- Psychology experiments are conducted in free & democratic setup by teacher educators in tern they conduct the same to their students.
- For Micro-teaching programme methodology wise student teachers groups are made.
- Collection of educative articles related to Science, Psychology, History, Language and Mathematics is encouraged.
- Students also engage themselves in socio - economic survey in CTC.

2.3.3. What are the instructional approaches (various models of teaching used) and experiences provided for ensuring effective learning? Detail any innovative approach / method developed and used.

Various instructional approaches are adopted by the teacher educators like, discussion, lecture cum-demonstration, Problem-solving, self learning, inquiry & enquiry models, role play, seminar-paper presentation etc.,

Some of the modern approaches are also adopted like programmed learning, power point presentations, OHP assistance, smart board teaching, individualized instructions to cater to the needs.

2.3.4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each teacher Trainee.

Yes, the institution has provision for training in models of teaching in methodology classes. The following Models of teaching are practiced in methodology classes by the student teacher.

- Concept Attainment Model.
- Inquiry Training Model.

Students are also trained to prepare lesson plans using these models which is utilised by them later in Their practice in teaching classes.

2.3.5. Do the teacher trainees use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each teacher trainee per skill.

Yes, the teacher trainees do use the micro-teaching techniques to develop proficiency in teaching skills. The detailed orientation is provided in the lecture on foundation course-3 paper Instructional Technology. Each skill is introduced and demonstrated by Faculty members during micro-teaching programme as a model being followed & practiced by the student teachers. Continuous Feedback is given to the student teacher after the half cycle practice and the cycles are repeated till proficiency is developed.

The skills being practiced in our institution are -

- Skill of writing instructional

objectives

- Skill of introducing a lesson
- Skill of fluency in questioning
- Skill of probing questioning
- Skill of explaining
- Skill of illustrating with examples
- Skill of stimulus variations
- Skill of reinforcement.
- Skill of using black board.
- Skill of achieving closure

2.3.6. Detail the process of practice teaching in schools (lessons a teacher trainee gives per day, lessons observed by the teacher educators, peer/school teachers, feedback mechanism, monitoring mechanism of lesson plans, etc.)

The practice teaching is conducted for 6 weeks in the month of July-August. 10 to 12 schools are selected and 6 to 12 student teachers are allotted to each school in Harihar.

For practice of teaching Prior permission is taken from the BEO/DDPI. A meeting of Heads of the institutions will be held in advance, their suggestions are incorporated in the demonstration lessons and practice of teaching programme.

And prior to the commencement of practice teaching, lesson plans are prepared by the student teacher in presence and under the guidance of concerned faculty members and their peer group. Every day the lesson plans are corrected and guidance is given to make necessary changes before going to the practicing schools. Each Student teacher give one lesson per day in each methodology.

The practicing Lessons of the student teachers are fully observed by the teacher educators, peer team. Same day the feedback session is conducted in a democratic way and constructive suggestions are given their improvement & progress.

Student teachers are instructed to observe at least 3-4 peer lessons per day. Teacher educators also observe maximum number of lessons every day. Teacher educators must observe at least 6 lessons of each student teacher.

2.3.7. Describe the process of Block teaching / Internship of students in Vogue.

The block Teaching is arranged to all the students of the institution in the month of July-August in the second semester of the course. This is organized programme which begins with orientation programme followed by Head Masters meeting. Student teachers bring units and time table from the schools allotted. Arrangement of demonstration by teacher educators and expert teachers are arranged. The students spend their full time of the day in the school and take part in all the activities of the schools for 6 weeks viz, prayer, Invigilation of tests, sports and games activity, cultural programmes, National festivals, Managing Mid-day meal etc.

The student teachers are guided to write lesson plans. These lesson plans are corrected by our respective method masters. Students are also guided to prepare learning aids in advance .They are also asked to observe the peer lessons and record them.

After completing the unit, they give the unit test and announce the result in the school. every Saturday student teachers from all the schools gather in the college and the progress and the problems of the student teachers are discussed.

2.3.8 Are the practice teaching sessions/ plans developed in partnership, co-operatively involving the school staff and mentor teachers? If yes give details on the same.

Yes, the practice teaching sessions/plans developed in partnership, co-operatively involving the school staff and mentor teachers. To begin, Head Master/Principals are invited for meeting where the students list is announced after the acceptance by the Head Master, the allotment of the trainees is finalized. Some time flexibility and modifications are done based on the needs and requirement of strength, sections of the school.

This helps for mutual co-operation and smooth functioning of the Practice Teaching. Even, the Lesson plans are also discussed with the concerned teachers before delivering them in the class.

2.3.9. How do you prepare the teacher trainees for managing the diverse learning the needs of students in schools?

Teacher trainees are also encouraged to set up different techniques and teaching in the school, Viz: models, charts, specimens, Maps and Globes, Projectors, OHPs and other materials. They also conduct extra classes to meet the needs of the diversified students / learner.

Demonstration lessons by teacher educators and expert teachers help the student teachers to manage the needs of their students. In the feedback sessions students are informed to manage different situations in the classroom.

2.3.10. What are the major initiatives for encouraging teacher trainees to use/adopt technology in practice teaching?

Our teacher educators use different Audio-Visual Aids like OHP, s t a t i c , working Models, charts, smart boards, L.C.D. Specimens etc., while demonstrating the lessons. It helps the students understand properly and efficiently the use of technology and student teachers are encouraged to use technology in practice in teaching.

2.4 Teacher Quality.

2.4.1. Are the practice teaching plans developed in partnership, co-operatively involving the school staff and mentor teachers? If yes give details.

Yes, we consult and seek the co operation of teachers & head of the Institution for preparing practice teaching time table. Prior to the commencement of practice of teaching, A meeting of Heads of the institutes will be held, where in all the matters concerning Practice teaching will be discussed. In addition to this school teachers sometimes co-operate in observing the lessons and for content enrichment of our students. Students allotted to different schools, get the topics from the concerned teachers, and lesson plans prepared by the trainees will be scrutinized by their method masters, re-planned if it is required. Approval of lesson plans etc. The teacher trainees get the guidance from the teachers to execute the lesson in the classroom.

2.4.2. What is the ratio of teacher trainees to the indentified practice teaching schools? Give the details on what basis the decision has been taken?

No student teachers ratio is fixed commonly to all the practice teaching schools. Usually the allotment of the student teachers is decided in the meeting of the Head of the institutions/Senior Teachers and Departmental representatives on the basis of strength & number of sections available in the Practice teaching schools. Priority will be given to all methodology student teachers. More or less 1:10 ratio basis decision will be taken.

2.4.3. Describe the mechanism of giving feedback to the teacher trainees and how it is used for performance improvement.

According to the time table the Teacher-Trainees practice lessons, that will be fully observed & recorded by the teacher Educators and peers of the same subject as well as other subject.

The feedback is provided by making open discussions, suggestions and instructions are given orally & also in writing for their improvement & progress of the teaching.

2.4.4. How does the institution ensure that the teacher trainees are updated on the policy directions and educational needs of the schools?

The institution keeps itself updated with the latest policy directions through the circulars, notifications, announcements and by holding formal and informal discussions with School administration, regular departmental contacts and attending various education programmes organized by departments & teacher educator forums. The same is incorporated and transmitted to the student teacher in regular classes, workshops, circular, memos, announcements, seminars, Journals, News papers and Internet. And also the student teachers get information from the school administration during practice of teaching.

2.4.5. How do the teacher trainees and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The Faculty members update their professional knowledge and skills by attending refresher course, orientation courses, workshops,

seminars, conferences, Guest lectures & by referring research thesis, project reports, journals, magazines, internet, and by consulting educational experts and resource persons.

The teacher trainees are regularly provided with the recent developments and discoveries in the class room interactions, discussions, debates, by referring recently published books, Journals, by browsing internet and with direct contact of school administration & faculty members.

2.4.6. What are the major initiatives of the institution for ensuring personal and professional / career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies etc.)?

The institution has a tradition of deputing the Teacher educators to various seminars, workshops, orientation programmes, refresher courses, conferences, university board meetings. The faculty members have been assigned responsibilities in organizing the above said programmes in their respective colleges & the teacher educator forums. The Management also supports such professional development programmes.

2.4.7. Does the institution have any mechanism to reward and motivate staff members for good performances? If yes, give details.

Yes, the institution has the mechanism to motivate and reward the staff members by recognizing their innovative approaches in teaching learning processes, & encouraging them to take up different survey, project works, and higher studies, organizing various curricular & co-curricular programmes. Management honours faculty members if any such achievements are made by faculty members.

2.5. Evaluation Process and Reforms

2.5.1. How are barriers to teacher trainee learning indentified, Communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality etc.,)

The barriers of the teacher trainees are indentified during class room interaction, discussions, and test performances. Individual attention, group interactions by the faculty members in the leisure hours. The barriers are overcome / removed by creating conducive environment, good infrastructure,

access to internet, Wi-fi, open library access.

Counselling & guidance sessions are conducted to remove the barriers and providing quality education to the teacher trainees.

2.5.2. Provide details of various assessment / evaluation processes (Internal Assessment, mid-term assessment, term end evaluations, external Evaluation) used for assessing teacher trainee learning?

The teacher trainees learning is assessed by continuous observations, periodic tests, assignments, their performance in project work & other participatory works. During micro teaching & macro teaching programmes, teacher trainees are fully observed by the faculty members and continuous feedback is provided for their progress & improvements. Each student & his/her performances in all the subjects will be discussed in staff council meeting before finalizing his/her internal assessment.

2.5.3. How are the assessment / evaluation outcomes communicated and used in improving the performance of the teacher trainees and Curriculum transaction?

The Assessment and Evaluation outcomes are communicated to the teacher trainees in the form of oral or written suggestions immediately. The teacher trainees are allowed to review their own records & answer papers immediately after the assessment.

The remedial programmes are conducted to overcome their learning difficulties, hotspots, gaps, etc. The student teachers are provided with updated information in the regular class room transactions & organizing various activities like seminar, workshops, tutorials etc. In each and every activity like microteaching, practice teaching CCM workshops on writing lesson plans, internship programmes, practical work, tests & tutorials teacher trainees receive feedback immediately

2.5.4. How is ICT used in assessment and evaluation processes?

The ICT is best used in the institution to assess them like smart classes are arranged for seminars; LCD is used for the presentations. The CCTV records the involvement of the students in the class. Data tabulation & the results are announced in the Internet. And also other works are done using computers.

ICT is also used to prepare instructions related to assessment, preparing question banks, question papers, assessments schemes, preparing result sheets and analysing the result.

2.6. Best Practices in Teaching – Learning and Evaluation

2.6.1. Detail on any significant innovations in teaching/learning/evaluation Introduced by the institution?

The institution has certain innovative practices such as, distribution of curricular & co-curricular activities. Conducting meetings before and after the major event to be organized like co-curricular activities such as Inauguration, Valedictory, Citizenship Training Camps and Educational excursions, National festivals along with curricular activities such as Micro-teaching work-shop, practice Teaching, Guest lecturers and seminars. It provides a vision for arranging a future event. Each faculty is given freedom to share their ideas in open discussions. Many student-friendly activities are organized to develop stage handling to reduce stage fears such as compulsory talents show; paper reading, Introducing guests, speeches etc are organized.

Morning assembly analyzing thought for the day is in regular practice. We divide the students in 6-7 groups in CTC and each group organizes a “cultural show” where every student is made to use the stage and this also develops healthy competition among them.

Kannada Rajyotsava, swachatha Diwas and celebration of important days provides different type of involvement of both students and Faculty. Teacher’s Day is celebrated by arranging sports for teachers.

The Alumni students welcoming the new batch of student teachers and interacting with them by the alumni is special event practiced in our institution.

Unit tests are conducted to know the level of achievement of students in each unit. Student teachers are encouraged to spend maximum time in the library and prepare notes and get the knowledge about current event.

.6.2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

We highlight our programmes in the state and District News Papers, college Magazines; we do display the report, photographs on the display board etc.

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The speaker of guest lecture also highlight our achievements though their speeches.

Technology is used to document in the form of CDS and photographs which will be distributed to students. The high achieved meritorious students also disseminate the message through their reflections to current batch students.

CRITERION - III

Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 How does the institution motivate its teachers to take up research in education?

The institution motivates faculty members for research activities in different ways. All such activities are promoted by way of financial assistance, physical facilities, internet facility and library facilities. The library is updated from time to time. Senior teacher educators provide guidance at different stages of research work right from preparing a research proposal to report writing. The institution deputed the staff members for seminars / Workshops / Conferences and encourages them to update their knowledge. The management also encourages the faculty members by organizing special talks, training, workshop and programmes etc., to enable them to get research orientation.

Following teacher educators has conferred on research degree. (Ph.D)

Sl. No	Name of the Faculty	Research Topic	University	Year
1	Dr.Venkatesha.K	“Influence of practice in teaching on self-concept,emotional adjustment and attitude towards teaching profession of secondary school teacher trainees in Mysore city”	Karnata State pen University	2013

Following teacher educators conferred on M.Phil., degree.

Sl.	Name of the Faculty	Research Topic	University	Year
2	Smt.Sharadamma.S.G	A study of Environmental awareness among 8 th & 9 th ,Students, of Shivamogh.	Alagappa University	2008

Following teacher educator pre registered for Ph.D., degree.

Sl.No.	Name of the	Research Topic	University	Year
1	Sri. Gurudev.B.R	“Effect of scientific interest ,Attitude towards science and problem solving ability in science on academic achievement in science among secondary school students”	Davanager University	2012
2	Smt.Harshalatha.M.V.	“Effectiveness of Inquiry based learning and Cognitive Apperenticeship approaches in Improving among 8 th satd students”	Davanager University	2012

3.1.2 What are the thrust areas of research prioritized by the institution?

The College runs B . E d . and M . E d , c o u r s e the following themes being identified by the institution for undertaking research study by the faculty in the coming days.

1. Constructivist approaches in teaching learning process.
2. Emotional maturity and Emotional intelligence.
3. Language skills and learning.
2. Continuous and Comprehensive Evaluation (CCE).
4. Quality Education.
5. Educational Technology – ICT.
6. Value Education.
7. Special Education.
8. Models of Teaching.
9. Development of Instructional Material.
12. Attitudes of students related to the different aspects of education.

3.1.3 Does the institution encourage Action Research / if yes give detail on some of the major outcomes and impact.

In some Methodology subjects there is a unit relating to the Action research. Topics are assigned to the student teachers to conduct Action

Research and guided individually to the successful completion. Student teachers are motivated to take up small action research during their respective practice in teaching in schools.

3.1.4 Give detail of the Conference/ Seminar/ Workshop attended and organized by the faculty members in the last five years.

Our institution and faculty members are actively involved in organizing conducting and participating in workshops, conferences, seminars and workshops. The details are as follows.

List of Seminars /workshop conducted by the institution:

Sl. No.	Year and Date	Level of Organisation	Area / Theme
1.	11 th April 2015	State Level Workshop	One Day State Level Workshop on Preparation for Assessment and Accreditation for Quality

The staff members have got many occasions to attend and present the papers in Conference/Seminar/ Workshops. Our staff members have been deputed on rotation and area of their interest. The details are given below:

Prof. Sharadamma .S.G

M.A. M.Ed. M.phil.

Principal

1. Experience

SL. No	Name of the Organisation	Period of Service	Designation	Job Description
1	Sri Saila college of Education. Harihara.	Since 1988	Associate/Principal	Teaching Education Subjects, Methodology of Teaching History.

2. Subjects and the classes taught

Academic Year	Semester	Name of the Subject Taught	Tutorial/ Lab. Assistance/ Other Courses	% Pass	Innovative Practices Proposed /adopted (Yes/No)
2012-2013	First Semester (B.Ed.,)	Instructional Technology CCM-History & Civics	Tutorial/Lab. Assistance	100	Yes
2012-2013	First Semester (M.Ed.,)	School Education, Economics of Education	Tutorial/Lab. Assistance	25	Yes
2012-2013	Second Semester ((B.Ed.,)	School Management CCM-History & Civics	Tutorial/Lab. Assistance	100	Yes
2012-2013	Second Semester ((M.Ed.,)	Teacher Education	Tutorial/Lab. Assistance	25	Yes
2013-	First Semester (B.Ed.,)	Instructional Technology	Tutorial/Lab.	100	Yes

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2014		CCM-History & Civics	Assistance		
2013-2014	First Semester (M.Ed.,)	School Education Economics of Education.	Tutorial/Lab. Assistance	25	Yes
2013-2014	Second Semester (B.Ed.,)	School Management CCM-History & Civics	Tutorial/Lab. Assistance	100	Yes
2013-2014	Second Semester (M.Ed.,)	Teacher Education	Tutorial/Lab. Assistance	25	Yes

3. Improvement of professional competence by attending refresher / orientation courses, participating in summer schools, faculty development programmes, academic development programmes, research development programs, seminars, workshops, conferences and symposia.

S L. N o.	Name of the Programme and Organiser.	Duration		Name of the Institution/ Organizations	Purpose of attending (Participation / Paper Presentation / Session Chair / Key Note or Invited Address.	Financial Support availed from the University towards TA, DA, Reg., etc. (Rs.)
		From	To			
1	UGC Sponsored Refresher Course for College & University Teachers.	02.02.1999	22.02.1999	Gulbarga University (College Development Council)	Paper Presentation	-
2	UGC Sponsored Refresher Course for College & University Teachers.	25.09.2000	15.10.2000	Academic Staff College, Mysore	Paper Presentation	-
3	SUPW Training Camp.	27.03.2001	29.03.2001	CTE Chithradurga	Participation	-
4	Two days workshop for CCM History & Civics/CCM Geography Teacher s Educators.	15.10.2001	16.10.2001	Kumadwati College of Education Shikaripura.	Participation	-
5	Four days workshop on Educational Technology.	16.04.2001	19.04.2001	R.V. Teacher's College, Jayanagar Bangalore.	Participation	TA & DA have been paid as per K.C.S.R. Rules

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6	Two days workshop on kannada & English CCM.	12.10.2001	13.10.2001	Srisaila College of Education, Harihar.	Participation	-
7	UGC-RCC-ISEC Refresher course in Edn.	07.11.2002	30.11.2002	Institute for social & Economic Change, Bangalore.	Paper Presentation	-
8	Orientation Training Programme organised for Teacher Educators at Hyderabad.	06.10.2004	21.10.2004	Centre for Cultural Resources & Training New Delhi.	Paper Presentation	-
9	UGC Sponsored Refresher Course in Education.	02.03.2005	23.03.2005	UGC-Academic Staff College Bangalore University	Paper Presentation	-
10	Karnataka Rajya Prashikshakara Sammelana-2006.	22.08.2006	23.08.2006	Shankara Gowda College of Edn. Mandya.	Participation	-
11	UGC Sponsored one day state level workshop on Autonomy-Review & Renewal.	19.02.2011	-	S.J.V.P. College Autonomous, Harihar.	Participation	-
12	UGC Sponsored one day state level seminar organised by Dept. of Sociology on Globalisation & Social Transformation.	08.03.2011	-	S.J.V.P. College Autonomous, Harihar.	Participation	-
13	UGC Sponsored one day state level seminar organised by Dept. of Edn. on Higher Education in 21st century :Vision & Mission.	18.03.2011	-	S.J.V.P. College Autonomous, Harihar.	Participation	-
14	UGC Sponsored one day state level seminar organised by Dept. of History on Importance of Regional History	21.03.2013	-	S.J.V.P. College Autonomous, Harihar.	Participation	-
15	Two days workshop on Continuous & Comprehensive Evaluation.	21.07.2014	22.07.2014	Government College of Teacher Edn. Chitradurga & M.M.College of Edn.	Paper Presentation	-

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				Davangere.		
16	UGC Sponsored two days state level seminar on Issues & Challenges for Teacher Education in Knowledge Society	26.09.2014	27.09.2014	Dr.B.R.Ambedkar College of Education. J.C.Nagar, Bangalore.	Paper Presentation	-
17	National Seminar on Internship in Teacher Education Programme organised by M.M.College.	06.09.2014	07.09.2014	M.M. College of Education, Davangere.	Paper Presentation	-
18	One day National seminar on Inclusive Edn. in India : Implementation, Issues & Constraints.	28.03.2014	-	Davangere University	Participation	-
19	State Level Workshop on L.P. on based on C.E.E.	28.03.2015	-	M.M. College of Education, Davangere	Paper Presentation	-
20	IQAC under one day workshop on Quality Improvement Programmes in Teacher Education Colleges.	11.04.2015	-	Srisaila College of Education, Harihar.	Organisor	-
21	One day state level Seminar on Professional Ethics among teachers of Higher Education.	15.04.2015	-	T.M.A.E college of Education, Harapanalli.	Participation	-

4. Membership at Different Boards

a)	BOE - Member – 3 Times Kuvempu/ Davanagere University.
b)	LIC - Chairman
c)	Co-ordination Board – Chairman/ Member- 3 Times.
d)	Affiliation Committee Chairman /Member – 3 Times.
e)	B.O.S. Member- Kuvempu/ Davanagere University level.
f)	Content Syllabus – Construction Committee Chairman in DIET.
g)	Revised Syllabus Committee Member in Haveri DIET.

h)	Subject Expert- Appointment Selection Committee Member.
i)	Resource Person – CCE Programme (Workshop on Continues & Comprehensive Evaluation Conducted by DIET)
J)	Chair Person – Unit Tests , Blue Print & Test Materials.

5. Contributions

Sl.No.	Details of contribution
01	Construction & Curriculum & B.Ed., Conduct Various Programmes at College level / University/
02	Valuation at KSOU/ Kuvempu University/ Davangere University.
03	BOE Member in KSOU.
04	Question Paper Setter.
05	Cheif Superident in B.Ed., Examination, M.Ed., Examination,
06	KSOU – B.Ed., Asst. Co-ordinator, Co-ordinator.
07	B.Ed., Practical Examiner in Other Colleges. B.Ed., Annual Examination Observer.

Shri Gurudeva .B.R

M.Sc., M.Ed.N.E.T.

Assistant Professor

1. Experience

SL. No	Name of the Organisation	Period of Service	Designation	Job Description
1	Sri Saila college of Education. Harihara.	Since 01.07.2010	Assistant Professor	Teaching Education Subjects, Methodology of Teaching of Biology, Science Education
2	Vivekhananda Shikshana College, Arasikere.	25.06.2003		Teaching Education Subjects, Methodology of Teaching of Biology, Science Education

2. Subjects and the classes taught

Academic Year	Semester	Name of the Subject Taught	Tutorial/ Lab. Assistance/ Other Courses	% Pass	Innovative Practices Proposed / adopted (Yes/No)
2012.2013	First Semester	Psychology of learner and learning process	Tutorial/Lab. Assistance	100	Yes
2012.2013	Second Semester	Psychology of learning and evaluation	Tutorial/Lab. Assistance	100	Yes
2011.2012	first Semester	Psychology of learner and learning process	Tutorial/Lab. Assistance	100	Yes
2011.2012	second Semester	Psychology of learning and evaluation	Tutorial/Lab. Assistance	100	Yes

3. Improvement of professional competence by attending refresher / orientation courses, participating in summer schools, faculty development programmes, academic development programmes, research development programs, seminars, workshops, conferences and symposia.

SL. No.	Name of the Programme and Organiser.	Duration		Name of the Institution/ Organizations.	Purpose of attending (Participation / Paper Presentation / Session Chair / Key Note or Invited Address.	Financial Support availed from the University towards TA, DA, Reg., etc. (Rs.)
		From	To			
1	One day state level seminar on professional ethics among teachers of higher education	15.4.2015	-	TMAES college of education, Har apanahalli.	participation	self
2	One day state level workshop on preparatiuon for assessment and accreditation for quality in teacher education	11.4.2015	-	Sri saila college of education, Hari har.	Organisation and participation	-
3	One day state level work shop on lesson planning based on continuous and comprehensive evaluation	28.3.2015	-	Makanur malleshappa college, of education, Davanagere.	participation	self
2	National seminar on academic leadership pedagogy and innovation-“The key to future”	22.11.2014	23.11.2014	New horizon college of education. Bangalore	Paper presentation	self
5	National seminar on “Internship in teaching”	6.9.2014	7.09.2014	M.M. college of education Davanagere	Paper presentation	Self
6	Workshop on “continuous and comprehensive evaluation”	21.7.2014	22.07.2014	Davanagere university and etc	participation	Self
8	International conference on ‘	12.04.2014	13.04.2014	St pauls college of education.	Paper presentation	Self

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				Bangalore.		
9	State level workshop on communication skills for effective teaching.	5.04.2014	6.04.2014	Kumuadvathi college of education. Shikaripura.	participation	Self
10	Workshop on Revision of B.Ed curriculum	8.02.2014	9.02.2014	Davanagere university teacher educators association. Davanagere.	participation	Self
11	International seminar on current trends in teacher education	25.03.2013	---	P.G department of studies in education Karnataka university	participation	Self
11	National level seminar on the crisis of languages in contemporary context.	23.03.2013	--	S.J.V.P autonomous college	participation	Self
14	ICSSR sponsored 5days workshop on Research methodology	9.3.2012	13.032012	Davanager university	participation	self
15	National seminar on inclusive education in India:implementati on, Issues and constraints	28.03.2011	-----	Davanagere university	participation	self
	One state level seminar on higher education in 21 st century:vision&mi ssion	18.03.2011	-----	S.J.V.P autonomous college .Harihar	participation	self
14	One day state level seminar on globalisation and social transformation	8.03.2011	-----	S.J.V.P autonomous college	participation	self
15	Work on effective implementation of B.Ed,curriculum	13.6.2008	14.6.2008	Shankargowda college,of education,Man dya	participation	self
16	Two day national seminar on innovative trends in education	5.05.2012	6.5.2012	St pauls college of education.Ban galore.	presentation	self

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17	National seminar on teacher empowerment for quality education2national seminar: Trends and challenges	7.5.2012	8.5.2012	Kumadwathi college of education	presentation	self
18	Orientation training for teacher educators	14.06.2005	30.6.2005	Centre,for cultural resources and training	participation	self
19	Orientation programme	3.2.2012	1.3.2012	University grant commission,academic staff colle mysore, university of mysore	participation	self
20	Refresher course in guidance and counselling,	7.3.2008	27.3.2008	University grant commission,academic staff colle mysore, university of mysore	participation	self

4. Innovative practices / programmes adopt

a)	Design of Curriculum: Designed the curriculum of CCM Biology and content Biology of B.Ed programme of davanagere university.
b)	College time table preparation, class counsellor role.
c)	In charge of science Club Activities, Practice in Teaching and microteaching and communication skills.
d)	Teaching methods: Lecture.Seminar,Group discussion, Project work ,Assignment method and Demonstration method.
e)	Psychology Lab practical
f)	Evaluation methods: CCA,Paper pencil test, Oral test. performance test.
g)	Development of infrastructure and learning resources

Smt. Harshalatha .M.V

M.Sc(phy),M.A(psy),M.Ed,K-SET

Assistant Professor

1.Experience

SL.No	Name of the Organisation	Period of Service	Designation	Job Description
1	Sri Saila college of Education. Harihara.	Since 29/01/2013	Assistant Professor	Teaching Education Subjects, Methodology of Teaching physics
2	Nutana college of education	From 20.12.2004 to 25.12.2013	Assistant professor	Teaching education subjects, methodology of teaching physics
3	S.T.J.H.P.S Davanagere	From 22.12.2002 to 18.12.2004	Assistant teacher	Teaching physics and mathematics

1. Subjects and the classes taught

Academic Year	Semester	Name of the Subject Taught	Tutorial/ Lab. Assistance/ Other Courses	% Pass	Innovative Practices Proposed /adopted (Yes/No)
2012.2013	First Semester	Psychology of learner and learning process	Tutorial/Lab. Assistance	100	Yes
2012.2013	Second Semester	Psychology of learning and evaluation	Tutorial/Lab. Assistance	100	Yes
2011.2012	first Semester	Psychology of learner and learning process	Tutorial/Lab. Assistance	100	Yes
2011.2012	second Semester	Psychology of learning and evaluation	Tutorial/Lab. Assistance	100	Yes

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2. Improvement of professional competence by attending refresher / orientation courses, participating in summer schools, faculty development programmes, academic development programmes, research development programs, seminars, workshops, conferences and symposia.

SL. No.	Name of the Programme and Organiser.	Duration		Name of the Institution/ Organizations.	Purpose of attending (Participation / Paper Presentation / Session Chair / Key Note or Invited Address.	Financial Support availed from the University towards TA, DA, Reg., etc. (Rs.)
		From	To			
1	One day state level seminar on professional ethics among teachers of higher education	15.4.2015	-	TMAES College of education, Harap anhalli	participation	self
2	One day state level workshop on preparatiuon for assessment and accreditation for quality in teacher education	11.4.2015	-	Sri saila college of education, Harihar.	Organisation and participation	-
3	One day state level work shop on lesson planning based on continuous and comprehensive evaluation	28.3.2015	-	Makanur malleshappa college of education, Davan agere	participation	self
4	International conference on innovations and initiatives in teacher education	24.1.2015	25.1.2015	Konganadu college of education. T.N	Paper presentation	self
5	National seminar on academic leadership pedagogy and innovation-“The key to future”	22.11.2014	23.11.2014	New horizon college of education..Banga lore	Paper presentation	self
6	National conference on “Role of IQAC in mapping healthy practices and setting bench marks in higher education institutions for quality	19.9.2014	20.9.2014	Sir M.V government science college Bhadravathi.	participation	Self

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7	National seminar on "Internship in teaching"	6.9.2014	7.09.2014	M.M. college of education Davanagere	Paper presentation	Self
6	IQAC sponsored state level workshop on "post accreditation quality sustenance "	16.8.2014		Gudleppa hallikere college,Haveri	participation	College
8	Workshop on "continuous and comprehensive evaluation"	21.7.2014	22.07.2014	Davanagere university and etc	participation	Self
9	National seminar on Redefining teacher curriculam for nation building.	6.6.2014	7.06.2014	M.S.Ramaiah college of education. Bangalore	participation	Self
10	International conference on '	12.04.2014	13.04.2014	St pauls college of education. Bangalore.	Paper presentation	Self
11	State level workshop on communication skills for effective teaching.	5.04.2014	6.04.2014	Kumuadvathi college of education. Shikaripura.	participation	Self
12	Workshop on Revision of B.Ed curriculum	8.02.2014	9.02.2014	Davanagere university teacher educators association. Davanagere.	participation	Self
13	National level seminar on the crisis of languages in contemporary context.	23.03.2013	--	S.J.V.P autonomous college, Harihar.	participation	Self
14	State level seminar on Importance of regional history.	21.03.2013	---	S.J.V.P autonomous college, Harihar.	participation	Self
15	Workshop on learning and life skills training	9.03.2013	10.03.2013	Davanagere university	participation	Self

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16	ICSSR sponsored 5days workshop on Research methodology	9.3.2012	13.032012	Davanager university	participation	self
17	National seminar on inclusive education in India:implementation, Issues and constraints	28.03.2011	-----	Davanagere university	participation	self
18	State level workshop on publishing research articles in journal	20.01.2011	----	BIET ,MBA programme	participation	self
19	Statelevelseminar on survival of the desihigheducational system in the contextofglobalization	24..8.2008	-----	Smt Giriyamma .R. kanthappa shreshti first grade womens college.	participation	self

4. Innovative practices / programmes adopt

a)	Design of Curriculum: Designed the curriculum of CCM physics and content physics of B.Ed programme of davanagere university.
b)	College time table preparation, class counsellor role.
c)	In charge of science Club Activities, Practice in Teaching and microteaching and communication skills.
d)	Teaching methods: Lecture.Seminar, Group discussion, Project work, Assignment method and Demonstration method.
e)	Psychology Lab practical
f)	Evaluation methods: CCA, Paper pencil test, Oral test. Performance test.
g)	Development of infrastructure and learning resources

Dr. Venkatesha .K.

M.A., M.Ed.N.E.T. S.L.E.T., P.hD.,

Assistant Professor

1. Experience

SL.No	Name of the Organisation	Period of Service	Designation	Job Description
1	Sri Saila college of Education. Harihara.	Since 29.01.2013	Assistant Professor	Teaching Education Subjects,Methodology of Teaching Kannada
2	Amrita School of Education,Mysore	10.11.2006	Lecturer in Education	Teaching Education Subjects,Methodology of Teaching Kannada
3	Amrita Shikshana Mahavidyalaya, Mysore.	09.12.2004 To 09.11.2006	Lecturer in Education	Teaching Education Subjects,Methodology of Teaching Kannada
4	Sri Kumareswara College of Education, Hangal.	27.12.2002 to 08.12.2004	Lecturer in Education	Teaching Education Subjects,Methodology of Teaching Kannada
5	Amrita Institute of Computer Technology, Mysore.	01.05.2001 To 30.05.2002	Lecturer In Kannada	Teaching Kannada

2.Subjects and the classes taught

Academic Year	Semester	Name of the Subject Taught		Tutorial/ Lab. Assistance/ Other Courses	% Pass	Innovative Practices Proposed /adopted (Yes/No)
2013.2014	Second Semester	Methodology of Teaching Kannada, Education in India, Guidance and Counselling	Computer Education	Tutorial/ Lab. Assistance	100	Yes
2013.2014	First Semester	Methodology of Teaching Kannada Education in India Guidance and Counselling	Computer Education	Tutorial/ Lab. Assistance	100	Yes

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2012.2013	Second Semester	Methodology of Teaching Kannada, Education in India Guidance and Counselling	Computer Education	Tutorial/L ab. Assistance	100	Yes
2012.2013	First Semester	Methodology of Teaching Kannada, Education in India Guidance and Counselling	Computer Education	Tutorial/L ab. Assistance	100	Yes
2011.2012	Second Semester	Methodology of Teaching Kannada, Education in India Guidance and Counselling	Computer Education	Tutorial/L ab. Assistance	100	Yes
2011.2012	First Semester	Methodology of Teaching Kannada, Instruction and Evaluation,	Computer Education	Tutorial/L ab. Assistance	100	Yes
2010.2011	ODD	CCM Kannada, Education In Indian Society, Guidance and counselling	Computer Education	Tutorial/L ab. Assistance	100	Yes
2009.2010	ODD	C CM Kannada, Education in Indian Society, Guidance and counselling.	Computer Education	Tutorial/L ab. Assistance	100	Yes
2008.2009	ODD	CCM Kannada, Education in Indian Society, Environment Education	Computer Education	Tutorial/L ab. Assistance	100	Yes
2007.2008	ODD	CCM Kannada, Education in Indian Society,	Computer Education	Tutorial/L ab. Assistance	100	Yes
2006.2007	ODD	CCM Kannada, Education in Indian Society,	Computer Education	Tutorial/L ab. Assistance	100	Yes
2005.2006	ODD	CCM Kannada, Education in Emerging India, Population Education,	Computer Education	Tutorial/L ab. Assistance	100	Yes
2004.2005	ODD	CCM Kannada, Education in Emerging India, Population Education,	Computer Education	Tutorial/L ab. Assistance	100	Yes

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2.Improvement of professional competence by attending refresher / orientation courses, participating in summer schools, faculty development programmes, academic development programmes, research development programs, seminars, workshops, conferences and symposia.

SL. No.	Name of the Programme and Organiser.	Duration		Name of the Institution/ Organizations.	Purpose of attending (Participation / Paper Presentation / Session Chair / Key Note or Invited Address.	Financial Support availed from the University towards TA, DA, Reg., etc. (Rs.)
		From	To			
1	One day state level seminar on professional ethics among teachers of higher education	15.4.2015	-	TMAES college of education,Har apanhalli	participation	self
2	One day state level workshop on preparatiuon for assessment and accreditation for quality in teacher education	11.4.2015	-	Sri saila college of education,Har ihar.	Organisation and participation	-
3	One day state level work shop on lesson planning based on continuous and comprehensive evaluation	28.3.2015	-	Makanur malleshappa college of education,Dav anagere	participation	self
4	International conference on innovations and initiatives in teacher education	24.1.2015	25.1.2015	Konganadu college of education.T.N	Paper presentation	self
5	National seminar on academic leadership pedagogy and innovation-"The key to future"	22.11.2014	23.11.2014	New horizon college of education.Ban galore	Paper presentation	self
6	National conference on "Role of IQAC in mapping healthy	19.9.2014	20.9.2014	Sir M.V government science college	participation	Self

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	practices and setting bench marks in higher education institutions for quality			Bhadravathi.		
7	National seminar on “Internship in teaching”	6.9.2014	7.09.2014	M.M. college of education Davanagere	Paper presentation	Self
8	Workshop on “continuous and comprehensive evaluation”	21.7.2014	22.07.2014	Davanagere university and etc	participation	Self
9	International conference on ‘	12.04.2014	13.04.2014	St pauls college of education. Bangalore.	Paper presentation	Self
10	State level workshop on communication skills for effective teaching.	5.04.2014	6.04.2014	Kumadvathi college of education . Shikaripura.	participation	Self
11	Workshop on Revision of B.Ed curriculum	8.02.2014	9.02.2014	Davanagere university teacher educators association. Davanagere.	participation	Self
12	National level seminar on the crisis of languages in contemporary context.	23.03.2013	--	S.J.V.P autonomous college,Harihar.	participation	Self
13	State level seminar on Importance of regional history.	21.03.2013	---	S.J.V.P autonomous college, Harihar.	participation	Self
14	National Conference on Universalisation of Secondary Education : Prospects and Challenges	11.12.2012	12.12.2012	Amrita School of Education, Mysore.	Organiser and Paper Presenter Influence of Practice in Teaching on Self Concept of Teacher Trainees in Mysore city.	
15	State level seminar on Stress Management of Working Women’s	04.09.12	04.09.12	D.O.S in Education, KSOU.Mysore.	Participation	Amrita Vishwavidyapeetam
16	International Conference on “Towards Excellence In	16.08.2012	17.08.2012	St.Christopher’s College of Education, Chennai.	Paper Presentation Correlation is way to achieve	Amrita Vishwavidy

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	Education’.				excellence in Teaching Geography	apeetam
17	National Seminar on Teacher Empowerment for Quality Education: Trends and Challenges	07.05.2012	08.05.2012	Kumadvathi College of Education, Shikaripura.	Paper Presentation Micro Teaching in Teacher Education	Amrita Vishwavidyapeetam
18	National Seminar on Synchronizing Psychological principles and Technological Approach in Teaching and Learning.	14.04.2012	15.04.2012	Jayanthi College of Education. T.N	<u>Best paper Award</u> Influence of Practice in Teaching on Self-concept of Secondary School Teacher Trainees in Mysore city.	Amrita Vishwavidyapeetam
19	International Seminar on Innovations in Teaching, Research and Management in Higher Education	21.03.2012	22.03.2012	Centre for Educational Research Madurai Kamaraj University, T.N	Paper Presentation Practice in Teaching in Teacher Education	Amrita Vishwavidyapeetam
20	State level seminar on Educational Rights of Special Childrens	07.02.12	07.02.12	D.O.S.in Education, KSOU.	Participation	D.O.S.in Education, KSOU.
21	International Workshop on Technology enhanced School Education	04.01.2012	04.01.2012	Amrita Vishwavidyapeetam, Mysore.	Participation	Amrita Vishwavidyapeetam
22	National Seminar on Teacher Education	19.12.2011	20.12.2011	Somani College of Education, Mysore.	Somani College of Education	Amrita Vishwavidyapeetam
23	Seminar on World literas Day	08.09.2011	08.09.2011	K.S.O.U	Participation	D.O.S.in Education, KSOU.
24	International Conférence on Quality enhancement in Distance éducation for life long leaving Bharthidhasan University Tiruchi.	26.03.2011	27.03.2011	Bharthidhasan University	Paper Presentation <u>Best paper Award</u> Special Education (B.Ed) in distance mode(withreference to KSOU)	Amrita Vishwavidyapeetam

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25	National Seminar on current Issues in Teacher Education. Baroda University	14.02.2011	15.02.2011	Baroda University	Paper Presentation Innovative Practice in Teacher Education(Practice in Teaching)	Baroda University
26	National Conference on Rejuvenating Intellectual Curiosity among Teacher Educators	28.01.2011	29.01.2011	Stella Matuna College of Education	Paper Presentation "Teaching and intellectual curiosity"	Amrita Vishwavidya peetam
27	National Seminar on ODL in Education.	21.10.2010	22.10.2010	Ambedkar Open University, Hyderabad.	Paper Presentation Open and distance Learning(KSOU)	Amrita Vishwavidya peetam
28	National seminar on Benchmarking Best Practices in Integrating Values Education with content subjects in B.Ed colleges.	21/03/2007	21-03-2007	RIMSE, Mysore.	Participation	RIMSE, Mysore
29	National Seminar on L.P.G.	09/03/2006	09-03-2006	D.O.S.In Education, U.O.M, Mysore.	Participation	D.O.S.In Education, U.O.M, Mysore.
30	The Workshop – cum Training programme on Evaluation for B.Ed College Teachers.	06/02/2006	11/02/2006	CIIL, Mysore.	Participation	CIIL, Mysore.
31	Pre-service Training Programme by Intel.	23/11/2005	03-12-2005	Intel	Participation	Intel
32	Seminar on "Need for Creating awareness of Human Rights Through Education".	21/04/2005	21-04-2005	Adichunchanagiri College of Education, Channarayapattana	Participation	U.G.C.
33	International conference on "Teacher Education in the context of globalization".	04/04/2005	06/04/2005	Bangalore University	Participation	Teacher Educators forum
34	Workshop on Preparing "video Teaching Materials in Kannada".	21/12/2004	30/12/2004	CIIL, Mysore.	Participation	CIIL, Mysore.

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35	Teaching through Sat light at D.I.E.T. Dharwad.	26-12-2003	26-12-2003	D.I.E.T. Dharwad	Participation	D.S.E.R.T Bangalore.
36	68 th orientation programme by U.G.C.	08-12-2005	04-01-2006	U.G.C.	Participation	U.G.C.

2. Citation index of and impact factor:

1. Venkatesha. K (2011) . Special Education (B.Ed) in distance mode (with reference to KSOU), International conference on Quality enhancement in distance education for life long learning, page No- 161.

2. Venkatesha. K (2011). Attitude towards teaching profession of teacher trainees in Mysore city, Quality enhancement in teacher education, Venkateshwara College of education, Pudukkottai. Page no 156.

3. Venkatesha K(2012). Modules of faster listening comprehension and speaking ability in the VIII students of Government high schools, A English quarterly education and research journal, Gadag, Vol 1, Issue :4, Page- 25-27.

4. Venkatesha k(2012). Attitudes towards teaching profession of teacher trainees in Mysore city, A English quarterly education and research journal, Gadag, Vol 2, Issue :1, Page- 42-46.

5. Venkatesha K(2012). Practice in teaching in teacher education, Madurai Kamaraj University, page no-88-92.

2. Honors/Awards:

S.1 No.	Name	Name of the Award	Name of the Agency	Month & Year of receiving the award
1.	Venkatesha K	Best paper award	Bharathidasan University	27 th March 2011
2.	Venkatesha K	Best paper award	Jayanthi College of Education	15 th April 2012

2. Innovative practices / programmes adopt

a)	Design of Curriculum: Designed the curriculum of CCM Kannada, Education in Indian Society of B.Ed programme of AmritaVishvaVidyapeetham.
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b)	College time table preparation, class counsellor role, coordination work during celebrations like Gurupurnima, Ammas Birthday celebrations.
c)	In charge of Literary Club Activities, and Practice in Teaching.
d)	Teaching methods: Lecture.Seminar,Group discussion,Project work
e)	Computer Lab practical
f)	Evaluation methods: CCA Paper pencil test, Oral test
g)	Development of infrastructure and learning resources

3. Contributions

Sl.No.	Details of contribution
01	Amrita University practical & theory examiner, Mysore University practical & theory examiner since 2005.Staff advisor Amrita School of Education2007, student counsellor Since 2004, Amrita University Mysore University and K S O U , question paper setter since 2005, Class time table preparation, class advisor and class counsellor role, course mentor, coordination work during celebrations of Gurupurnima, Amma's Birth day .
02	Co-curricular Activities Literary activities since 2002,
03	Student Welfare and Discipline Students personal guidance since 2002

Sri. Halaswamy .M.J

M.P.Ed.

P.E. Director

SL. No.	Name of the Programme and Organiser.	Duration		Name of the Institution/ Organizations.	Purpose of attending (Participation / Paper Presentation / Session Chair / Key Note or Invited Address.	Financial Support availed from the University towards TA, DA, Reg., etc. (Rs.)
		From	To			
1	National seminar on inclusive education in India: implementation, Issues and constraints	28.03.2011	-----	Davanagere university	participation	self
2	Workshop on Revision of B.Ed curriculum	8.02.2014	9.02.2014	Davanagere university teacher educators association. Davanagere.	participation	Self
3	6 th national conference on physical education and sports sciences	17.7.2003	19.7.2003	Govinda Ramanath kare college of law	participation	Self
4	National conferences on the importance of meditation in yoga and lives	8.01.2015	9.01.2015	S.J.M arts college for women	participation	Self
5	One day state level seminar on higher education in 21 st century: vision & mission	18.03.2011	--	S.J.V.P autonomous college	participation	Self
6	State level workshop on "Health, fitness and drug education"	20.03.2008	---	S.J.M arts college for women	participation	Self

3.2 Research and Publication Output

3.2.1 Give details of instructional and other materials developed including teaching aids and for /or used by the institution for enhancing the quality of teaching during the last three years.

Our Institution provides all facilities and encourages faculty members as well as the student teachers to develop Instructional material for enhancing quality of teaching. The instructional materials are classified in two main following categories.

□ **Material developed for teaching-learning in the institution.**

Most of the faculty members have developed their own teaching material for teaching curricular transaction in their respective subjects. Transparencies and power-point presentations, Audio, Video films, animated pictures are used for day-to-day classroom teaching to overcome the monotony of class room teaching.

□ **Material developed for teaching-learning in the schools.**

We guide and support our student teachers to prepare instructional materials for teaching in practicing schools. Mainly our student teachers prepare technology based lessons using the instructional material. Like Power-point presentation, pictures, charts, Models, Maps, Audio, Video films, animated pictures and conducting experiments to make the lessons very interesting, effective and meaningful. They are also required to develop and use their own teaching learning materials in the micro-lessons, practice lessons and terminal lessons in schools during practice in teaching lessons in their respective subjects. The use of such learning material ascertains and enhances the effectiveness of the learning process.

3.2.2 Give details on facilities available with the institution for developing instructional materials?

The following facilities made available and programmes organised to our faculty members and student teachers for developing instructional materials in our institution:

- Internet facility, Computers, Laptops, Projectors (LCD, OHP, Slide) Video camera, Audio recording, Scanner, Xerox, storage devices, Stationary like

Papers, Charts, transparencies, compact discs are made available to the faculty to develop instructional material.

- Audio, Video materials, Maps, CD`s and DVD`s are made available relating to all the School subjects.
- The resource, technical and experienced persons from different faculty are invited to orient student teachers and faculty members to develop useful, interesting and attractive instructional material and teaching aids.
- Workshops conducted regularly to the student teachers on “Preparation of instructional materials before sending them to the Practicing schools.
- Orientation and demonstrations are arranged regularly relating to “Using the Smart class and Interactive Board” for the teacher trainees.
- Sufficient library books are provided both for references and borrowing to the students and faculty. If new books are demanded by the faculty as well as the student teachers, such books would be purchased
 - Sufficient Computers are made available to the faculty as well as the student teachers with internet and Wi-fi facilities to develop instructional materials.

3.2.3 Did the institution develop any ICT/technology related instructional materials during the last five years? Give detail.

The institution provides Personal Computers, Laptops and internet facilities to all the faculty members. The Computer lab is well established with internet facilities and free entry will be given to use by the student teachers. Our faculty members and student teachers developed Multimedia Power Point Presentations, Transparencies, Audio, Video films and film Strips related to the instructional materials on the following major curricular aspects-

1. Evaluation
2. Taxonomy of educational objectives
3. Microteaching skills
4. Language lab
5. Computer education
6. Listening skills
7. Audio tapes relating to the Poems and Folk songs.

8. Personality development
9. Macro- teaching lessons
10. Video tapes prepared relating to the Educational excursion, Citizenship training camp and other programmes.

3.2.4 Give detail on various training programme and/or workshops on material development. (both instructional and other materials)

- (a) Organized by the institution
- (b) Attended by the staff
- (c) Training provided to the staff

The institution Organised training programmes on material development. Programme (Activity Based Learning), Preparation of low cost learning materials, Question bank in all the school subjects.

Smt. Sharadamma.S.G participated in a orientation training programme for teacher educators organized by Centre for cultural resources and training (CCRT) New Delhi, at Hyderabad from 6th to 21stDecember 2004.

3.2.5 List of journals in which the faculty members have published papers in the last five years.

The following faculty members presented their Research and thematic papers in different levels. They are published in the form of journals, Books in reputed magazines and news papers in different times.

Sl No	Names	Paper presentations			Books	Reputed Magazines /news papers	Articles Published in		
		State	National	Inter nat			State	National	In ter
1	Prof.Sharadamma.S.G								
2	Sri.Gurudev.B.R								
3.	Smt.Harshalatha.M.V								
4.	Dr.Venkatesha.K	2	4	2			2	5	5
5.									

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Consultancy Services to the Schools:

In-service teachers are given guidance on CCE, Methods of teaching, Preparation of balanced question papers, Preparation of instructional materials etc., The faculty members are invited by the private educational institutions for the teacher selection recruitment on need base. The institution organise **“Learning materials Exhibition”** every year at the end of academic year and

invite the local high school teachers and students to view the same.

Consultancy Services for Conducting Research:

M.Ed., students consult regularly for research methodology, preparation of research proposals, collection of data, Analysis and interpretation of data, research procedures and writing the research reports.

Consultancy Services for Correspondence B.Ed., Students:

Dr.Venkatesha.K and **Prof.Hanumanagoudar. H.M** is working as mentors for IGNO B.Ed., Students. The In-service, teachers are consultularly for preparation of lesson plans, Preparation and administer of Unit test, Action Research, Writing assignments., etc.

Consultancy Services to alumni:

The institution provides library facilities to alumni to prepare for competitive examinations like TET, CET, KES,K-SET,NET etc. Our faculty will also guide alumni regarding such competitive examinations.

3.3.2 Are the faculty/staff members of the institute competent to undertake consultancy. If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

Yes, the faculty members of our Institution are competent to undertake consultancy. The areas of competency of staff members are:

Sl.No.	Faculty member	Area of consultancy in expert
1	Prof.Sharadamma.S.G	Methods of teaching History and Civics
2	Sri.Gurudev.B.R	Case Study, Guidance and counselling, Methods of teaching Biology, Psychology
4	Smt.Harshalataha.M.V	Psychology and Methods of teaching Physics
5	Sri.Hanumanagoudar.H.M	Philosophy and Education and Methods of teaching English
6	Dr. Venkatesha.K.	Research, ICT and Methods of teaching Kannada

7	Sri.Halaswamy.M.J	Physical and Health education
8	Smt Arathi.	Library sciences

3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and institution?

The Institution does not charge any fee for the consultancy service; it is totally free of cost. If provisions are there TA and DA will be received.

3.3.4 How does the institution use the revenue generated through consultancy?

No revenue is generated. Consultancy is offered freely.

3.4 Extension Activities

3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, out reach programmes, partnering with NGO"s and GO"s)

The Institution organizes the **"Citizenship Training Camp"** every year in the rural places. In the camp, importance has been given to the community services. Viz.

- Cleaning the public places like Roads, Drainages, School campus, Borewells, Temples, Hospitals, Community hall etc.
- Planting the saplings
- Free health camp and supply of medicines to the villagers with sponsorship of NGO`s, Govt., health centres.
- Free blood group Check up
- Awareness regarding police activities, Government Schemes etc.
- Awareness programmes relating to the fire accidents
- Construction of Roads
- Farmer (agriculture) oriented programmes
- Free health services and treatments to the animals

- Create awareness about importance of the education, health and hygiene, Small family concepts.
- Create awareness about the role of scouts and guides.

The Institution conduct several programmes to the public's with the collaboration of local organizations like Kannada Sahithya Parishat, Nehear youth organization, Zillapancayath, Pollution Board, Science Club, Police department, Red Cross etc.,

3.4.2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

The Institution have cordial relationship and a good rapport with the NGO's and community. As a result human resource, material resource and financial resources are utilised for the welfare and development of the institution.

- Sponsorships are made by the financial institutions for organizing seminars, workshops.
- Various beneficiary programmes are conducted by inviting resource persons of various fields like doctors, lawyers, politicians, experts, talented persons to deliver talks and organizing programmes.
- The local schools have extended their co-operation relating the practice in teaching, Demonstration lessons and Conducting some research activities regularly.

3.4.3 What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The institution's future plans and the major areas of the projects are to be taken for providing community orientation to the student teacher are as follows:

- Environmental awareness
- Value oriented co-curricular activities in schools
- Development of democratic citizenship
- Planting trees and conserving environment
- Computer Literacy programmes
- English coaching programmes
- Guidance and Counselling Programme

- Health awareness programme
- coaching for competitive examinations
- Computer Courses
- Personality development
- Folklore programmes
- In future we have planed to make our institution as a community resource centre and educational research centre.

3.4.4 Is there any project completed by the institution relating to the community development in last five years? If yes, give details.

Usually, the institution conducts survey on socioeconomic status of the rural families during citizenship training camp and report will be submitted to the concerned Grama panchayaths and Zillapanchayaths. It helps to the local governments to organise developmental activities and provide facilities to the villagers.

3.4.5 How does the institution develop social and citizenship values and skills among its students?

The institution develops social and citizenship values and skills among its students through:

1. Celebrating national festivals viz., Teachers day, Independence Day, Gandhi Jayanti, Republic day in a meaningful and befitting manner.
2. Organizing Citizen Ship Training Camp every year. Student teachers are allowed to Participate in different social activities in co-operation with the villagers.
3. Conducting Curricular and co-curricular activities regularly throughout the academic year
4. Organizing Sports and cultural meets at institutional and University levels.

The above programmes are closely related to the affective domain of an individual. The student teachers were motivated by these activities. They are exposed to various responsibilities. This enables them to reflect and think on how they could contribute to the social cause. Representatives for various committees are democratically elected, made to plan, implement and evaluate the program. Every student teacher is made aware of his / her rights and

duties. He / She is advised to conduct himself / herself in a responsible way. All the student teachers are made aware of the fact that they are world citizens in this age of globalization, ability to discharge duties and responsibilities, Values of equality and secularism, wholesome attitude towards life and society and Good and noble character.

3.5 Collaborations

3.5.1 Name the national level organizations, if any with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The institution has established linkages with the MHRD, NCTE and DSERT. Teacher training programmes and also to take up research activities.

3.5.2 Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out to such linkages.

The institution will be establishing linkages with international organizations in the coming days.

3.5.3 How did the linkage if any contribute to the following? Curriculum development, Teaching, Training, Practice, Research, Consultancy, Extension, Publication, Student Placement

Institution takes initiatives to improve in quality of each of these aspects. Institution has the linkage with MHRD for in-service teacher training programme. Linkage with UGC for research work, library enhancement, development of building Infrastructure and enhancement of ICT. Linkage with DSERT in the preparation of Secondary school textbooks and their review work. In The Preparation of teacher training resource material at different levels.

3.5.4 What are the linkages of the institution with the school sector?

(Institution-school community networking)

More than 20 secondary schools and colleges are working in Harihar City. Our institution has good rapport with all these institutions. They are being invited for all programmes.

The faculty members visit all the schools regularly for observing the lessons of the student teachers during practice teaching. The faculty members

are also invited as subject experts for recruitment of teachers in their schools. Our faculty members are invited by the Schools and colleges as guests, Judges, speakers, resource persons etc., thereby creating linkages and establishing Institute – School – Community Networking.

3.5.5 Are the faculty actively engaged in the schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes give details.

Yes, our faculty members are associated with secondary schools where the practice teaching programmes are fixed. To promote practice teaching in the best manner, the faculty interacts with the school principal and teachers regarding the time slots, delivery, observation and evaluation of the practicing lessons. Before the commencement of practice teaching, the faculty and the student teachers interact with the school personnel about the activities to be carried out during practice of teaching. At the time of practice teaching our faculty are deputed on rotation basis and they stay whole day in the school to observe, supervise the involvement and interaction of our student teachers with school students and teachers. Continuous feedback is given by the head master, teachers and students for the improvement and development of proficiency in teaching and other school activities. Student teachers are actively and totally engaged in school curricular, co-curricular activities and evaluation process.

3.5.6 How does the faculty collaborate with school and other college or university faculty?

The institute was established in the year 1972. Since then, the institute has Collaborated with the various schools, other institutes and university faculty for augmenting teaching-learning activities. These personnel are oriented and guided with respect to new trends in education, contemporary issues, new information and knowledge regarding the revised curriculum and methodologies.

The institution has established linkages with the faculty of other colleges, University and department of Education. The institution multifaceted faculty members are invited as resource persons and experts by other colleges of education to share their expertise in teaching methodology, curriculum,

planning, seminars, workshops and symposia. The institution was established before the establishment of Davanagere University. Thus, being the oldest college amongst all the colleges of education. Despite this, the institution seeks guidance from the Department of Education and Extension, regarding research and new trends in education. The faculty members are also invited for the curriculum development, paper setting, moderation and valuation of papers. They are also invited as experts for selection committees, as members and chairman of local inquiry committees thus contributing and collaborating with the University, Coordination Board, BOS, and BOES.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

The faculty members have attended National, International Seminars and workshops on research methodology. Faculty members worked as guides for dissertation work. The institution motivates faculty members, to register for research degree. The internet is made available to all the faculty members. They can resort to the internet for procuring information about the related literature on the research work. The library is updated with recent publications and journals.

The institution tries to provide need based extension services. The extension activities are organized as per the guidelines and norms of the DSERT. Teacher educators are encouraged to undertake new methods of teaching like team teaching, problem solving method, Action research and conduct educational surveys. Guidance, public private partnership in curricular and co-curricular programmes, community services, consultancy services for project work etc.

3.6.2 What are significant innovations / good practices in Research, Consultancy and extension activities of the institution?

Traditions and the good balanced practices of the institution enables our faculty members to extend their services for the personality development of the student teachers and their day to day activities of the institution. As a result the quality of education increases and the standard raised to the highest level.

This helps our faculty members to introspect self and to know weakness and strengths in the present practices.

CRITERION - IV

Infrastructure and Learning Resources

4.1 Physical facilities

4.1.1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes, the college has built up complete physical infrastructure as per the norms prescribed by the NCTE to run B.Ed., programme.

The college provides benefitting learning atmosphere to the student teachers. The college is located in a green campus and offers good facilities to all the student teachers & faculty members.

The college campus area is 6 acres 1 guntas. It has 2066 sq. mts. It has a two storied spacious building that accommodates the academic wing and the administrative wing of the college with plinth area of 2066.26 sq.mts.

The description of the various classrooms and other facilities is given herewith.

Sl No	Description	Number
1	Principal's room	1
2	Office	1
3	Staff Rooms	1
4	Classrooms –	
	PM	1
	CB	1
	KH	1
	EM	1
5	Multipurpose Hall	1
6	PE Director Cum Games	1
7	Library cum reading room	1
8	Computer – Language Lab	1
9	Psychology Lab	1
10	Physics and Mathematics	1
11	Chemistry and biology Lab	1
12	Arts Lab	
13	Activity room	1
14	Ladies Hostel - Rooms	18
15	Ladies waiting Hall with	1
16	Gents Toilet	1

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17	Store Room	1
18	Electricity power back up	1
19	Generator	1
20	Playground	1
21	Drinking water facility	2 U
22	Visitors Room	1
23	Parking space	1

- ✓ The physics and mathematics labs are fully equipped with required apparatus and devices.
- ✓ There are 20 computers in the computer lab and the same is utilised as a language lab.
- ✓ Psychology lab is fully equipped with psychological testing equipments and tools.
- ✓ Chemistry and biology lab are also equipped with charts, models and other equipments.
- ✓ There is a seminar hall cum multipurpose hall of seating capacity for more than 120 members.
- ✓ There is a library with rich collection of Text books, Dictionaries, Encyclopaedia, Journals, Magazines, and computers with internet facility for references and Xerox machine is also there in library.
- ✓ There is a separate toilet facility for boys and girls.
- ✓ Proper fire safety measures are also placed in library and other important places.
- ✓ There is a provision for indoor games like carom and chess and outdoor games volley ball, throw ball, badminton, shot put, etc

The total amount invested by the college for developing the infrastructure and maintenance is approximately 1.5 crore excluding the cost of land.

4.1.2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with academic growth?

The institution plans to meet the needs of the student teachers and the faculty members every year by considering the various suggestions received by the stakeholders during the course of the year. College is enhancing the new technologies and facilities as per the requirements of the academic developments. Earlier the faculty members used to make use of OHP and video

camera for the demonstration of micro teaching and lesson planning. But now a day, the faculty members and student teachers use modern gadgets for micro teaching and lesson planning to keep pace with the emerging global trends. The faculty members are making use of PPTs, direct internet, transparencies and such other innovative methods to make the teaching-learning process more efficient and effective.

- The institution is continuously updating the library with new Books and Journals.
- By converting all the classrooms into smart classrooms.
- By having separate laboratory for all the subjects.
- By updating the psychology resource centre, science and mathematics laboratory etc to fulfil the requirement of the student teachers.

4.1.3. List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.

Available infrastructure facilities for co-curricular activities and extra-curricular activities are listed below.

Extra -curricular activity

1. Playgrounds for all outdoor activities.
2. Sports room for indoor games like chess and carom.

Curricular activities

1. Multipurpose Hall to conduct cultural programmes.
2. Sound amplifier system.

Literary and other co-curricular activity

1. Library
2. Display board
3. Exhibition space.

4.1.4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

The playground is shared with the demonstration high school run by the same management in the same campus. Moreover, the college building is utilized for conducting University Valuation, elections, Departmental Trainings. Multipurpose Hall is shared with Govt. and NGOs for meeting, workshops, seminars, etc.

4.1.5. Give details on the facilities available with the institution to ensure the health and hygiene of the Staff and students [rests rooms for women, wash room facilities for men and women, canteen, health center etc.]

- College provides attached toilets, wash basin facilities for women separately.
- Common room for women is also given.
- Hygienic drinking water is provided for student teachers and staff.
- The College always has a first Aid kit readily available at all times. Information regarding its availability made known to the students as well.
- Public Transport Facilities available for students
- Has MOU with a medical clinic very near to the college.
- Surrounded by Trees & plants.
- Every year medical check up of the students is arranged.
- Institution has a staff to look after the daily hygienic cleanliness of the college

4.1.6. Is there any hostel facility for students? If yes, give details on capacity, No. of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

Yes, there is a hostel facility for Ladies (only) in our institution which is a kilometre from our college.

- The hostel comprises of totally 18 rooms.
- Currently there are 3 girl students occupying the hostel from the B.Ed., programme.
- The hostel facility is provided on dividing system payments.

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- A security guard is posted outside the hostel round the clock.
- There is water filter in the hostel that ensures clean drinking water round the clock.
- Our principal is the warden of our ladies hostel.
- The students in the hostel are given the facility of a cleaner scavenger who brooms and weeps their room.
- For security purposes, CCTV surveillance cameras have been installed in all corners of the college and hostel.
- 54 students can be accommodated in the hostel in total.

4.2. Maintenance and Infrastructure

4.2.1. What is the budget allocation and Utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

2009-10

Details	Budget	Expense	Unspent Balance
Building	1625000	1018671	0606329
Laboratories	-----	-----	-----
Furniture	-----	-----	-----
Equipments/ Computer	51000	50482	518
Library	41624	41448	176

2010-11

Details	Budget	Expense	Unspent Balance
Building	-----	-----	-----
Laboratories	95000	94574	426
Furniture	145000	144301	699
Equipments/ Computer	51000	50482	518
Library	36000	35963	37

2011-12

Details	Budget	Expense	Unspent Balance
Building	812500	775750	36750
Laboratories	15000	14945	55
Furniture	-----	-----	-----
Equipments/ Computer	85000	82982	2018
Library	70000	67791	2209

2012-13

Details	Budget	Expense	Unspent Balance
Building	487500	463230	24270
Laboratories	-----	-----	-----
Furniture	-----	-----	-----
Equipments/ Computer	1350000	-----	135000
Library	15000	13057	1943

2013-14

Details	Budget	Expense	Unspent Balance
Building	190000	188654	1346
Laboratories	253000	252463	537
Furniture	51000	50398	602
Equipments/ Computer	1130000	1128847	1153
Library	90000	86343	3657

4.2.2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The institution plans and ensures that the available infrastructure is optimally utilized.

- The prayer hall is used for daily prayer sessions and also for lectures delivered by experts from outside.
- Small cultural functions are also organized in the same hall.
- The playgrounds are utilized for all kinds of outdoor activities and games like cricket, volley ball, throw ball, ball badminton, cricket, etc.,
- Library is regularly used by the students and faculty members. All kinds of books, CDs, magazines, newspapers and such other educational materials are kept for use.
- Sometimes Department uses the building to conduct seminars, workshops and meeting.
- Class rooms are engaged for regular classes as per the time table.

4.2.3. How does the institution consider the environmental issues associated with the infrastructure?

Institution has planted number of saplings in the border line and free land. It always tries to keep the lawn green. The college campus is always kept clean and tidy. Eco friendly environment has been maintained and the same attitude is being encouraged in student teachers.

4.3. Library as a learning resource

Library is the main asset for any educational institute. Our college has a full pledged and well established library. All varieties of books are available satisfying the student's demands study periods being shown in the regular time table.

4.3.1 Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services?)

Yes, the college has a qualified librarian. The librarian is given one assistant for material collection and placing them in the order. Media/computer services, besides this, the library committee advises the librarian for purchase of books and their maintenance. The library committee composition is as listed below.

Sl No	Name	Designation	Position
1	Prof. Sharadmma.S.G	Principal	Chairman
2	Sri.Gurudev.B.R	Assistant Professor	Member
3	Smt.Harshalatha.M.V	Assistant Professor	Member
4	Sri. Hanumanagoudar. H.M	Professor	Member
5	Sri. Halaswamy.M.J	Physical Director	Member
6	Kum.Madhupalathi.M.N	Lecturer	Member
7	Smt. Arathi	Librarian	Member
8	Dr.Venkatesha.K	Assistant Professor	Co-Ordinator

4.3.2 What are the library resources available to the staff and students? (number of books volumes and titles , journals national and international , magazines , audio visual teaching guide – learning resources , software, internet access etc)

The library is located on the first floor of the college building .it has an area of 141.25qmts. It is a spacious library with a seating capacity of nearly 40 students. There is separate seating space for faculty members. The library subscribes to daily newspapers and nearly 4 magazines every month. The details of these are given hereby;

Sl No	Name of Item	Number
1	Books	13,971
2	Reference Books	600
3	Journals	10
4	e-journals	-----
5	CDs	41
6	Magazines	16
7	Newspapers	04
8	Computers	03
9	Printer	01
10	Scanner	-----

4.3.3 Does the institution have in place a mechanism to systematically review the various library resources for adequate access, relevance, etc., and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

Yes, College has a library committee to systematically review the various library resources for adequate access relevance etc., and to make acquisition decisions. The library committee comprises of four members from the college. The committee plans developmental activities of the library including library expansion, purchase of new books, subscribing Journals, periodicals, magazines, and other library reforms. This committee also looks into problems grievances related to library that the student teachers are facing.

The committee also meets if there is a specific requirement for any decision to be taken regarding library affairs. Any suggestions or complaints that are put in by the student teachers are addressed by the library committee in such meetings. The committee decides upon the dates of issue and return of the books, time of reading hours and also plans management of the reading hall. Requests for new requisitions are brought to the notice of the committee before being submitted to the management.

4.3.4. Is your library computerised? If yes, give details.

Yes. The library is partially computerised. The easy LIB software has been installed in the library. However, this software is so far being used only for searching of books. It is being planned to make the issue/ return section also to be computerised in near future.

4.3.5 Does the institution library have computer, internet and reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the library of the college has computers with the internet facility. Reprography facility is also made available to the staff and students within the library. For the reprography facility no charges are levied on the students or the staff. There is a printer and a scanner services for the benefit of Student teachers and Faculty members in the library.

Faculty members frequently use computer and internet facility for academic purposes to access required information of various kinds in their respective subjects, teaching learning process, strategies, techniques, classroom interaction techniques, teaching aids and recent developments in the field of teacher education. The student teachers use the computers and the internet for their various projects, P.P.T making, assignment, seminars, and developing of micro and macro lesson plans for practice teaching.

4.3.6 Does the institution make use of inflibnet / IUC facilities? If yes, give details.

Institution has not yet made use of inflibnet/ Delnet/IUC facilities. Certainly they will be used in the future.

4.3.7 Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc...)

The library of the college is functioning on all working days. And it remains open for maximum number of hours for the benefit of student teachers and faculty members beyond the college schedule.

From Monday to Friday, the library remains open from 9.30 Am to 5.30Pm and on Saturday the library remains open from 8.30 Am to 2.00Pm. During Examination study holidays Library remains open from 10.00 Am to 5.00pm.

4.3.8. How do the staff and students come to know of the new arrivals?

There is a separate display shelf in the library for the new arrivals. Hence the students and staff immediately come to know about any new arrivals in the library as they are displayed for long days. The list of new arrivals being circulated amongst the staff. Display Section: For new arrivals

4.3.9 Does the institution library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, there is a book bank facility in the library. There are separate cupboards for keeping the books under this facility. The students are informed by the faculty about the purchase of volumes/ title under the book bank. At the end of the semester the students are informed to return the books back to the library.

4.3.10 what are special facilities offered by the library to the visually and physically challenged persons?

The institute has very few instances of visually or physically challenged persons so far. Yet, whenever there have been any such students, they are offered a special sitting arrangement at the entrance of the library itself. Issue/ return of books are done by the librarian or attender.

4.4. I.C.T. as Learning Resource

4.4.1 Give details of ICT facilities available in the institution (computer lab, hardware , software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The college has the distinction of being maximum thrust on ICT for the teaching learning process. To provide a good exposure to our student teachers for the emerging global trends in teacher education, the college takes all responsibility to inculcate a penchant for IT tools for betterment and development.

The college has provided required number of computers with internet facility for both the faculty members and the student teachers.

To begin with, there is a computer lab in the college. It has 20 systems, with latest configurations and internet connection. Students and faculty members use this lab for project related assignments, browsing for material related to subject matter, and for getting updates on the latest happenings around the world. Internet connectivity is available to the staff and students all the time. The faculty members are provided the upgraded laptops with Internet facilities.

There are laptops which are given to faculty members for preparing notes,

power point presentations, marks lists etc which are best utilised.

The educational technology lab has OHP, Digital camera, T.V, Tape recorder, Radio, C.D and public address systems.

Sl No	Name of Item	Number
1	Computer	20
2	Printer	04
3	Xerox	02
4	Fax	01
5	All in one (scanner+printer+Xerox)	01
6	U.P.S 5 KV	02
7	Internet (BSNL)	04
8	LAN	
9	Wi-fi	01
10	Projectors	03
11	Digital camera	02
12	DVD player	01
13	Tape recorder	01
14	Public address system	02
15	radio	01

The teaching aids are purchased by the college and also some are prepared by our students. The Pictures, charts, models, portrait, maps, are of prime importance in the teaching learning process.

4.4.2 Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

Yes. There is provision in the curriculum for imparting computer skills to all students. As per the new curriculum implemented by the affiliating university, for the foundation paper, computer skills are being offered as core mandatory subject to all student teachers keeping in mind the global necessity of having a command on computer skills.

1. In the first semester 10 practical are conducted which help the student teacher to learn computer skills.
2. As a part of one of the foundation paper, the student learns the basic use of M.S office, M.S word, M.S power point and internet browsing.
3. Mobile learning, use of interactive white board, computer assisted learning are encouraged.

4.4.3 How and to what extent does the institution incorporate and make use of the new technologies/I C T in curriculum transactional processes?

Institution always encourages the use of new technologies/ICT in the process teaching and learning /curriculum transaction. Facilities are available for preparing I C T enabled lectures, many C D – ROMS related to teaching learning process are procured by the college and internet access is also readily made available at various points of the college.

For the purpose of using software skills to design instructional process spread sheet to solve, analyse and present data on charts, both student teachers and faculty members identify the problem/ project of the curriculum after rigorous discussion with each other. Once the problem is identified, the faculty members and student teachers try to know newly developed technology that can be used to solve their problems.

Student teachers make use of technologies for their lesson plans and prepare power point presentations to teach in the classroom. Faculty members make IT tools to deliver nearly 30% of their lectures. ICT related practicum is also given to our students in different subjects and methodologies. Laptops are provided to faculty members to update their knowledge continuously.

4.4.4. What are major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lesson plan, classroom transactions, evaluation, preparation of teaching aids)

The Student teachers are motivated, encouraged and trained for making use of modern technology for practice teaching as per details given here under.

For developing Lesson Plan:- All the student teachers adopt IT in their practice teaching. Before going to deliver actual lesson plans in the schools, student teachers make themselves contented by browsing internet and prepare lesson plans.

For Classroom Transaction:- The student teachers prepare power point presentation for their lessons. OHP transparencies.

For preparing Teaching Aids:- They take help of multimedia in making different kinds of teaching aids. The student teacher prepares models and charts by viewing the different videos and pictures available in the internet.

For evaluation work: Faculty members prepare question bank which help the teacher trainees to prepare themselves for examination. Also computer is utilised by the teachers to prepare question papers and key answer.

4.5. Other Facilities:-

4.5.1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for example: Serve as information technology resource in Education to the institution (beyond the program) to other institutions and to the community?

Students of Demonstration High School come to use the educational technology room. And also view the different charts and models prepared by student teachers. Our college instruments like projects and screens are provided for departmental.

Library is utilised by the research scholars of the university, assistant teachers of the demonstration schools, alumni of the college etc for different purposes like preparation for competitive exams, NET and SET exams. Teaching aids like charts and models prepared by our students are given to practice teaching schools.

4.5.2. What are the various audio-visual facilities/ materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The student teachers are encouraged to use the available audio visual facilities the in teaching learning process. The faculty members also use the available audio visual materials. During practice teaching student teachers are making use of required audio visual aids in the class room transaction.

There are CD'S, OHP transparencies, Science laboratory equipments, Globe, Map, Computers, laptop, LCD projector, Scanner, Printer; free internet connectivity is also available. These are used to serve different purposes by teachers and students.

4.5.3. What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The following are the laboratories are available in our college:

Method Labs

Physics and mathematics Lab

Chemistry & Biology Lab

History room.

General laboratories

Psychology Lab

Computer Lab/language lab

Education technology lab

To enhance the facilities and ensure the maintenance of the equipments and other facilities our institution makes every attempt to fulfil it.

4.5.4. Give details on the institution like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

The institute does have a multipurpose hall. Sports facilities are made available to the student teachers.

There is no transport facility for the student teachers so far. However, when students are to go for study tours, competitions and for large scale extensions activities, then the college does provide transport services from the public transport system. But it must be noted that the college is very well connected through public transport service, city transport service and K.S.R.T.C. service. If and when such a need arises, the institute will take positive steps towards it.

Sports: Materials like Nets for Volley Ball, throw ball, Badminton, Rackets, Cricket kits. Etc. is available.

SUPW: SUPW Materials are also available.

Music: Most of our teaching and non teaching staff members are good singers, they train their Students in singing

4.5.5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institutions future plans to modernize the classrooms.

The classrooms are equipped for the use of latest technologies for teaching. In fact the institute has an ICT hall and a multipurpose hall too. The computer lab with 20 computers, internet facility and LCD projectors offer full opportunity to faculty members and the student teachers to use latest technology. There is planning to make each and every classroom with interactive boards.

4.6. Best practices in infrastructure and learning resources.

4.6.1. How does the faculty seek to model and reflect on the best practice in the diversity of institution including the use of technology?

Faculty members are encouraged and inclined to use innovative methods to enhance the teaching learning process. Class room environment is made conducive through the use of teaching aids and activity based teaching.

The faculty members as well as student teachers adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes and likings of learners. The faculties use different methods of instruction like discussion, synthesis and analysis, problem solving, inductive – deductive, project, role–playing, Demonstration, experiment etc. the technologies like PPT, transparencies and audio-video are used increasingly and to make participatory involved learning by the student teachers.

4.6.2. List innovative practices related to the use of ICT which contributed to quality enhancement.

The faculty members have found out that teaching done with the help of IT tools like power point presentation has yielded very rich results. It enriches the teaching, learning process. It becomes very easy for the learners to understand the topic by live demonstration. Some of the innovative practices related to ICT that contributed to quality enhancement are as follows.

- Making lesson plan through IT.
- Lesson delivery through PPT.
- Preparation and use of slides.
- Collecting information related to content through the net.

- Increasing use of projectors for classroom seminars and projects.
- use of smart board and interactive boards

4.6.3. What innovations/best practices in „Infrastructure and learning Resources“ are in vogue or adopted / adopted by the institution?

Innovations in infrastructure and learning resources are:

- Library is partially computerized.
- Constant enhancement of classroom.
- Library is added with more books and journals every year.
- Study hours – open library system.
- Flexibility in time table if required.
- A large green campus is provided and maintained.
- Free internet access to all student and staff during working hours.

CRITERION - V
Student Support and Progression

5.1. Students progression

5.1.1. How does the institution assess the students preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme to completion?

In the first week of beginning of the Academic year our college organizes orientation programme about

1. Orientation programme about the B.Ed Course.
2. Orientation programme about the Syllabus.
3. Orientation about the assessment, test, examination. General instructions are given by teacher educators.
4. On the First week of classes we test the students about their scholastic aptitude.
5. Needs, requirements and aspirations to mind set being sought from student teachers.

5.1.2. How does the institution ensure that the campus environment promotes motivation, satisfaction and development and performance improvement of the students?

As the learning atmosphere motivates the learner for learning.

The institution ensure that the campus atmosphere provides students friendly environment through.

1. Academic guidance
2. Experienced faculty
3. Individual attention
4. Open library System
5. Library facilities extended by providing extra books at the time of assignment work, tests and examinations.
6. Well equipped spacious & classrooms.
7. Laboratory facilities.
8. Spacious play ground.
9. Display of the names of great/high achievers (of previous years)
10. Conducting the group wise tutorials/discussions.
11. Focusing Self Disciplined and democratic atmosphere.

5.1.3. Give gender-wise dropout rate after admission in the last five years and list possible reasons for the dropout. Describe the mechanism adopted by the institution for controlling the dropout?

Sl	Year	Number of	Reason
1.	2013-14	01	-do-
2.	2012-13	01	- do -
3.	2011-12	01	- do -

Dropout rates are very less and rare.

Reasons for rare drop outs are -

1. Due to migration of students to far away places as a result of marriage and shifting of family.
2. Due to health reasons, long and severe ill health.
3. Due to employment/appointment.

NAAC - SSR

To control the drop outs we have adopted -

Special counselling sessions for the students. If the situation demands Consultation & interaction with their parents will also be done.

5.1.4. What additional services are provided to students for enabling them to compete for the jobs and progress higher education? How many students appeared/qualified in SLET, NET, central/state services through competitive examination in the last two years?

Will be given personal guidance and special provisions being made to issue related books from library.

There are many additional services which are provided to the students for enabling them to compete for jobs and progress to higher education such as the institution organizes spoken English class, carrier guidance class computer lab facility and provisions being made for library services.

Sl.No	Competitive	Qualified Candidates
01	NET	-
02	KSLET	-
03	TET	20

List Enclosed

5.1.5. What percentage of students on an average goes for further studies/ chooses teaching as career? Give details for the last three years.

10 to 20% of Students prefers higheeducation.

5 to 60% of students prefers teaching as a career.

Year	Higher Studies	Teaching carrier
2011-12	10-20%	25-30%
2012-13	10-20%	25-30%
2013-14	10-20%	30-35%

5.1.6. Does the institution provide training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other resource available to the student teachers after graduating from the institution? If yes give details of the same.

Yes, our institution provides library facilities to alumni for further studies,

competitive examination. Hands on experience opportunity are provided, ICT, NET facilities are extended.

5.1.7. Does the institution provide placement services? If yes, give details on the services provided for the last 2 years and the number of students who have benefited?

Yes, our institution provides placement services after completion of the examination. Reputed institution will conduct campus interiewe.

Displaying the number of vacancies available in various local and outside reputed schools. Some institutions conduct interview, viva in the college immediately after examination.

5.1.8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

Keeping regular contact with schools.

5.1.9. Does the institution have arrangement with practice teaching schools for placement of the student Teachers?

Yes, we send the students to different high schools for practice in teaching. It includes both government, aided and unaided private schools.

The placement process by walk in interview from private management schools, choose our students after their examinations on selective basis.

5.1.10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

a. Services are provided in our institution. But the list of students in different methodology who successfully completed the course will be given to private schools for the placement, whenever it is demanded.

b. Institutions give information about the job opportunity informally.

5.2. STUDENTS SUPPORT

5.2.1. How are the curricular activities evaluated and revised to achieve the objectives and effective implementation of the curriculum?

1. Planned with periodical meetings and discussions with the staff Members. Constant watching, Observation, Tests, Assignments, projects, collections and survey.
2. Suggestions taken from the students orally and in written at the end of the Academic year.

5.2.2. How is the curricular planning done differently for physically challenged students?

Slight modifications at academic programmes are being done. Permission is given to the physically challenged students for less movement at micro and macro class level practicing programme. Movement relaxations, especially for eye sight, providing front rows and comfortable seating.

5.2.3. Does the institution have mentoring arrangements? If yes how is it organized?

We have student's grievance cell. In this cell students discuss/list out their problems. Solutions are identified after the faculty meeting and follow up is made respectively to the individual cases.

Students are allowed to express their grievances and immediate remediation is initiated by the institution/management.

5.2.4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

1. In the library separate reading corners are provided for the staff members.
2. Moreover all the faculty members are experienced in teaching.
- 3 The demands of faculty members are to be fulfilled immediately for academic and technology support.
4. Separate computers for faculty members are provided with networking facility.

5.2.5. Does the institution have its website? If yes what is the information posted on the site and how often is updated?

Yes, Our College has website. It covers all the aspects of the college.

- o College vision,
- o Mission,
- o Quality policy
- o Facilities available
- o Achievements
- o Rules and regulations of the course.

- o Management Quota of seats.

5.2.6. Does the institution have remedial programme for academically low achievers? If yes, give details.

Group wise and individual wise discussions are made in the evening and free time.

We provide feedback session at the end of every act/event to overcome their learning difficulties and hardship and to close the learning gaps for their progress. Such students are identified on the basis of their tests performance, workmanship. Behaviour in and out of the class, Special care being taken by methodology wise groups.

5.2.7. What specific teaching strategies are adopted for teaching? For advanced Learners and slow learners.

- o For slow learners, extra care and individual attention is being paid after the class hours.
- o Remediation & guidance sessions are conducted in the free time. Simple and easy methods are adopted in the class room transaction.
- o Demonstrating & Illustrative activities are carried out.
- o They are provided with works and materials of the previous batches for their reference.

For the advanced learners organizing seminar classes, paper presentation, providing special, discussion & debate opportunities, assigning major projects, suggesting for higher references.

5.2.8. What are the various guidance and counseling services available to the students?

Give details

Educational guidance is given to the students after the class hours. Career guidance also given to the student teachers periodically in the free hours.

For problematic students, counseling sessions are conducted (rare cases).

If it is essential we discuss the problems with their parents.

5.2.9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressal in last two years?

In our college committees are formed for student's welfare and benefit. Institution has constituted the following committees for the welfare of student-teachers -

- o Student Teachers grievance cell,
- o Anti ragging committee,
- o women's anti harassment committee
- etc.,
- o Human rights committee,
- o Redcross committee

Student's problems, difficulties, socio economic crisis and other grievances are discussed and solved by above said committees.

This information is discussed in the faculty meeting to find over all solutions. Decisions are appropriately and adequately taken and followed to resolve their problems.

5.2.10. How is the progress of the candidates at different stages of programs monitored and advised?

We conduct, tests, seminars group works assignments.

Good answer and works of the student teachers are displayed as model for other students. Constant and continuous observations with appropriate feedback results in all aspects ultimately they feel self reliant.

Tutorial classes being held, where their problems are to be discussed.

As all the students study in the same campus they are under the supervision of all the teachers.

The entire college premise is under surveillance with C.C.tv. Cameras, hence forth their behaviours and attitudes in & out of the class rooms are being observed.

Class-room interactions, periodic tests their performance in all aspects being taken into consideration for guiding the students.

5.2.11. How does the institution ensure the students competency to begin practice teaching and what is the follow up support in the field provided to the students during practice teaching in schools?

Student-teachers will be given both theoretical and practical knowledge thoroughly about planning of lessons in both methodology subjects before sending them for practice teaching is a positive mental set towards teaching is created.

It is compulsory to the students to get approval of their lesson plans before giving the lessons, from their method masters. Suggestions are pointed out to enrich their resources for effective teaching for the improvement and progress.

Every lesson is fully observed by the teacher and the peers. Their mistakes are made known to them and suggestions are given to them.

Before sending them for practice in teaching a positive mental set toward teaching is created.

Students will be grouped in to different batches; each batch is going to be taken care of by faculty members. 10 to 15 days training will be given thoroughly over different teaching skills in simulated settings, monitored and feedback being given to them. After thorough practicing of skills (minimum 8-10) they shall give 2 lessons in each methodology in simulated classrooms environment, each lesson is of 40-45 minutes duration supervised by method teachers. The short comings are told and advised. Suggestion will be written in their lesson plans also. 3 to 4 demonstration lessons are to be given by senior teachers in methodology subjects. Writing of lesson plans thoroughly done, in each methodology.

5.3 Students activities:

5.3.1. Does the institutions have an alumni association? if yes,

- (i) List the current office bearers
- (ii) Give the year of the last election
- (iii) List alumni association activities of last two years
- (iv) Give details of the top ten alumni occupying prominent position
- (v) Give details on the contribution of alumni to the growth and development of the institution.

Yes, Our College has an alumni association.

The office bearer"s are-

1. Hon. President – Prof.Sharadamma.S.G, principal
2. President – Sri.Gurudev.B.R – Assistant professor
3. Vice-President – Sri. Prasanna kumar
4. Secretary – Sri.Channabasappa
5. Joint – Secretary- Smt. Nazma
6. Treasurer – Sri.Devendrappa
7. Members: 1) Sri. Majar Hussain 2) Dr.Yeli 3) Dr.Ravi 4) Sri. D.M.Sadashivaiah

DETAILS OF TOP TEN ALUMNI

SL NO	NAME	PRESENT POSITION
01	Sri. Prasanna kumar	D.D.P.I, Sirsi
02	Sri. Majar Hussain	D.D.P.I,
05	Sri. Daawaud	Principal , Junior College, Davanagere
03	Smt. Nazma	K.A.S. Thashildar, Harihar
04	Sri.Devendrappa	Circle inspector, Harihar
05	Sri.Channabasappa	Advocate,
06	Bidri	Govt. Junior College,
07	Dr.Yeli	Former Registrar, Gulbarga University,Kalburgi.
08	Dr.Ravi	Principal, K.S.S. College of Education, Davanagere.
09	Sri. Sanjeevappa	E.O. Harihar.
10	Sri. D.M.Sadashivaiah	Associate Professor , Harihar.

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and game? Give details on the achievements of of students during the last two years.

1. Guest Lecturers
2. Weekly cultural programs / events
3. Regular sports and games practice
4. Participation in the University level inter B.Ed college sports, games and cultural competitions.
5. Participation in the practice in Teaching Schools cultural events.
6. Organizing inter schools singing, debates and essay writing competitions.
7. Organising and participation in Citizenship Training Camp, & Educational excursion.

5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine and other material? List the major publication/ materials brought out by the students during the previous academic session.

A Display Board is provided to put up the special articles collected and written by the students. Display of the papers prepared and presented by the students in the seminar classes.

5.3.4. Does the institution have student council or any similar body? Give details of its constitution, major activities and funding.

Yes. The institution has a student's union

Students union comprising the following members.

1. Hon. President – Prof. Sharadamma.S.G, Principal.

Student Representative

2. Vice-president- Avinashmuddannanavar
3. Secretary -Swamylingappa
4. Joint Secretary-Sowmya.V
5. Cultural activities Secretary-Chandru.A.V

6. Sports Secretary-Umesh.D
7. C T C Secretary- Nizagunamurthy
8. Educational excursion Secretary – Arunkuma
9. Staff Incharge – Sri. Gurudev.b.R

Major activities:

Guest Lectures,
Seminars,
Debates, Essay Competitions,
Cultural and Recreation
programmes Excursion
Workshops,
Personality development programmes etc

Funding:- Prescribed Fees collected from each student as per the government rules and all the activities are managed using this fund only.

5.3.5. Give details of the various bodies and their activities (academic and administrative) which have students' representation on it.

□ I Q A C

Functions of I Q A C:

- Designing the academic programme, and monitoring,
- Providing essentially needed physical infrastructure,
- Renovation or and extension of rooms and halls,
- Maintenance of garden,
- Organising the programmes like seminar, workshops, conference for the professional improvement & development of the faculty,
- Follow up work to resolve the student-teachers grievances,
- Assessment and Analysis of academic programmes & University results

Students grievance cell

1. Prof. Sharadamma.S.G, Principal.
2. Sri.Gurudev.B.R, Assistant Professor,
3. Smt. Harshalatha.M.V. Assistant Professor,

- 4., Student Teacher- Ashokraj.B.V
- 5., Student Teacher-Bhagyshree.K.M
- 6., Student Teacher-
AvinashMuddannanavar
7. Student Teacher-Manjula.B
8. Student TeacherChandrappa
kannal

Functions of Students grievance cell:

- Collecting students grievances orally or and in writing.
 - Discussions, interactions will be held with student representatives in a free and cordial atmosphere.
 - Remedial measures sort out and implemented.
- Library committee**
1. Prof.Sharadamma.S.G. Principal.
 2. All the staff Members.
 4. Smt Arathi, Librarian.

Functions of Library committee:

- Plans the Number of books, magazines to be bought/subscribed,
 - Prepares a list of new books in different areas to be purchased,
 - Decides the number of books to be issued to students on regular days, holidays and during examinations,
 - Listens their demands and usually fulfills their demands,
- Human Rights committee**
1. Prof.Sharadamma.S.G. Principal.
 2. Sri Gurudev.B.R, Assistant
Professor,
 3. Student Teacher-Arunkumar
 4. Student Teacher-Ayeesha
khanam
 5. Student Teacher-Veena

Functions of Human Rights committee:

- Protecting and maintaining the dignity and individuality of each students,
- Any such violations noticed will immediately be corrected

Red Cross committee

1. Prof. Sharadamma. S.G,
Principal.
2. Sri. Halaswamy. M.J. ,
P.E. Director
3. Student Teacher- Chandru. A.V
4. Student Teacher- Geetha. P.H
5. Student Teacher- Ramappa Barki
6. Student Teacher- Vanitha
7. Student Teacher- Swamylingappa

Functions of Red Cross committee:

- Creates awareness about Red cross and its importance,
- Role of youths,
- Organizes programmes

Womens Anti-Harassment Cell

1. Prof. Sharadamma. S.G Principal.
2. Smt Arathi, Librarian,
3. Smt. Harshalatha. M.V. Asst. Prof.
4. Student Teacher- Arpitha. S
5. Student Teacher- Ashwini. B.N
6. Student Teacher- Savithakalal
7. Student Teacher- Suma. M. Madegoudar
8. Student Teacher- Tarnumbanu

Functions of Womens Anti Harassment Cell:

- Any such harassments physical or mental will be curbed,
- Action will be taken on such individuals if any such incidences occur/found in the college campus,

5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and form employees to improve the preparation of the programme and the growth and development of the institution?

Yes. College is usually get feedback from students (written and oral) feedback is considered used for the improvement of the college Academic and Co-academic infrastructure wise.

Through the students Grievance cell also college collect the data. (Their problems etc.,) In the staff council meetings these shall be discussed and conducive decisions be taken.

5.4. Best practices in students support and progression

Give details of institutional best practices in students support and progression.

- o Value Inculcation,
- o Functionality, Punctuality & Discipline are strictly observed,
- o Participatory learning approaches are adopted,
- o Enhanced co-curricular activities,
- o Creation of secular mind set,
- o Open house discussions with students for quality enhancement.

CRITERION - VI

Governance and Leadership

6.1 Institutional Vision and Leadership.

6.1.1 What are the Institutions stated purpose, Vision, Mission and values? How are they made known to various stakeholders?

The following are the Vision, Mission, and Values of our institution,

VISION

- To promote Professional Ethics among teachers
- To develop Holistic development among the students towards the motto of devotion, Sacrifice, and Excellence.
- To equip the students as catalysts for the transformation of the society and Nation Building.

MISSION

- To prepare the teachers capable of responding to the global social demands and meeting the challenges in Education.
- To address to the ever emerging issues and problems of school and teacher education and discover the remedial measures.
- Serving the humanity

VALUES

- To maintain a curriculum aimed at the acquisition of values and the discovery of truth
- To help students acquire a sensitivity to the views, lifestyles and beliefs of others
- To reign supreme both academically and professionally

The above said components are to be made known to various stakeholders through

- o Our students reflect the said values through their activities, performances & functioning in their professional life.
- o The same points would be discussed in parent-Teacher Association, Head Masters meeting,
- o Publishing through prospectus, syllabus, and magazines,
- o Through Citizenship Training Camp & Community Programmes.

The principal and entire staff strives towards achieving these values.

6.1.2. Does the Mission include the Institution's Goals and Objectives in terms of addressing the needs of the society, the students to seek to serve, the school sector, Education Institutions Tradition and value orientations?

Certainly the mission includes goals and objectives as integrated, inseparable practices of our institution. All the said values are intended to develop a committed & dedicated teacher, keeping in mind his contributions towards social and National development, realizing the roles as a committed teacher, developing leadership qualities in young teachers, so that they can manage any type of challenges in their professional field.

6.1.3. Enumerate the top managements commitment leadership role and involvement for various effective and efficient transaction of teaching and learning process functioning and composition of committees, Board of management, and Board of governance, etc.,

Different committees are formed to look after the effective and efficient transaction of teaching-learning process. Though each committee assigned with specific role to play, but overall, the committees strive for maintaining academic atmosphere in the institute.

Governing Council: Comprises management members, principal and a senior teacher. This body looks after overall performance of the institute. Demands infrastructural requirements and improvements are discussed based on previous year experiences. Planning and the ways of execution are decided by this body.

Academic Body: Comprises Principal and Senior Faculty Members, which suggests & Monitors the academic programmes regarding quality performance. At the beginning of the academic year, staff council meeting being held under the chairmanship of the principal to decide the effective and efficient transaction of teaching-learning process.

I.Q.A.C: Comprises Principal, Faculty Members, representatives from Management, Alumni, Stake holders, Educationist & Student Teachers.

The issues & requirements of the institution are discussed in IQAC Meeting and submit the report to the management for further action to overcome all the barriers to move forward for the growth & development of the institution and also for the sustenance of quality teacher education.

6.1.4 How do the management /Head of the institution ensure that responsibilities are defined & communicated to the staff of the institution?

- o Head of the Institute at the beginning of the academic year distribute the work to all the Staff in a very cordial way.
- o Targets, goals are determined and set in each area,
- o Management collects overall functioning report of the institute from the principal,
 - o Any Guidance or instruction to be given to the staff/faculty members made through the management also.

6.1.5 How does the management /Head of the institution enable that valid information (Feed back and personal contacts etc) is available for the management to review the activities of the Institution?

- o Through direct interaction with the student Teachers
- o Written suggestions / feedback is collected from the student teacher.
- o First they will be discussed at faculty level meetings and the same will be brought to the notice of the management.
- o Principal collect opinion of student-teachers about each faculty members and meeting will be held individually.
- o Once in a month review meetings are held about the work completed and to be completed.

6.1.6 How does the institution identify and addresses the barriers (if any) in achieving the vision and goals.

Governing body directly interacts with the faculty members,
Management also collects information by interacting with the student teachers, parents, publics & stakeholders.

- o Through periodical evaluation process,
 - o Performance of student teachers,
 - o Interacting with student teachers,
 - o Opinion of Practice in Teaching Schools,
 - o Head masters and teachers
- o Parents & Public opinions,

- o Alumni experiences,

Principal convey and discuss the same with the management for decision making.

6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process

Management is very much concerned with quality and efficiency of the institution.

This is being done by -

- o Providing all the facilities required for quality sustenance of the institute.
- o Fulfilling the demands and requirements periodically every year.
- o Updating the facilities to the advance technology.
- o Granting permission to faculty members to attend refresher courses, orientation courses, workshops and seminars etc.,
- o Creating learner friendly environment.
- o Motivating the faculty members, (by honoring on teachers day).
- o Laboratory, library, transportation facilities.
- o Organizing Guest Lectures & Personality development programmes,

6.1.8 Describe the leadership role of the head of the institution in Governance and management of the curriculum, administration, allocation and utilization of resource for the preparation of students.

- o He leads all the activities with democratic attitude.
- o At the beginning of the academic year distributes both curricular & co-curricular works to all the faculty members.
- o With the involvement of the senior faculty members, prepares the calendar of Events.
- o All activities are well planned and implemented; evaluation of each programe is done periodically.
- o Guide & help the faculty to eliminate any deficiencies in their works and responsibilities.
- o Facilitating & motivating the work and work culture,
- o Monitoring the progress being made by the faculty members & the institution as a whole.

- o Opinions of student teachers are discussed with the faculty members periodically and constructive programmes will be organized,
- o Faculty meetings are held to exchange their experiences and views.
- o Free use of Library & Internet facilities is provided.

6.2 ORGANIZATIONAL ARRANGEMENTS.

6.2.1 List the different committees constituted by the institution for management of different activities? Give details of the meetings held and the decisions made regarding academic management, finance, infrastructures, faculty research, and extension and linkage examinations during the last year.

Following committees are framed for the management of different activities.

- o Academic committee
- o Library committee
- o Students Grievance redress committee
 - o Tests and Examination committee
- o Practice teaching committee
- o Disciplinary committee
- o Magazine committee
- o Students union etc.

6.2.2 Give the organizational structure and the details of the academic and administration bodies of the institution.

- o Administrative body
- o Governing Council : Management including Principal & a Senior Faculty
 - o Academic Body : College, Principal and senior faculty members

6.2.3 To what extent the administration is decentralized? Give the structure and details of functioning.

Management:

- o President
- o Vice Presidents
 - o Secretary
- o Executive Committee members

College:

- o Principal
- o Senior Professor one/two
- o Academic activities - in charge
- o Library in charge
- o In charge for Students Union
- o In charge for Sports & Games
- o In charge for Technology Instruments
- o Disciplinary Committee

All these committees work in Coordination with each other. Principal distribute the work to each committee and monitor their work. Enough freedom is given to each committee, all committees interact, discuss and work together exchange of views and opinions amongst these groups are managed.

Management will not intervene in the administrative and academic activities of the college just they support, guide and facilitate the quality aspects of our work.

6.2.4 How does the institution collaborate with other sections/departments and school personnel to improve that the quality of educational provisions?

On different occasions faculty interact and share their ideas with other departments. Like university, departments, practice in teaching schools, some of faculty members work as mentors for IGNOU Students.

6.2.5 Does the institution use the various data and information obtained from the feed back in decision making and performance improvement? If yes give details.

Usually the students feedback (oral) is consolidated and implemented in the performance, head of the institute usually make a list of all the suggestions given by students and in staff meeting these points will be discussed and individual/subject wise meeting will also to be held by the concerned faculty.

6.2.6 What are the institutions initiatives in promoting cooperation, sharing of knowledge, innovations and empowerments of the faculty? (Skill sharing across departments. Creating /providing conducive environment)

Any Programme to be conducted split in to number of phases, group of faculty members headed by Senior faculty, plan , execute, all the groups coordinate their work, Faculty members serve as/work as resource persons, Faculty members are allowed to attend workshops, seminars, association meetings.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT.

6.3.1 Has the institution an MIS (Management of Information System) in place, to collect align and integrate data and information on academic and administrative aspects of the institution?

Information being collected and stored in the system. All academic and information related to administration being stored and processed separately. Class room transactions being observed (CCTV) and evaluated, entire work in the college campus (class room, library) being observed.

6.3.2 How does the institution allocate (Human and financial) resource for accomplishment and sustaining the changes resulting from the action plans.

Results of action plans are analyzed, effects are to be studied, and based on the results we allocate the resources both financial and human.

Weak areas are to be identified and financial resources like purchasing of books etc., and Human resources, faculty supports – is to be provided, much weightage is to be given on need based

6.3.3 How are the resources needed (Human and Financial) to support the implementation of the mission and goals, planned and obtained.

Certainly the resources are needed. Improving infrastructure facilities and strengthening academic excellence by updating our faculty members.

6.3.4 Describe the procedure of developing academic plan. How are the practice teaching School teachers. Faculty and administrators involved in the planning process?

At the beginning of the academic year we plan academic activities to be executed in the current year, list of activities, along with calendar of events to be synchronized.

Not all the activities to be discussed with the teachers of practice teaching schools, or administrators, Practicum like practice teaching, terminal lessons etc., are to be discussed (planned and examination) before commencement of teaching practice. The meeting of Head Masters and senior teachers of Practice teaching school will be held every year, there in practicum; related activities will be discussed & finalized.

6.3.5 How are the objectives communicated and deployed all levels to assure individual contributions for institutional development.

Innovative & Appropriate methods being practiced with some new strategies, as all the Faculty members are part of this programme. All faculty members are informed to execute their part of work in the directions of these objectives. Prospectus, Brochures, Vision, and Mission of the College displayed.

CRITERION – VII - Innovative Practices

7.1. Internal Quality Assurance System

7.1.1. Has the institution established Internal Quality Assurance Cell-IQAC? If yes, give its year of establishment, composition & major activities Undertaken.

Yes the institution has established Internal Quality Assurance Cell-I.Q.A.C., which has been established in the year 2014.

COMPOSITION OF I.Q.A.C:-

Chairperson: Prof.Sharadamma.S.G, Principal

Co-Ordinator: Dr.Venkatesha.K, Assistant Professor

Management Representative Members:

- 1) **Sri A.S.Hiremath Secretary**, S.J.P.V.V.P.(R), Harihar
- 2) **Smt.Shakunthamma, Member**, S.J.P.V.V.P.(R), Harihar

Educationist:

- 3) **Prof.Bhikshavarthimath**, Rtd.Principal and Academic advisor, S.J.P.V.V.P.(R), Harihar
- 4) **Dr.H.V.Vamadevappa**, Principal, M.M.College of Education, Davangere.

Stake holder Representative/ Representatives from stakeholders:

Faculty Members:

- 5) **Sri Gurudev.B.R. Assistant Professor,**
- 6) **Smt.Harshalatha. M.V. Assistant Professor,**
- 7) **Sri.Hanumanagoudar, Professor,**
- 8) **Sri Halaswamy.M.J. Phy.Education Director,**
- 9) **Smt Arathi, Librarian,**

Alumni Representative: Prof.Sadashivaiah.B.M

Student Teachers Representatives: 1. Suma.M.Maliyappanar 2. Ashokraj.B.V

The major activities under taken by I.Q.A.C. are -

- 1) Strengthening of Academic atmosphere, Library, Computer Lab,
- 2) Training of Teacher educators,
- 3) Distribution & Assignment of academic work (curricular & co - curricular) to the faculty members as per semester regulations,
- 4) Orientation programme, micro teaching, talent show, practice in teaching, work experience and tutorial classes are properly planned and executed by the faculty.
- 5) Conducted co- curricular activities like
 - Literary activities
 - Cultural activities
 - Organized sports activities,
 - Conducted Citizenship Training Camp,

- Celebrated National Festivals,
- Organized State Level workshop on preparation for assessment accreditation for quality in teacher education.

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals & objectives.

- Mechanisms to evaluate the achievements of goals and objectives of our institutions are
- Overall supervision of all the academic activities of the institute,
- Analysis of the university examination results by the faculty & IQAC,
- Faculty meeting – Discussion & interaction about the academic improvement & progress,
- Identification of shortfalls and hotspots of the academic programme & activities, Discussion about the worth of cultural events sports activities organized ,
- Out comes of assignments, internal tests, assessments, etc.
- self appraisal of the faculty.
- Faculty appraisal by the student teacher.

7.1.3 How does the institution ensure the quality of its academic programmes?

- Our college ensures the quality of academic programmes by following ways:
- Academic calendar prepared and followed effectively as per the guidelines given by the university.
- Orientation programmes conducted in the beginning of the year helps each and every student teacher to have mental readiness.
- Faculty members employ different innovative methods of teaching to raise academic standards of the college.
- Communication skills and spoken English of our students are improved by conducting different activities like group discussions, mock interviews etc.
- Guidance cell provides guidance in personal and educational areas.
- Oral and written feedback is given to student teachers.
- Tutorial classes also help to solve their academic problems.
- Periodicals tests help to assess the academic progress of the students.

7.1.4. How does the institution ensure the quality of its administration & financial management process?

- Our Institution ensure the quality of administration & financial management through
- Our management and academic advisor supervise the activities of the college.
- Faculty members and principal have discussions frequently formally as well as informally for the smooth running of the college.
- All the faculties are assigned different responsibilities.
- All the academic and administrative activities are supervised by the principal.
- Financial dealings are kept in accordance with the budgetary allocations.
- Records related to financial dealings are maintained well and filed immediately.
- Internal and external audits are done to ensure the smooth management of the financial matters related to college.
- Purchasing is done by calling quotations and e-tenders.
- Most of the time payment is done through cheques.

7.1.5. How does the institution identify and share good practices with various constituents of the institution?

As, All the faculty members are working in a collaborative manner, they share directly such practices them-selves. Report is sent to management regularly of all the best practices and activities conducted in the college. Students who have participated are consulted to get the feedback. IQAC members also share their experiences with others in and out of the college. Teacher educators share the best practices observed in seminars, workshops and conferences conducted in different other institutions and a step is taken to inculcate the same in our college.

7.2. Inclusive Practices

7.2.1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

Teacher trainees are informed about scholarship programmes of government and

NGO'S. Different effective learning techniques are employed to support these students. Faculty members encourage economically poor students by solving their problems to solve the problem to some extent.

7.2.2. What is the provision in the academic plan for students to learn about inclusion & exceptionalities as well as gender differences on learning?

Exceptionalities among student teachers are identified during admission process. Due importance & priority is given to the reports of the grievance cell. Allotting to the students to the nearest schools for their practice teaching programmes. Special attention is given for average & below average students. Equally treating male & female student teachers without any gender bias. Subject wise discussion & counseling programmes in the extra hours to the slow & advance learners. Guidance has been provided to overcome the fear of examination & facing the students during practice teaching. Students are encouraged to collect the articles from news papers and magazines about the achievements of exceptional children understand them better. Women's day is celebrated every and issues related to gender are discussed with student teacher. All the students are given opportunities to participate in the activities of the college irrespective of their gender differences.

7.2.3. Details on the various activities envisioned in the curriculum to create learning environment that faster positive interaction, active engagement & self learning motivation?

To faster positive social interaction among the student teachers institution envisage

- Provision for Group work provision in regular class transaction of core methodology, minor specialization, elective courses and spoken English papers
- Open group discussion & debate are organised
- Acceptance & encouragement of student's thoughts, views & responses
- Heterogeneous group programme & activities are organized
- Democratic atmosphere created for their active participation & interaction
- Students individuality is identified from the very first day and

encouraging the students to interact with their peers and faculty members

- S.U.P.W group activities are conducted
- Seminars Work-shops in the free atmosphere help in developing positive interaction among student teacher
- Cultural events are organized every week as per the schedule of the time table
- Citizenship Training Camp also help in the respect.
- Micro teaching, Macro teaching practicing sessions are conducted in groups leads to positive interaction among student teachers

7.2.4. How does the institution ensure that student teacher develop proficiency for working with children from diverse backgrounds and exceptionalities?

The student teachers learn about individual differences through the discourse of self introduction and talent exhibition. The Student teachers are provided with direct & practical experiences to develop work culture and the proficiency. The faculty members identify exceptional children and provide appropriate programmes and activities to cater to the their needs, improvements and progress for the fullest development. The student teachers are assigned the project work to visit different types of schools and prepare case study and other practicum works which help them to know about the diverse aspects of society.

The practice teaching session itself enough for them to know about diversified aspects of society because they are assigned to teach in different types of schools comprising students with different background.

The students from different socio culture background are equally treated in all the activities and programmes Gender discrimination is also totally barred to engage student teachers in any programmes of the institution, we inculcate the secular values and feeling of oneness among student teachers.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

- o Our institution addresses to the special needs of the physically challenged and differently abled students enrolled in the college by

paying individual and special attention to their needs.

- o Shifting the classes to the ground floor then providing library facilities to their stretch.
 - o Deputing to the nearest school for their practice of teaching.
- o Special arrangement is made in the test and examination for their comfort and easiness and also personal and academic counselling is given to these students.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

In our institution we have established

- Woman Anti-Harassment Cell,
- Anti Ragging Cell,
- Students Grievance Cell,

Since the inception of the institution we have given primary importance to the value inculcation among student teachers. Regularly and continuously we make observations about their behaviors, attitudes and movements. College campus is under 24X7 CCTV surveillance which helps in monitoring all the activities of student teachers, faculty members and visitors. Any undesirable behaviour is noticed, immediately those students are called and strict instructions, cautions are given to curb all the undesirable behaviors. If any harassment is noticed outside the college premises are also seriously considered. They will be discussed in the faculty meeting & immediate solution is adopted to curb such harassment.

7.3 Stakeholder Relationships

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The programmes organized in our institution are published through Popular & local news papers to the notice of stake holders.

The achievements and performance of the institution are brought to the notice of the stake holders through invitations and in periodical meeting. All the teaching and non teaching staff provides the required information to the stake

holders orally.annual result sheet is prepared to know the pass percentage and rank holder students.our college website is updated to give the information about the college.

7.3.2. How does the institution ensure share and use of the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Our institution has a good rapport with many stakeholders educational institution, NGO's, Education department and philanthropist. We interact frequently with them about the success & failures of the curricular co-curricular programmes organized. Feedback is taken from student teachers where they express their opinion about the activities of the college which help us to know the extent of success of the activity conducted. Suggestion box is kept in the college where students can give their complaints and suggestions regarding different aspects of the college.

7.3.3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Feedback is collected from the student teachers orally and in written after the completion of the course and in between to improve the quality. We collect feedback about the student performance during practice of teaching from the teachers, head of the institutions and students usually through oral conversation. We collect the feedback from the alumni by their experiences (previous batch students) as suggestions to improve the quality of various programmes to be organized. The student teachers test and examination, achievements and their participation & performances in various activities, events, are also considered for the further academic improvement. Suggestion box is opened every week and necessary actions are taken.

PART-III
Mapping of Academic Activities

**S.J.P.V.V.Peetha,(R) Harihar
SRISAILA COLLEGE OF EDUCATION**

Mapping of Academic Activities of the Institution

Months	January	February	March	April	May	June	July	August	September	October	November	December
Weeks	1	2	3	4	5	6	7	8	9	10	11	12
Admission												
Orientaiben												
Theory												
Microteaching commissioin												
Skills and Internal												
Internal ordinaiben Board												
Co-Operative Activities												
Study Holidays Examinibns												
Orientaion & Practice Teaching												
Theory Classes Citizenship												
Content Test ordinaiben Board												
Study Holidays												
II sem theory												

SPREAD OVER THE WHOLE ACADEMIC SESSION

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. There by, helping to bridge the gap between the different sections of society.

Educational Endeavour in India has come a long way since independence. While the facilities provided, inputs given have enormously improved, it still remains that the system is not able to respond to the aspirations of all the citizens. While quantitative dimension of the system i.e., educational expansion depends on the educational administration, the quality aspects by and large depend on school level processes. These in turn depend on the quality of teachers who facilitate the process. Hence it becomes imperative that teacher education responds to the changing social and economic demands of the society and prepares teachers to meet the same.

DAVANAGERE UNIVERSITY

B.Ed Programme Regulations - (Semester Scheme)

In exercise of the powers conferred under Section 44 of Karnataka State Universities Act 2000, the Academic Council of Davanagere University frames the following regulations.

1. These Regulations shall be called as Davanagere University Regulations: 2013-2014 governing B.Ed., Degree Programme (Semester Scheme).
2. B.Ed., Degree Programme shall be offered under the Faculty of Education.
3. The duration of B.Ed., Degree Programme shall be of One Academic Year with Two Semesters.

4. ELIGIBILITY:

4.1 Candidates must be citizens of India and should be candidates from Karnataka

for claiming seats under Government quota. "Karnataka candidate" means,

- i. Student who has studied for at least 7(Seven) full academic years in any one of the Government or Government recognised institutions in Karnataka from first Grade up to 2nd P.U.C/ 12th Grade or qualifying examination, and
- ii. Passed either S.S.L.C/10th standard or P.U.C./ 12th standard examination in Karnataka.
- iii. Candidates who have passed either S.S.L.C or student in open schools the period of seven Years study shall not be insisted. However such candidates shall produce domicile

Certificate for 7 years from the Tahasildar of concerned Taluk.

Candidates who have passed either S.S.L.C. or P.U.C. either in open schools or as private candidates shall produce the relevant Marks Card or a certificate from the Karnataka Secondary Education Examination Board/Directorate of Pre-University Education which certifies that he/she is a "private candidate". In respect of candidates who have taken more than one year to pass a class/Grade, the years of academic study is counted as one year only for this purpose.

4.2 Candidates must be graduates with Bachelor's Degree/Masters Degree. And should have offered at least one school subject at the first and/or second degree level as principal or subsidiary or allied or optional subject, (School subject means the subject included in the syllabus of secondary/Higher secondary level in the Karnataka State or central syllabus.)

4.3 Note: As per present Cadre and recruitment rules for the appointment for the post of Assistant masters Grade – I post in Government High Schools only Science and Arts Graduates are eligible. Physical science teachers should have studied physics and Mathematics and Biological Science teachers should have studied Chemistry and Botany / Zoology or Chemistry, Botany and Zoology Compulsorily. Arts teachers should have studied Languages, History, Geography, as compulsorily along with other social science subjects and shall have studied any one of the languages and two of the three electives specified below. Candidates should have studied two of the three electives for all the three years at degree or graduation level.

4.4. Languages: Kannada, English, Hindi, Sanskrit, Marathi, Urdu.

4.5. Electives: Science-Physics, Chemistry, Botany, Zoology, Mathematics,

4.6.Arts:History, Economics, Political Science, Sociology, Geography, Kannada, English, Sanskrit, Hindi, Marathi, Urdu.

SCIENCE:

4.7 Physical Science: Candidates should have compulsorily studied any Physical Science subject along with Physics and Mathematics. Ex: Chemistry, Electronics, Computer Science, Statistics, etc.

4.8 Biological Science: Candidates should have studied any Biological Science subject along with Chemistry and Botany or Zoology with Chemistry, and Biology, Ex: Environmental Science, Fisheries, Forestry, Micro Biology, Bio Chemistry, Genetics etc. But compulsorily should have studied Chemistry and Botany/Zoology/Biology.

(Hence the applicants are advised to note this and rules and regulations of the Government amended from time to time before seeking admission for B.Ed course.)

Candidates obtained degree from the Universities situated outside Karnataka state should have offered at least one school subject (Elementary/Secondary/Higher Secondary) at the first and/or second degree level as principal or subsidiary or allied or optional subject, And at the time of admission shall produce three years

degree marks cards issued by the Universities. Marks cards issued by the college, will not be considered. Candidates who have obtained degree from Universities outside Karnataka shall obtain an eligibility Certificate from the Davanagere University before seeking admission to the B.Ed Course.

4.9. All applicants shall have a minimum of 50% of marks in aggregate of all the three years of Degree including electives and languages, including 10% internal assessment Marks. But SC, ST, C I and Physically handicapped candidates shall have a minimum of 45% of marks in aggregate of all the three years of Degree including electives and languages, including 10% in internal assessment marks.

4.10. Determination of Merit:

1. For Admission to B.Ed programme the aggregate marks obtained in all the three years examination including languages and including 10% of internal marks shall be taken into consideration while preparing merit list.

2. In-service Candidates seeking admission for the Bachelor of Education shall conform to the eligibility conditions prescribed by the state Government from time to time provided that they satisfy the subject requirements stipulated in regulation. Eligibility criteria will be followed as per Government rules mentioned in the Centralized Admission cell prospectus.

3. In case a candidate or his/her parents or guardian furnishes false or incorrect information regarding marks card or statement of marks or a certificate or an affidavit along with the application, such application shall be liable to be rejected and the seat, if any, allotted to such candidates shall be liable to be forfeited. Such candidates, his/her parents or guardian as the case may be, shall also render themselves shall be liable to be punished legally. However the University may consider that action should be taken under appropriate rules for rejection of an application and cancellation of a seat and that it shall pass an appropriate order after holding such an enquiry as it deems necessary and after giving reasonable opportunity to the candidates or his/her parents or guardian concerned to make a representation.

5. ALLOCATION OF SEATS:

A. Colleges shall admit all the candidates allotted by the Government of Karnataka through Centralized Admission Cell (CET) or by any appropriate agency of the Government of Karnataka.

B. For filling the management seats the respective college shall select the

candidates following eligibility criteria as envisaged in regulation 4.

C. The college shall admit the selected candidates, both under Government quota and management quota, within the last date fixed for admission by the government and Davanagere University.

D. The total intake of all B.Ed colleges shall be 100 or as fixed by Government of Karnataka from time to time.

E. Management seats: The respective institutions shall invite applications from the eligible candidates for admissions in respect of Management seats and fill up such seats in accordance with the eligibility criteria and merit as per regulations. The list of admitted candidates shall be got approved by the University.

F. The total number of admission of Candidates in the colleges from outside Karnataka State should not exceed more than twenty percent of the total prescribed intake under any circumstance.

6. COURSE STRUCTURE:

A course is the basic component of an academic programme. It is identified by a course name (i.e like, "Instructional process"). Every Course offered will have three components associated with the teaching-learning process of the course, namely

(i) Lecture (L) (ii) Tutorial (T) (iii) Practical (P), where

L stands for lecture session. T stands for tutorial session consisting participatory discussion/self study/desk work/brief seminar presentations by students and each other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the lecture classes. P stands for practice session and it consists of internship in teaching and its related activities/ laboratory experiments/ hands on experience/field studies/case studies that equip students to acquire the much required skill component. A course shall have either one/two or all the three components based on its requirement.

The duration of one semester is 100 days for teaching-learning process. The total duration of a semester is 20 weeks inclusive of semester-end-examination.

The B.Ed Programme consists of two semesters each of 20 weeks duration including semester end examinations. This programme consists of Foundation Courses, Compulsory Courses, Specialisation-Pedagogical Courses, Internship-Practical's /Practice Teaching, Compulsory Practicum and Mandatory Skills.

Foundation courses: The subjects of study which form a foundation for the pedagogical courses and support the main discipline.

Compulsory courses: Compulsory subjects of study which support the main discipline.

Specialization – Pedagogical courses: These are the courses in which the candidate has to specialise. They are based on the subjects taught in the schools.

Candidates shall offer any TWO – SCHOOL SUBJECTS for specialization, which must have been studied as a major/optional subject at the Degree level or Master Degree level. If the other subject offered for specialization has not been studied as major/minor optional by the candidates, the candidates is required to undergo a specially designed content course in that subject for at least 30 hours of teaching outside the regular working hours. . Special fees shall be levied from such candidates who undergo content course. The candidates undergoing content course are examined internally. No candidate shall be permitted to offer more than one language under special methods to teaching unless he/she has studied both the languages as optional at the Degree level.

An option for the candidates to choose a course from a pool of courses offered by the respective B.Ed colleges of Davanagere University. Each candidate should choose a combination of 2 Specialization courses for the B.Ed programme from the offered combination by the respective colleges. Combination is as follows.

- (a) Language 1 & Language 2
- (b) Language & History and Civics
- (c) Language & Geography and
Economics
- (d) Language & Biology
- (e) Language & Chemistry
- (f) Language & Physics
- (g) Language & Mathematics
- (h) History & Civics & Geography and
Economics
- (i) Chemistry & Biology
- (j) Physics & Mathematics
- (k) Chemistry & Mathematics
- (l) Commerce & Language
- (m) Commerce & Mathematics

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Elective Courses: These courses are those which are concerned with the understanding and skills to be acquired by the candidate that will be helpful to the candidate to play an effective role other than classroom teaching.

Internship- Practical's /Practice Teaching: It includes providing a simulated and field based experience pertaining to the skills of teaching

Compulsory Practicum: This course is related to community based, co-curricular, sports and games based activities that are necessary for the candidates to become a successful professionalist.

Mandatory Skills: This course is related to the essential skills viz., effective communication, personality development and other such aspects which help the candidate to effectively communicate his/her teaching subject to the students.

The detailed course structure is as follows

Course Structure

SEMESTER- I :		
A.	FOUNDATI COURSES(F C)	FC-1.1Philosophical & Sociological Foundations of FC-1.2Psychology of the Learner & Learning Process FC-1.3Instructional Technology
B.	COMPULSORY COURSE(CC)	CC- I.4: Information & Communication Technology
C.	SPECIALIZATION ,PEDOGOGICAL COURSES(PC)	PC- 1.5 : CC Methodology of Teaching Subject –I PC- 1.6: CC Methodology of Teaching Subject –II
D	INTERNSHPP ACTICASPRA CTICETEACH ING(INT)	Microteaching practice (Presentation of five skills each in Teaching Subject CCM- I & II.) Practice of simulated lessons (Two lessons in Teaching subject CCM- I & II.)
E	COMPULSORY PRACTICUM(CP)	1. Health and Physical 2. SUPW/WWC 3. Co-curricular Activities (CCA)
F	MANDATORY SKILL(MS)	Spoken English

SEMESTER- II :		
A.	FOUNDATON COURSES(FC)	FC-2.1:Education and Social Concerns FC-2.2:Psychology of Learning Process and FC-2.3:Educational Administration and Management

B.	ELECTIVE COURSE (EC) (ANY ONE)	EC:Physical&Health Education. Guidance & Counselling.
C.	SPECIALIZATION-PEDOGOGICAL COURSES(PC)	PC- 2.5 : CC Methodology of Teaching Subject –I.
		PC- 2.6: CC Methodology of Teaching Subject –II.
D.	INTERNSHIP PRACTICALS/PRACTICE TEACHING(I)	Practice in Teaching : CC Methodology of Teaching
		Practice Teaching: CC Methodology of Teaching
E.	COMPULSORY PRACTICUM(CP)	3. Health and Physical Education 2. SUPW/WWC 3. Co-curricular Activities (CCA)
F	MANDATORY SKILL(MS)	Personality Development

7. SCHEME OF INSTRUCTIONS

7.1 B Ed programme is of 2 semesters of one year duration. A candidate can avail a maximum of 4 semesters-2 years to complete the programme (including blank semesters, if any). Whenever a candidate opts for blank semesters, he/she has to study the prevailing courses offered by the college when he/she continues his/her studies, by paying the prescribed fees of the University.

7.2 Practice teaching and related activities to be conducted in II semester in a block period of 30 working days for both CCM – I & CCM – II by the respective B.Ed College.

7.3 Physical & Health Education, SUPW & CCA to be conducted in both the semesters for one period per week in each of compulsory practicum.

7.4 Skill development course on communicative English in I semester and Personality development in the II semester should be organized by the B.Ed colleges.

7.5 Medium of Instruction:

The medium of instruction shall be either in English or in Kannada. Hence the candidates are allowed to write the examination either in English or Kannada.

7.6 Attendance:

As per UGC guidelines a Candidates shall deemed to have been completed course of Bachelor of Education if he/she has put in attendance of a minimum 85% of the total number of working periods under each subject in theory and practicum.

a) Candidates shall be required to attend additional term if the shortage of

attendance exceeds the limit prescribed in the subjects in whom the shortage has been recorded. Such students who fail to complete the course with 85% attendance shall not be allowed to take the theory examination.

7.7 A Candidate shall appear at the final examination if he/she has satisfactorily completed the following additional work and has maintained proper records. These records should be submitted before the co-ordination board during its visit to the college.

- a) Participation in a field trip such as visit to schools/special schools, science clubs/ Museums may be organised by the college.
- b) Participation in seminars/symposia/programmes organized by the colleges for professional advancement also may be organized in the college.
- c) Each student teacher has to compulsorily participate and submit a report on his participation in minimum 3 days not exceeding 5 days Citizenship Training Camp Conducted by the Colleges either in I or II semester.

7.8 Practice Teaching & Related Assignments

- a) Each student shall attend practice teaching in an allotted school in a block period of 30 working days during II semester.
- b) The student teacher shall be exposed to a minimum of 2 demonstration lessons in each subject of specialization under methodology before they are sent to Practice in teaching.
- c) Every student shall be required to plan and execute not less than 12(Twelve) lessons, and terminal

Test lesson in each subject of specialization during his/her training period in an allotted school and assessed by concerned method master.

Each student teacher shall fully observe a minimum of 20 lessons in each subject of specialization of which, 10 lessons may be of the same subject and 10 may be of the other subjects and attend the feedback sessions held every day by the supervising staff. The student teachers shall maintain proper records of observation of lessons.

7.9 Related Activities & Assessments

- a) In each course as well as in additional content course 01 test will be conducted and practicum will be assessed by internal evaluation.
- b) The student teacher shall practice ten *micro teaching skills* in two micro cycles in their two methods of teaching (5 each in a method) as a preparatory exercise for practice teaching.

- c) The student teacher shall practice simulated lessons in the college (Two lessons each in Teaching subject CCM – 1 & CCM-II)
- d) Each student teacher shall prepare teaching aids in subject of specialization and preferably
Use them during their practice teaching.
- e) Each student teacher shall appear for a content test based on 8th and 9th syllabus in their respective methodology subjects.
- f) Each student teacher shall develop a Unit Plan with a Unit test/Resource Unit in each of
The subject of specialization.
- g) The student teacher should attend the mandatory skill programmes organized by the respective colleges – in each of the following skills
 - a. Communicative/Spoken English.
 - b. Personality Development.

8. CONTINUOUS ASSESSMENTS.

The evaluation of the candidates shall be based on continuous assessment. The structure for evaluation is as follows:

1. The performance of a candidate in a course will be assessed for a maximum of 100 marks for core and specialization courses and 75 for compulsory courses of which 25 marks is for Internal assessment.
2. The internal assessment marks is based on test, practicum and tutorials. In each semester one test will be conducted in each core, specialization and compulsory courses. The test will be conducted after twelfth week of each semester and brought to the notice of the students immediately. Practicum in each course conducted before fifteenth week and assigned a maximum of 10 marks in each course. Tutorials are conducted within fifteenth week and assigned a maximum of 5 marks in each course.
3. During the 18th-20th week of the semester, i).a semester-end-examination of 3 hours duration shall be conducted for each course. The maximum marks for each course will be 75. And ii). Examination of 2 hours duration shall be conducted for the courses CCand EC having Max marks 50 each.

I.A. FOR FOUNDATION, SPECIALIZATION AND COMPULSORY COURSES

COMPONENTS	MAX. MARKS. 25
Test (One test)	10 Marks
Practicum	10 Marks
Tutorial	5 Marks

SCHEME OF EXAMINATION

Course	Course Code	Title of the Course	Workload	I.A.* Mar	Theory	Total
I Semester						
1	B.Ed(FC). : 1.1	Philosophical & Sociological	5	25	75	100
2	B.Ed.(FC): 1.2	Psychology of the Learner & Learning Process	5	25	75	100
3	B.Ed.(FC): 1.3	Instructional Technology	5	25	75	100
4	B.Ed.(CC): I.4 (Compulsory)	Information and Communication	4	25	50	75
Specialization –Pedagogical Courses						
5	B.Ed. (PC): I.5	Content cum Methodology of Teaching Subject -1	5	25	75	100
6	B.Ed. (PC): I.6	Content cum Methodology of Teaching Subject -2	5	25	75	100
Term Work (Practical/Practice)						
7	B.Ed.(INT):I.7	Term Work: Microteaching Practice	1	25+25	-	50
8	B.Ed. SDC:I-1	Practice of Communication Skills Spoken English	1	-	-	-
TOTAL			32	200	425	625

II Semester						
9	B.Ed (FC). : 2.1	Education and Social Concerns.	5	25	75	100
10	B.Ed.(FC): 2.2	Psychology of learning Process and Measurement	5	25	75	100

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11	B.Ed.(FC): 2.3	Educational administration, and School Management	5	25	75	100
12	B.Ed.(EC): 2.4 (Elective Course)	(Any One) 1. EC 2.4.1: Action Research. 2. EC 2.4.2: Value Education .3. EC 2.4.3: Physical & Health Education. 4. EC2.4.4: Inclusive Education. 5. EC2.4.5: Guidance & Counselling 6. EC2.4.6:	4	25	50	75

Specification –Pedagogical Courses						
13	B.Ed.CCM:2.5	Methodology of Teaching		25	75	100
14	B.Ed.CCM:2.6	Methodology of Teaching	4	25	75	100
Term Work (Teaching)						
15	B.Ed.P.T:II-7	Term Work : 1 Teaching	3	8	-	8
16	B.Ed.P.T:II-8	Term Work : 2 Teaching	3	8	-	8
17	B.Ed. SDC:II-2	Personality Development	1	-	-	-
			34	350	425	775
		<i>Total</i>	6	550	850	1
			6			4

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Compulsory paper/Electives

Sl. No.	COMPULSORY PRACTICUM IN I AND II	GRADES AWARDED IN II SEMESTER	WORK LOAD PER WEEK
	Physical and Health	A B C D	1
2.	SUPW/WWC	A B C D	1
3.	CCA	A B C D	1

CCM-I CCM-II

(Minimum of 5 lessons to be observed and assessed by method master)	40	40
One Terminal Lesson	20	
	20	Observation
Record	05	
	05	
Unit with Unit Test Plan/Resource Unit	15	
	15	Content Test
	10	
	10	
Teaching Aid	10	10

9. Semester End Written

Examination Question pattern:

Core and specialization Duration:

3 hours, Maximum marks: 75

Section	Type of Questions	Marks	Total
A	Three long answer type with internal choice	3x 10	30
B	Five short answer type questions out of 7 (At least one question from each unit to be	5x 6	30
C	Five very short answer type questions out of 7 (At least one question from	5 x 3	15
Total			75

Duration: 2 hours, Maximum marks: 50

Section	Type of Questions	Marks	Total
A	Two long answer type questions with internal choice	2x 10	20
B	Three short answer type questions out of five(5). (At least one question from each unit to be set)	3x 5	15
C	Five very short answer type questions out of seven	5 x 3	15
Total			50

10. Co-Ordination Board:

- a) There shall be a Co-Ordination board to review and advice regarding internal assessment marks.

1. Chairman: Dean, Faculty of Education / Senior most Teacher of College of Education by Rotation shall be the Chairman of the Co-Ordination Board.
2. Three senior most faculties with minimum 10 years experience on the gradation list on seniority cum rotation one from science faculty and one from arts faculty will be the members of the Co-ordination Committee.
3. The principal of the visiting college shall be co opted if he/she is not already a member of the board. The membership of such principal is limited to his/her college.

4. In the event of number of colleges of Education increasing beyond 10 additional Co-Ordination board shall be constituted by Davanagere University. Further the additional board will consist of new members as mentioned above.
5. The candidate has to appear before the co ordination board and submit all the records during the first attempt. There is no provision for submission of records in the forthcoming boards.
6. The Co-Ordination board constituted shall visit the B.Ed colleges of Davanagere University during the end of First and Second semester. The board that has visited a college in the first semester shall visit the same college in the second semester.
7. Norms & standards for recognition of teacher education programme (B.Ed.,) issued by National Council for Teacher Education (NCTE) from time to time shall be adopted.
8. These revised regulations shall apply to the candidates admitted for the academic year 2013- and onwards.
9. Declaration of results, rank, gracing, challenge valuation, provision for appeal are as per the existing regulations of Davanagere University.
10. The candidate has to pass both in internal assessment and theory examination with 50% pass percentage -minimum 40 in each subject and an aggregate 50 in all the subjects.
11. There is no provision for improvement of internal assessment.
12. In case the candidate does not appear for IA then He / She should appear as a repeater of the semester after seeking readmission to that semester.
13. Any other issues not envisaged in the above shall be resolved by the Vice-chancellor/Academic council of Davanagere University, whose decision shall be final and binding on parties concerned.

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