

INDEX

Sl.No	Title	Page No.
1	Section - A : Introduction	
	➤ The parent institution Sri Tegginamath arts and education society.	
	➤ T.M.A.E.SOCIETY'S College of Education	
	➤ IQAC (Internal Quality Assessment Cell)	
2	Section - B : Quantifiable Institutional Data	
	➤ Part - I : Profile of the Institution	
	➤ Part - II : Criterion Wise inputs	
	Criterion-I : Curricular Aspects	
	Criterion-II : Teaching Learning & Evaluation	
	Criterion-III : Research, Consultancy & Extension	
	Criterion-IV : Infrastructure & Learning resources	
	Criterion-V : Student Support and progression	
	Criterion-VI : Governance and leadership	
	Criterion-VII: Innovative practices	
3	Section - C : Criterion wise Evaluative Report	
	➤ Part - I : Executive Summary	
	➤ Part - II : Criterion Wise analysis	
	Criterion-I : Curricular Aspects	
	Criterion-II : Teaching Learning & Evaluation	
	Criterion-III : Research, Consultancy & Extension	
	Criterion-IV : Infrastructure & Learning resources	
	Criterion-V : Student Support and progression	
	Criterion-VI : Governance and leadership	
	Criterion-VII: Innovative practices	
	➤ Part - III : Mapping of Academic activities of the institution	
	➤ Part - IV : Declaration by the Head of the Institution	

APPENDICES

- 1) Rules, Regulation and policies on academic and administrative government issued by the regulating body.
- 2) Institutional academic calendar and timetable.
- 3) A copy of the syllabus.
- 4) Master plan of the institution
- 5) Sample of student feedback on curriculum and faculty.
- 6) Audited income-expenditure statement for the previous financial year
- 7) A copy of the latest recognition order issued by NCTE
- 8) University results for previous academic year
- 9) Sample of feedback on Practice Teaching by Teaching Educators, by peers and staff of Practice Teaching Schools.

Best Practices of the Institution

- 1) Extension Services
- 2) Mentoring

About Our Esteemed Shri Tegginmath Arts and Education Society.

Harapanahalli.

Education is a strength to any society. It is a Powerful instrument for Social economic, Cultural and political progress of any country. It is the panacea for all social evils. A man without education is considered as an animal. So education is of prime importance to everyone in the society. India is a land of villages. Development of India entirely depends upon the development of villages. Unfortunately most of the villages are deprived of proper education facilities.

Shri Tegginmath of Harapanahalli is a (shakamatha branch of Srimadh Rambhappuri petha one of the panchapetas Balehonnur) in Davanagere dist of Karnataka State is one of the leading religious institution in Karnataka, rendering yeoman service for the upliftment of Community in general. Shri Math was patronised by palegaras of Vijayanagar empire. The Pontiffs of Tegginmath were spiritual guides to palegaras. The religious heads of the Shri Math had a glowing account of Spiritual and social commitment. They had the reputation of patronising art, culture, music, astrology and maintaining Annadasoha (offering free food) right from the days of palegaras till today.

Among the former religious heads of shri Math shri Chandrashekara Shivacharya was held in respect as he was an embodiment of divine power. Shri Chandrashekara swamiji was a scholar in Sanskrit, had knowledge in astrology and ayurveda. Being a lover of kannada literature shri Chandrashekara swamiji whole heartedly offered his help & co-operation to the 30th All India Kannada sahitya sammelana held in Harapanahalli In 1947. He brought shri Tegginmath siddantha panchanga (an almanac with astronomical data) reveals his profound knowledge in astrology. Prior to his

lingaikkyā, he nominated his ardent disciple shri Chandramouliswara as his successor to the pontifical throne of Tegginmath.

Tegginmath Arts and Education Society. Harapanahlli.

Harapanahalli is a Taluk place recognised as economically backward area in Government records was deprived of all facilities. Shri Chandramouliswara Shivacharya had a dream of making Harapanahalli a seat of learning came true when he ascended the pontifical throne of shri Tegginmath. He founded the T.M.A.E Society in **1969** with a great Vision. He was post graduate in M.A Philosophy and started his career as a lecturer in philosophy in S.B. College Gulbarga and served for 6years. Then he served as principal of S.J.V.P College-Harihar with great responsibility for 2years. Then he sacrificed this profession to fulfill his life-mission in the field of religion and education. His doings through villages and towns provided him a platform to realize the reality and misery of human life, their ignorance, despair, unemployment and utter poverty. He Vowed to root out these social evils. As a great step towards it, gifted with greater vision and greater ability he started pathshalas, gurukulas, schools and colleges especially the professional and technical colleges under T.M.A.E Society. Today it is one of the premier education Society in Karnataka which has grown like a Banyan tree spreading its branches far and wide in Karnataka state.

His Holiness shri Chandramouliswara shivacharya swamiji is a Dharmadikari by profession and an ardent lover of education by temperament. One of his aims was to educate the rural oriented masses who have been deprived of education facilities and there by lifting their standard of living to meet the challenges of modern world. Keeping this in view he started to establish education institutions in rural areas of Karnataka. The System of education in these institution is in Consonance with the basic needs of life.

T.M.A.E Society, is now running 52 institution across Karnataka.

SL.No	Description	No. of Institution
1	Teacher training institution	04
2	Colleges of Education	03
3	Colleges of Pharmacy	02
4	Ayurvedic medical Colleges	02
5	School of Nursing	01
6	Polytechnic Colleges	03
7	Industrial training institution	11
8	Public primary Schools	06
9	High Schools	04
10	P.G.Apartment of Education	01
11	Anganawadi training center	01
12	Sanskrit Pathasala	01
13	College of physical education (B.P.E.D)	01
14	College of physical education (C.P.E.D)	01
15	College of Business management (B.B.M)	01
16	Pre university Colleges	02
17	Hostels	08

Shri Chandramouliswara Shivacharya swamiji opined that “General education teaches us how to live, where as the technical education teaches us how to make living”. So he started establishing polytechnics, I.T.I Colleges and professional institution like T.T.I and B.E.D Colleges in rural parts which are the boons to the rural students. He established Ayurvedic medical colleges and pharmacy colleges which were very essential in these areas and now the colleges have earned their names as reputed colleges in Karnataka. The colleges have attracted not only students from Karnataka but also students from other states like Kerala, Andra Pradesh, Maharashtra, Uttar Pradesh, Madhya Pradesh, Punjab, Gujarat and Himachala Pradesh to persue their education. These institutions have produced thousands of eminent personalities like professors, doctors, druggists, chemists and industrialists.

The activities of T.M.A.E Society are not restricted only to diffusion of education but also striving to improve the society in social, cultural and religious aspects. The society conducts religious awareness programs,

(Dharma Jagruti Sabha) Mass marriages (samuhika Vivaha) and constructed community halls (Samudaya Bhavanas) for the welfare of public. Shri Chandramouliswara Shivacharya Swamiji is the source of inspiration for all the activities and functions of the society as he was always saying "As long as I live, So long do I serve".

Location:- Harapanahlli is 315kms away from Bangalore and just 45kms away from Davanagere city. It is a Taluka head Quarter of Davanagere district. It is known for its rich cultural heritage and humbleness.

T.M.A.E.SOCIETY'S COLLEGE OF EDUCATION

The college was started in 1972 with the aim of producing quality teachers for high schools. It has an intake of 100 students and offers the course of one academic year leading to bachelor's, Degree of education in the discipline of education.

The college has been included under 12B and 2f of UGC Act, permanently affiliated to Davanagere university and recognised by NCTE, S.R.C Bangalore.

The credit of establishing this college goes to the foresight and vision of late Shri Chandramouliswara Shivacharya Swamiji of Teginmath Harapanahlli, who is responsible for establishing many technical and professional colleges across Karnataka state.

The college has dedicated qualified staff, a good library, A.V equipment, computer lab, Science lab, and a beautiful building. The college has a track record of providing good quality teachers education for the past 42 years and with almost 100% results with many ranks.

The college has successfully organised a state level seminar on 15th April 2015 on " professional Ethics among teachers of higher education". The college regularly organising inservice programs for secondary school teachers. Under the aegis of Sarva Shiksha Abhiyana the college has conducted work-shops for Harapanahalli and Jagalur Taluk teachers in 2004-2005.

IQAC [Internal Quality Assurance Cell]

The institution has established Internal Quality Assurance Cell (IQAC)
The details are as below:

❖ Establishment of IQAC:

The institution has established internal Quality Assurance cell on 30th july 2014.

❖ Composition of IQAC:

The present composition of IQAC is as follows:

1. Chairman : Prof B.G. Basavaraja
Principal
2. Administrative Officer : sri .T.M.Chndrashekharaiiah
Secretary T.M.A.E.SOCIETY.
3. Lecturers : sri .J. Nirmala goud
Sri. H. M. Jayanna
Sri .T. M. Rajashekhar
Sri .M. Thimmappa
Sri .M.Gangappa.
4. Member of Management : Dr. Mahesh
5. Nominees from students : kumar T.H.M Gurubasavaraja
6. Stake holders : Sri .H.M.Shivamurthy
7. Nominees from Alumni : Sri .C.M.Kotraiah.

8. Subject Expert. : Dr.P.Basavakumaraiah.
9. Co-ordinator : Sri . C.M.Veeresh
Asst Prof.

SECTION – B

QUANTIFIABLE

INSTITUTIONAL DATE

PART – I

A. Profile of the Institution

1. Name and Address : T.M.A.E. Society's College of Education

Of the institution Harapanahalli, Dist : Davanagere.

2. Website URL : www.tmaesbedhpl.org

3. For Communication Office :

Name	Telephone Number with STD Code	Fax No	E-mailaddress
Head / Principal	08398-280259	08398-280259	principalbed@rediffmail.com
Vice – Principal	-	-	-
Self – appraisal Co-Ordinator	9880876186	08398-280259	cmvknmaebed@gmail.com

Residence :

Name	Telehpne Number with STD Code	Mobile Number
Head / Principal B.G. Basavaraja.	08398 – 280259	9986914069
Vice – Principal	-	-
Self – appraisal Co-Ordinator : C.M. Veeresh.	08398 – 280259	9880876186.

4. Location of the Institution :

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres : 3.63 acres

6. Is it a recognized minority institution ? Yes No

7. Date of establishment of the institution : Month & Year

MM	YYYY
09	1972

8. University / Board to which the institution is affiliated :

Davanagere University

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

Month & Year		
	MM	YYYY
2f	05	2003

Month & Year		
	MM	YYYY
12B	05	2003

10. Type of Institution

- | | | |
|---------------|---|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input checked="" type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self-financed | <input type="checkbox"/> |
| | v. Any other (specify & indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input type="checkbox"/> |
| | iii. Co-education | √ <input type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. IASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |
| | iv. Affiliated College | <input checked="" type="checkbox"/> |
| | v. Constituent College | <input type="checkbox"/> |
| | vi. Dept. of Education of Composite College | <input type="checkbox"/> |
| | vii. CTE | <input type="checkbox"/> |
| | viii. Any other (Specify and indicate) | <input type="checkbox"/> |

11. Does the University / State Education Act have provision for autonomy ?

Yes

No

If yes, has the institution applied for autonomy ?

Yes

No

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

Sl No	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
i)	Pre – primary			Certificate		
				Diploma		
				Degree		
ii)	Primary – Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary / Sr. Secondary			Certificate		
				Diploma		
		B.Ed	Any Degree	Degree	Two Semester	Both Kannada & English
iv)	Post Graduate			Certificate		
				Diploma		
v)	Other (specify)			Certificate		
				Diploma		
				Degree		

13. Give details of NCTE recognition (for each programme mentioned in Q. 12 above)

Level	Programme	Order No & Date	Valid upto	Sanctioned intake
Pre – Primary				
Primary – Elementary				
Secondary / Sr. Secondary	B.Ed.	FKAR/S/41/SRO / NCTE 2004-05/ 06 Dated : 5-4-2005.		100
Post Graduate				
Other (specify)				

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 and roster system.

2. Furnish the following information (for the previous academic year)

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted :

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed	-	-	-	-	-	-	-	-	-
B.Ed	39	61	100	35	55	90	4	6	10
M.Ed. (Full Time)	-	-	-	-	-	-	-	-	-
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

Yes	-	No	√
-----	---	----	---

4. Are there any overseas students ?

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).

a) Unit Cost excluding salary component

8.550

b) Unit cost including salary component

1,14,716

(Please provide the unit cost for each of the programme offered by the Institution as detailed at Question 12 of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying Examination considered for admission during the previous Academic session.

Programme	Number of students		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed	-	-	-	-
B.Ed	89.06 %	55.36 %	89.06 %	55.36 %
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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 Teaching	Practicum
D.Ed	-	-	-
B.Ed	65 %	25 %	10 %
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

12	
----	--

b) Minimum number of pre-practice

10	
----	--

teaching lessons given teaching students

11. Practice Teaching at School

a) Number of schools identified for practice teaching

10	
----	--

b) Total number of practice teaching days

45	
----	--

c) Minimum num of practice teaching lessons given by each student

26	
----	--

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

No of Lessons In simulation

No

No of Lessons Pre – Practice Teaching
--

No

13. Is the scheme of evaluation made known to students at the beginning of the academic session ?

Yes

√

No

--

14. Does the institution provide for continous evaluation ?

Yes

√

No

--

15. Weightage (in percentage) given to internal and external evaluation

Programme	Internal	External
------------------	-----------------	-----------------

D.Ed	-	-
B.Ed	39 %	61 %
M.Ed. (Full Time)	-	-
M.Ed. (Part Time)	-	-

16. Examinations

a) Number of sessional tests held for each paper

1	
---	--

b) Number of assignments for each paper

1	
---	--

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

	Yes	No
Computer	Yes	
Intranet	Yes	
Internet	Yes	
Software / Courseware (CDs)	Yes	
Audio resdources	Yes	
Video resources	Yes	
Any other (specify and indicate)	Yes	

18. Are there courses with ICT enabled teaching – learning process ?

Yes	√	No	
-----	---	----	--

Number	1
--------	---

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

Yes	√	No	
-----	---	----	--

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

Compulsory	<input checked="" type="checkbox"/>	Optional	<input type="checkbox"/>
------------	-------------------------------------	----------	--------------------------

CRITERION III

Research, Consultancy and Extension

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

2) Details the Institution have on going research projects ?

Number	0	0	0
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.

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

(Make \checkmark for positive response and X for negative response)

- 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

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

b. M.Phil

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	Number
International journals	X		0
National journals – referred paper Non referred papers	X		0
Academic articles in reputed	X		0

magazines / news papers			
Books	√		05
Any other (specify and indicate)	√		01

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

Yes	X	No	√
-----	---	----	---

Number	X
--------	---

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

	Faculty	Students		
National seminars	<table border="1"><tr><td>4</td></tr></table>	4	<table border="1"><tr><td>X</td></tr></table>	X
4				
X				
International seminars	<table border="1"><tr><td>X</td></tr></table>	X	<table border="1"><tr><td>X</td></tr></table>	X
X				
X				
Any other academic forum	<table border="1"><tr><td>X</td></tr></table>	X	<table border="1"><tr><td>X</td></tr></table>	X
X				
X				

11) What types of instructional materials have been developed by the institution ? (Mark '√' for yes and 'X' for No)

Self - instructional materials	<table border="1"><tr><td>√</td></tr></table>	√
√		
Print materials	<table border="1"><tr><td>X</td></tr></table>	X
X		

Non – Print materials (e.g. Teaching

√

)

Aids / audio – visual, multimedia, etc)

Digitalized (Computer aided instructional materials)

√

Question bank

√

Any other (specify and indicate)

--

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

Yes

--

 No

√

If yes, indicate the nature of the post

Full time

--

 Part time

--

 Additional charge

√

13) Are these NSS and NCC programmes in the institution ?

Yes

--

 No

√

14) Are there any other outreach programmes provided by the institution ?

Yes No

15) Number of other curricular / co-curricular meets organized by other academic agencies / NGOs on Camps.

Yes 01

16) Does the institution provide consultancy services ?

Yes No

17) Does the institution have networking / Intake with other institutions / organizations ?

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	--

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

1. Built-up Area (in. sq. Mtrs)

4954 Sq.ft + 7036.62 Sq.ft.

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

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d) Education Technology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) Computer labs	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Workshop for preparing teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

25

4. What is the Budget allotted for computers (purchase and maintenance)

During the previous academic year

00

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

00

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

9589.70

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

00

2. Has the institution developed computer – aided learning packages ?

Yes No

3. total number of posts sanctioned

	Open		Resered	
	M	F	M	F
Teaching	07	01	03	-
Non – Teaching	12	01	01	-

4. total number of posts vacant

	Open		Resered	
	M	F	M	F
Teaching	02	01	01	-
Non – Teaching	02	-	-	-

5. a) Number of regular and permanent teachers 9Gender – wise)

	Open		Resered	
	M	F	M	F
Assistant Professors	01	-	-	-
Associate Professor	06	-	-	-
Professor	-	-	-	-

- b) Number of temporary / ad-hoc/part – time teachers 9Gender – wise)

	Open		Resered	
	M	F	M	F
Lecturers	01	-	02	-

Readers	-	-	-	-
Professor	-	-	-	-

c) Number of teachers from

Same state	08
Other states	-

6. Teacher student ratio (program-wise)

Programme	Teachers student ratio
D.Ed	-
B.Ed	1 : 12.5
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

7. a) Non – teaching staff

	Open		Resered	
	M	F	M	F
Permanent	10	01	-	-
Temporary	-	-	01	-

b) Technical Assistants :

	Open		Resered	
	M	F	M	F
Permanent	01	-	-	-
Temporary	-	-	-	-

8. Ratio of Teaching – non – teaching staff

1 : 2

9. Amount spent on the salaries of teaching faculty during the previous academic session 9% of total expenditure)

77,52,040-00

10. is there an advisory committee for the library ?

Yes No

11. working hours of the Library

On working days

9.30 am to 5.30 pm

On holidays

--

During examinations

9.00 am to 6.00 pm

12. Does the library have an Open access facility

Yes	√	No	-
-----	---	----	---

13. Total collection of the following in the library :

a)	Books	13810
	Text books	11204
	Reference books	2606
b)	Magazines	10
c)	Journals subscribed :	
	Indian journals	07
	Foreign journals	--
d)	Peer reviewed journals	--
e)	Back volumes of journals :	02
f)	E-information resources :	
	Online journals / e-journals	-
	CDs / DVDs	02
	Databases	-
	Video Cassettes	10
	Audio Cassettes	02

14. Mention the

Total carpet area of the Library (in Sq.mtrs)

1014.80 Sq.ft.

Seating capacity of the Reading room

50

15. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

circulationBooks	√
Clipping	
Bibliography compilation	

Reference	√
Information display and notification	√
Book bank	√
Photography	√
Computer and Printer	√
Internet	√
Online access facility	
Inter-library borrowing	
Power back up	√
Use orientation / information literacy	
Any other (Television)	√

17. Are students allowed to retain books for examinations ?

Yes	√	No	
-----	---	----	--

18. Furnish information on the following

Average number of books issued / returned per day

75

Maximum number of days books are permitted to be retained

By Students

15 days

By Faculty

30 days

Maximum number of books permitted for issue

For students

5

For faculty

10+

Average number of users who visited / consulted per month

200

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

1.120

5 %

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

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

	Number	Total Cost (in Rs)	Number	Total Cost (in Rs)	Number	Total Cost (in Rs)
Text Books	73	113556	196	11100	129	24305
Other books	-	-	05	379	-	-
Journals / Periodicals	18	6165	6	1200	-	-
Any other specify and indicate	-	-	-	-	-	-

CRITERION V

STUDENT SUPPORT AND PROGRESSION

1. Programme Wise “dropout rate” for the last three batches :

Programme	Year 2011-12	Year 2012-13	Year 2013-14
D.Ed	-	-	-
B.Ed	01	01	-
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

Yes	X	No	√
-----	---	----	---

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

3. Does the institution offer Remedial instruction ?

Yes	√	No	
-----	---	----	--

4. Does the institution Bridge courses ?

Yes	√	No	
-----	---	----	--

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

	UG		
	2011-12	2012-13	2013-14
	I	II	III
Pass percentage	90	94	100
Number of first class	06	34	04
Number of distinctions	84	60	96
Exemplary performances (Gold Medal and university ranks)	-	-	-

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

	I	II	III
NET	-	-	-
SLET / SET	-	-	01
Any other (Specify & indicate)	-	-	-

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

Financial Aid	I (2011-20120)	II(2012-2013)	III (2013-2014)
Merit Scholarship	17	23	21
Merit –cum – means scholarship	-	-	-
Fee concession	37	32	-
Loan facilities	-	-	-
Any other specify and indicate :			
Handicaped	4	4	-
Text book	3	1	-
EBL	48	82	-
Minorities	-	08	-

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

Yes		No	√
-----	--	----	---

9. Does the institution provide Residential accommodation for :

Faculty	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	25
-------	----

11. Does the institution provide indoor and outdoor sports facilities ?

Sports fields	Yes	√	No	
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 participate / organized)

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter collegiate	-	-	-	√	-	01
Inter University	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other	-	-	-	-	-	-

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

	Participationo of Students (Numbers)	Outcome (medal achievers)
Davanagere University B.Ed Inter College Sports meet 2010-2011	-	-
Davanagere University B.Ed Inter College Sports meet 2010-2011	-	-

(Note : No organization of Sports meet last two years)

18. Does the institution have an active Alumni Association ?

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

If yes, give the year of establishment

2014

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

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

20. Does the institution regularly publish a college magazine ?

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

21. Does the institution publish its updated prospectus annually ?

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

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	8 %	12 %	14.5
Employment (Total)	16 %	16 %	18 %
Teaching	14 %	15 %	18 %
Non teaching	2 %	1 %	-

23. Is there a placement cell in the institution ?

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

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

2011-2012	2012-2013	2013-2014
10	08	04

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

	Yes	No
* Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

CRITERION – VI

GOVERNANCE AND LEADERSHIP

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

Yes No

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

Governing Body/management	02
Staff council	04
IQAC/ any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	

1. Library Advisory committee	01
2. Admission committee	01
3. Alumni meeting	02

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	
Other (specify and indicate)				

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

-	-	-
---	---	---

5. Furnish the following details for the past three years.

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization.

03

b. Number of teachers who were sponsored for professional development programmes by the institution.

National	-	-	-
International	-	-	-

c. Number of faculty development programmes organized by the institution.

0	0	04
---	---	----

d. Number of Seminars/workshops/symposia on Curricular development, Teaching-learning and Assessment etc. organized by the institution.

0	0	04
---	---	----

e. Research development programmes attended by the faculty

--	--	--

f. Invited/endowment lecturers at the institution

-	-	-
---	---	---

Any other area (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 performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	
-----	--	----	--

d. Combination of one or more of the above

Yes		No	
-----	--	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes	✓	No
-----	---	----

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

One or Two hours per Week as per

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

Grant-in-aid	11698526.00
Fees	841250.00
Donation	-
Self-funded courses	-
Any other (specify and indicate)	
Alumni	18000.00

9. Expenditure statement (for last two years)

	Year 2012-13	Year 2013-14
Total sanctioned Budget	13588000.00	12652300.00
% spent on the salary of faculty	12341239.00 100%	7752040.00 100%
% spent on the salary of non-teaching employees	3771635.00 100%	3020799.00 100%
% spent on books and journals		
Reading books	12138.00	29929.00
Library books	48.55%	119%
% spent on developmental activities (expansion of building)	-----	-----
% spent on telephone, electricity and water	13349(26.69)	177338(34.67)
% spent on maintenance of building, sports facilities, hostels and student amenities etc.	397550.00	194480.00
% spent on maintenance of equipment, teaching aids and contingency etc.	-----	----
% spent on research and scholarship (seminars,		

conferences, faculty development programs, faculty exchange etc.) scholarship boarding	272775.00 100%	279464.00 100%
% spent on travel.	13150.00 26.3%	16341.00 32.68%
Any other (specify and indicate) c.t.c supw cultural college exam medical exam lessen plan practice teaching Xerox	154340.00	208358.00
Total expenditure incurred	16976176.00	11519249.00

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

Year	Surplus in Rs.	Deficit in Rs.
2011-2012	----	266542.00
2012-2013	-----	10581.00
2013-2014	-----	391180.00

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

	Yes	<input checked="" type="checkbox"/>	No
Administration	Yes	<input checked="" type="checkbox"/>	No
Finance	Yes	<input checked="" type="checkbox"/>	No
Student Records	Yes	<input checked="" type="checkbox"/>	No
Career Counseling	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
	Yes	<input checked="" type="checkbox"/>	No
	Yes	<input type="checkbox"/>	No

Aptitude Testing

Examination/Evaluation/Assessment

Any other (specify)

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

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

a) for teachers

b) for students

c) for non-teaching staff

19. Are there any ongoing legal disputes 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, teamwork, decision-making, computerization and TQM?

Yes

No

CRITERION – VI

GOVERNANCE AND LEADERSHIP

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

Yes No

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

Governing Body/management	02
Staff council	04
IQAC/ any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
1. Library Advisory committee	01
2. Admission committee	01
3. Alumni meeting	02

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Insurance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Other (specify and indicate)				

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

-	-	-
---	---	---

5. Furnish the following details for the past three years.

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization.

03

- b. Number of teachers who were sponsored for professional development programmes by the institution.

National	-	-	-
International	-	-	-

- c. Number of faculty development programmes organized by the institution.

0	0	04
---	---	----

- d. Number of Seminars/workshops/symposia on Curricular development, Teaching-learning and Assessment etc. organized by the institution.

0	0	04
---	---	----

- e. Research development programmes attended by the faculty

--	--	--

- f. Invited/endowment lecturers at the institution

-	-	-
---	---	---

Any other area (specify the programme and indicate)

--	--	--

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

a. Self-appraisal	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b. Student assessment of faculty performance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c. Expert assessment of faculty performance	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
d. Combination of one or more of the above	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
e. Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

7. Are the faculty assigned additional administrative work?

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

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

One or Two hours per Week as per Demand

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

Grant-in-aid	11698526.00
Fees	841250.00
Donation	-
Self-funded courses	-

Any other (specify and indicate)

Alumni

9. Expenditure statement (for last two years)

	Year 2012-13	Year 2013-14
Total sanctioned Budget	13588000.00	12652300.00
% spent on the salary of faculty	12341239.00 100%	7752040.00 100%
% spent on the salary of non-teaching employees	3771635.00 100%	3020799.00 100%
% spent on books and journals		
Reading books	12138.00	29929.00
Library books	48.55%	119%
% spent on developmental activities (expansion of building)	-----	-----
% spent on telephone, electricity and water	13349(26.69)	177338(34.67)
% spent on maintenance of building, sports facilities, hostels and student amenities etc.	397550.00	194480.00
% spent on maintenance of equipment, teaching aids and contingency etc.	-----	-----
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange etc.) scholarship boarding	272775.00 100%	279464.00 100%
% spent on travel.	13150.00 26.3%	16341.00 32.68%

Any other (specify and indicate) c.t.c supw cultural college	154340.00	208358.00
exam medical exam lessen plan practice teaching Xerox		
Total expenditure incurred	16976176.00	11519249.00

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

Year	Surplus in Rs.	Deficit in Rs.
2011-2012	----	266542.00
2012-2013	-----	10581.00
2013-2014	-----	391180.00

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	Yes	<input checked="" type="checkbox"/>	No
Finance	Yes	<input checked="" type="checkbox"/>	No
Student Records	Yes	<input checked="" type="checkbox"/>	No
Career Counseling	Yes	<input checked="" type="checkbox"/>	No
Aptitude Testing	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Examination/Evaluation/Assessment	Yes	<input checked="" type="checkbox"/>	No
	Yes	<input type="checkbox"/>	No

Any other (specify)

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

- a) for teachers
- b) for students
- c) for non-teaching staff

19. Are there any ongoing legal disputes 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, teamwork, decision-making, computerization and TQM?

Yes

No

Criterion-VII- INNOVATIVE PRACTICES

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

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 ? (in the year 2013-14)

	Category	MEN-39	%	WOMEN-61
a	SC	8	20.51	4
b	ST	3	7.06	6
c	OBC	24	61.05	45
d	Physically challenged	—	—	—
e	General cetageri	4	10.25	6
f	Rural	35	89	50
g	Urban	4	10.25	11
h	Any other	—	—	—

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

	Category	Teaching Staff	%	Non Teaching
a	SC	0	0	1
b	ST	1	14.02	—
c	OBC	1	14.02	—
d	Women	—	—	1
e	Physically challenged	—	—	1
f	General cetageri	5	25	8
g	Any other	—	—	—

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

Category	At admission		On completion of the course	
	2011-12	2012-13	2011-12	2012-13
SC	58.23	64.73	70.14	76.45
ST	64.25	66.64	70.99	78
OBC	63.70	63.83	78	76
Physically challenged				
General cetageri	59.23	66.7	75	74.88
Rural	72.88	75.41	76	77.45
Urban	73	76	78.45	80.45
Any other				

%
6.05
9.08
73.77
—
9.08
81.09
18.03
—

%
7.14
—
—
7.14
7.14
72.72
—

❖ **Criterion – Wise Analysis :**

Criterion – I : Curricular Aspects

1.1 Curricular Design 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)

The objectives of the institution are

- To prepare competent and committed teachers.
- To prepare democratic administrators.
- To create love towards teaching profession.
- To ensure the all round development of students teachers.
- To develop sensitivity towards emerging issues i.e population, environment, gender equality and Human rights.
- To Promote inclusive education
- To develop awareness and attitude towards global trends and issues.
- To develop Computer knowledge and develop e-culture in the institution.

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).

Institution is running only B.Ed., programme. The entire curriculum is developed by the regulating bodies and assigned to the institution. The hierarchy of the regulating bodies is given below curriculum framing committees forms by the university to each subject, Board of studies, Academic council of Davanagere university.

As per the guidelines given by the regulating bodies, the curriculum is implemented in the education colleges leading to B.E.D., Course. There are six teacher educators who work on different academic bodies of Davanagere University. They are involved in the curriculum development and reconstruction and suggesting necessary changes in the curriculum.

The institution implements the curriculum by providing specified optional courses and learning experiences through teaching practice lesson, practicums and organizing co-curricular activities. In this manner, the institution contributes directly in the curriculum development process.

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

In consonance with the changing global trends, the institution has modified the existing courses to semester system where in much scope is given to information technology method education from 2012-13.

In the B.E.D., Curriculum some of the units that reflects the global trends are as follows.

SL.No	Course	Unit	Content of the curriculum
I semester			
1	Philosophical & Sociological perspectives of Education	1.4	Changing aims of Education in the context of Globalization.
		3.2	Education & Culture: Role of Education in promoting culture and values.
		4.5	Education for national development.
2	Psychology of the learner & Learning process	2.1 to 2.6	Development Psychology
		3.1 to 3.7	Modern theories of learning.

3	Instructional Technology	2.1	Principal of Emblem
		3.5	Action Research
		4.4	Co-Operative and collaborative learning
4	Information and Communication Technology	4.8	Challenges of Integrating ICT in Education, E-learning, web-learning etc.
II semester			
5	Current Trends and challenges in India Education	1.6	Universalization of Education
		3.2	National Integration & International understanding
		3.5	Life Skills
		3.6	Inclusive Education
		3.7	Value Education
		4.2	Education & Environment (both local and global)
		4.4	Globalization
		4.5	Global peace
		Psychology of learning & Evaluation	2.1 to 2.5
		3.1	New Trends in evaluation
	Educational Management	1.1	Qualities and responsibilities of teachers

In addition to these the institution made provisions for physical and Health Education as optional subjects.

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

The National issues are adequately incorporated and reflected in the B.E.D., Curriculum is shown below.

- **Environment**
- Preservation and conservation of Environment
- Causes of different Environmental pollution

- Control of Air pollution
- Control of Sound pollution
- Control of Water pollution

- **Values**
 - Patriotism
 - National integration
 - Tolerance towards all religions.
 - Gender equality
 - Dignity of labor
 - Scientific attitude
 - Sensitivity
 - Punctuality
 - Neatness

- **ICT**

Is made as component of the course with practicals. Challenges in integrating ICT in Education E-learning, Web-based learning, CYBER crime etc.,

- 1.1.5 Does the institution make use ICT for curricular planning ? if yes give details.

The institution makes use of ICT for curricular planning as follows.

- ICT is used for planning of day curricula and co-curricular activities
- The year plan is prepared for planning of teaching learning of courses and related activities of the course.
- Planning of practice lessons, time-table of the lessons, observation for students and faculty.

- Planning of 10 days micro-teaching programme for practice of teaching skills.
- Planning of all internship programmes like block teaching, practical, observation, lesson based on models of teaching, value education, and Environmental education.
- Time table, letters to the experts, programme agenda, attendance and reports.
- Planning question paper typing. Entry of marks and results, various academic committees plan their activities with the help of computers.
- To prepare annual reports for NCTE, NAAC and UGC and to the university.
- To make group for different activity by students.
- References from internet.
- Document from different university.

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 ?

College is organizing micro-teaching and communication skill programme before sending them to secondary schools for practice teaching. Institution provides lecture, demonstration by staff members and student teachers, practice micro-teaching skills and communication skills individually in small groups. Ten important micro teaching skills and four communication skills (both oral and written) are practiced. Then orientation of writing lesson plan and preparing learning aid is made. Afterwards student teachers will be sent to schools to bring units to teach and time table for practice teaching before a week. Then student teachers write lesson plan in rough. Method's master will correct those rough lesson plan. Then

they write it in fair copy of lesson plan. There will be demonstration lessons in actual classroom by method teachers and experienced secondary school teachers in their respective method subjects. They will be oriented about observation of lessons with observation schedule which will help student teachers to observe others lessons as they are supposed to observe the lessons in different subjects. They will be supplied with learning aids from the college in all subjects in advance. In this way they are prepared to go to practice teaching with the intention to make reflective teaching practice.

- 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 ?

The College assigns practicum work in connection with the syllabus in all subjects, They will be asked to make use of library and internet facilities in the college. They go for field work for their practicum to schools, Historical places, Educational institutions and different community centers. They are asked to organize variety of co-curricular activities like quiz competition, singing competition, Debate competition. They are asked to make use of computer lab, science lab, and operations of public address system, O H P and L C D to get first hand experience by operating. In this way college provides variety of learning 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.

Institution organizes communication skill programme before sending them for teaching practice in schools. One compulsory subject

in the I semester is introduced by the institution on ICT skills with practicals. Assignment is also given to students with orientation.

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

i. **Interdisciplinary / Multidisciplinary** : All general papers are almost interdisciplinary subjects

Ex: Paper-1 – Philosophy, Sociology and Constitution, Environment etc.,
Paper-2 – Educational psychology- psychology, Evaluation and Statistics

Paper-3 – Educational Management, Educational administration, instructional Technology.

ii. **Multi-skill development** : Institution organize variety of co-curricular activities, such as – Talents exhibition programme compulsory, Garden maintaining, campus cleaning, debated, quiz competition, Essay competition, singing competition, Mono-act competition, Pick & speak Competition etc.

iii. **Inclusive education** : Now in II semester one chapter is introduced in paper-1 i.e., Inclusive Education.

iv. **Practice teaching** : Each student teacher is asked to give 12 lessons and one terminal lesson in each method. As the college has introduced 2 methods of teaching, totally each student teacher has to give 26 lessons in actual classroom. In addition, they have to observe 80 or more lessons of their friends, they have to conduct unit test and organize one value oriented programme in their respective school in group.

v. **School experience/ Internship** : Student teachers will get school experience in organizing various co-curricular activities during block teacher practice.

vi. **Work experience/ SUPW** : Institution arrange workshops and guest talk on SUPW and Each student teacher is asked to prepare variety of materials and to take part in different activities such as chalk piece, pot planting, flower making, glass painting, soaps and detergents, cream, biscuits, herbal hair oil, phenyl, etc.

vii. **Any other** : Red cross, voting awareness, blood donation, survey of socio-economic states, etc

1.1.6 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 undertake following activities to encourage feedback and communication with reference to the curriculum

- 1) Getting feedback from students.
- 2)Getting feedback from alumni members.
- 3)Getting feedback from employers – administrative officer
- 4)Academic peers – senior staff members of the faculty.
- 5)Parents.

Suggestions give by the above mentioned in their feedback will be incorporated at the time of revision of curriculum at college level and at university level.

1.3.2 Is there a 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.

Institution after getting feedback as incorporated in connection with practice teaching and excursion and college uniform. At university level institutions waiting for review of syllabus from university side.

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

All the permanent staff members are involved in the curriculum development programme in their respective subjects. One staff member has worked as BOS and BOAE, BOE, Chairperson and four staff members have worked as BOE members.

1.4 **Curriculum Update**

- 1.4.1 Which course have undergone a major curriculum revision during the last five years ? how did these changes contributed to quality improvement and student satisfaction ? (Provide details of only the major changes in the content that have been made).

Earlier there was an annual system in B.E.D., Course and since two years semester system is introducing with many changes in curriculum.

With this semester system students are feeling happy because it has contributed to maintain quality of education with continuous and comprehensive evaluation. The following changes are made in the revision:

- 1) Out dated concept are deleted.
- 2) New concepts are introduced.
- 3) Content examination is made as university examination.
- 4) Content syllabus is revised.

- 5) More ICT concepts are introduced and one paper is made compulsory.
- 6) Communication skills are added to Practice.
- 7) Models of teaching are introduced.
- 8) Tutorial is incorporated.
- 9) Value education paper is introduced.
- 10) Inclusive education is introduced.
- 11) Personal Development programmes are added.
- 12) Spoken English is introduced.
- 13) Education and National development
- 14) Human Rights.
- 15) Life Skills
- 16) Global peace and harmony
- 17) Women empowerment
- 18) RTE and RTI
- 19) Karnataka Education Act-1983
- 20) NCF – 2005, NCFTE – 2009

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.,)

Institution has collected information in the form of suggestion for improvement of curriculum from –

- 1) Students feedback relating to need of the curriculum.

- 2) Feedback from practice teaching schools relating to the practice teaching.

1.5 Best practices in curricular Aspects :

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

- 1) Institution is concentrating on the following measures to quality sustenance and enhancement
 - a. Activity based assignment
 - b. Conducting workshops
 - c. Seminar
 - d. Talks
 - e. Tutorials
 - f. Mentoring – grouping of students.

1.5.2 What innovations / best practices in ‘ Curricular Aspects’ have been planned / implemented by the institution ?

- ❖ The institution has planned to give training and practice in Email creation, Practice in browsing internet and Excel,
- ❖ Computer training in given to students with the B.Ed courses.

CRITERIA II

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, equality, access, transparency ,etc) of the institution?

75% of students are getting admission through centralized Admission cell and remaining 25%of the students are getting admission on the basis of priority i.e. whoever ever comes fist will get admission. Local colleges are in touch at the time of admission. Advertisement Pamphlets are displayed in notice board of the degree colleges. Locally pamphlets are circulated in newspaper.

The admission committee of the college will verify the original documents of students, when he/ she reports along with the allotment letter. The college is supposed to cheek the following set of certificates.

1. Mark statement of S.S.L.C.
2. Mark statement of P.U.C.
3. Mark statement of UG Degree.
4. Mark statement of PG Degree
5. UG Degree Provisional certificate
6. PG Degree provisional certificate.
7. Reservation Category certificate, If claimed.

If sufficient numbers of candidates belonging to reserved category are not available, the vacant seats are offered to candidates in open category. while getting admission to any student, the hard copy of the Application

Form along with Allotment Letter is to be collected by the admission committee from student concerned. The candidates are then asked to provide all the certificates in original along with two set of photo copies of each document and two passport photo graph.

2.12 How are the programmes advertised? What information is provided to prospective students about the programmes through the advertisement and prospectus or the similar material of the institutions?

Institution is well known in state in the with history of 42 years good achievements and senior students are carrying good information and propose to prospective students, details of the college is also available in the website of Karnataka education department www.schooleducation.kar.nic.in the information regarding the admission to the B.Ed coarse is announced in the notice board of the feeding degree colleges in town. The advertisement generally provide the following information 1. Admission process 2. Dates of receiving and submitting admission 3. Fee and processing Fees 4. Contact number, address.

2.13 How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applications?

Admission cell monitors the regulations about the admissions there will be 50% of science students and 50% of arts, and reservation is followed in allotment of students. The remaining 25% of seats will be filled in the college by giving appropriate weightage to Science and Arts.

2.14 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 economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The college admits 100 students belonging to the various communities. Admission for 75 seats are filled by the government by online process and counseling. 25 seats filled by institute based on merit. The teaches trainees are admitted to the institution through the centralized process. These teacher trainees are from diverse group of their economy, culture, religious, gender, linguistic background. To retain all these diverse teacher trainees in the institution we adopt following strategies

1. **Cultural and religious diversified group** : The institution practices secular approach. All the main festivals of different culture and religion are celebrated in the institution mainly Christmas, Dipawali, Holy, Eid. Teacher trainees sing a secular prayer daily.
2. **Linguistic diversified group**: Here the medium of instruction is bilingual. English and kannada used as a medium of instruction. Majority of the teacher trainees are from rural area.
3. **Gender diversified group**: The institution is a co-educational. There is an increase in female teacher trainees taking admission. A separate rest room for women student is provided.
4. **Physically challenged group**: The faculty provides separate counseling the teacher trainees, who are disturbed or unable to cope-up with environment of institution. There is no diversion in student population on the basis of culture, gender, linguistic background. All the students are treated equally.

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

In the beginning institution gives three days orientation about the subjects and medium of instruction. To help them to choose medium of instructions.

Content test is conducting in their respective methodology to assess the entry behavior relating to CCM subject and students who are poor will be remedied through assignment and tutorials.

After the admission some of the strategies like talent search programs are organized to know their intelligence, interest and adjustment.

2.2 Catering to Diverse Needs

2.21 Describe hoe the institution works towards creating an over all environment conducive to learning and development of the students?

The in statute was started in 1973 and has a great heritage of teaching learning. It helps to create conducive environment for learning by providing following

Institutional building: The institutional building built in the year1988. The vision of the management is reflected through the excellent achievement. Even after 26 years the building is well maintained, it is specious ground floor and one storied and have additional building structures which assists in keeping learning atmosphere lively.

Class rooms: The classrooms are spacious with seating capacity of more than 100 trainees. Each classroom is well ventilated with sufficient natural light having number of tube lights, fans are provided in the classroom. Benches in the classroom are dual desk they are comfortable to sit. In each classroom there was LCD projectors and sound systems. This is a unique feature of this class room this helps to keep class room environment conducive for learning. A separate class room for English and kannada medium.

Library: The library with separate big hall which can accommodate if the students to read and refer. It is well equipped with 13,807 books in which good reference books periodicals research journals encyclopedias, dictionaries and various CDs. Library is equipped with photo copy mission and is spacious nearly 50 trainees can be accommodated at a time. The facilities are available 1.Barcode 2.E-library 3. Internet facility 4. A separate teacher reading room

Computer laboratory: A computer lab is available for practical. It consists of 15 computers along with the internet connection. This well equipped laboratory trainees get connected with world and complete there practical by searching related articles, review, researches articles and related audios and videos. This will helps to update knowledge of the trainees.

Educational technology laboratory: The institution has well equipped lab. It consists of radio, tv, tape-recorder, over head projector, LCDs, computers with internet connection. CDs help the teacher trainees to develop the skill of handling electronic gadgets.

Conference hall: There is a multi purpose hall available for teacher trainees to carry activities like yoga, health practice, cultural programs. It is also useful to conduct lectures, workshop and seminars.

Resource centers wing: The following labs are available in the building

1. Science and mathematics resource centers
2. Language resource centers(kannada and English)
3. History resource centers

The teacher trainees utilize the facilities in the resource center labs according to their methods. These resource centers will give an opportunity to prepare and use teaching aids required for teaching session.

Psychology laboratory: The institution has well equipped with printed materials pertaining to psychological test and with many instruments. This is useful to students to test the gained knowledge practically such as personality tests, creativity tests, ability tests etc

Conductive environment: The institution situated free from pollution of 63,210 sq.feet. campus where D.Ed and pharmacy classes are running in different buildings which belonging to same management Sri. Tegginamath Arts and education society Harapanahalli. The college has its own garden drinking and water facility, washrooms, play grounds, hostels, vehicle parking and more than 150 trees in the campus all these create energy among the teacher trainees to excel in the curricular process.

Village camp: Field experiences are also given to the trainees to apply and to reflect on their content. Every year student and staff go for Citizenship training camp for community experience in rural area and

stay for 3 days. The visit people around particular space and survey of public facilities by the government this will helps teacher trainees to have community experience in rural life. At that time programmes related to education, health, cleanliness, human rights etc are organized.

Educational tour: every year educational excursion is arranged by visiting historical places religious and scientific important places. This excursion will helps 1st hand experience to the teacher trainees.

Micro-teaching and teaching practice: Micro teaching session is arranged for the teacher trainees after demonstrations of lessons by teacher educators student teacher practice the micro teaching skills after that they go for macro teaching in and around Harapanahalli high schools. The teacher trainees do their teaching practice in these schools.

Cognitive Learning is promoted through-various literary activities like debates, quiz, brain storming, peer group discussions, seminars, assignments and practicum work help in satisfying cognitive learning.

Arranging personality development, Extension lectures is the special features of the college which helps in appropriate thinking skills.

Affective learning is promoted through- community services like “Blood Donation Camp” and “ Free Health Check up Camp” organized by the college every year. Educational trip is organized for the students to make them honest, reliable and good citizen. Rallies has been organized by the college on different current issues like environmental conservation and literacy awareness.

2.2.2 How does the institution cater to the diverse learning needs of the teacher trainees?

Bilingual method is used in the class in the teaching- learning process and study materials are provided according to their needs in bilingual form. The teachers engage extra class, have conversation with students know their problems, their backgrounds etc. They have very friendly relation with the students hence; they give diverse learning needs of the students.

Strategies for identifying slow learners and giving some extra personal attention during tutorials by the teachers exist. Personal guidance and counseling is given to slow and disadvantage students. All the students are classified into learning groups and a teacher is given in-charge to understand the individual need to guide them till they reach the next level of learning group. Remedial teaching, mentoring and special coaching is given to the slow learners by both teacher educators and advanced learners during regular days and study holidays. Individual attention and motivation is given to them. Special attention is given during micro teaching and teaching practice.

The gifted students are asked to participate in seminars and are given personal and educational guidance to set higher aims. They are given leadership positions in clubs, optional classes and committees. Library resources and internet connections are made available for the intellectual needs of the students irrespective to caste, creed and religion. They are given freedom and treated with self-esteem. Self learning materials prepared by the teacher educators are given to the slow learners and advanced learners.

Student teachers are given input in ICT through the core course paper titled "Information and Communication Technology". They are trained to prepare power point presentation and use it during their intensive teaching practice. They are made to evaluate the websites related to their subjects so as to find out their utilitarian value. Seminar presentations are done through ICT, SMART BOARD is used

for curriculum transaction. Language lab is utilized to improve their spoken English.

2.2.3 What are the activities envisioned in the curriculum for teacher trainees to understand the role of diversity and equity in teaching learning process?

The concept of 'inclusive education is added in the curriculum will enable the teacher trainees to understand the concept, the need, characteristics, importance of inclusive education and problems of challenged children so the teacher trainees exhibit concern and awareness regarding teacher trainees with special needs of the burning problems.

Most of the B.Ed., curriculum is focused on understanding the role of diversity and equity in teaching learning process. The theory papers like educational psychology, educational technology and ICT mainly focus on this area. In the course, educational psychology various concepts in relation to classrooms situation such as intelligence, individual differences, personality, inclusive and educational classrooms interaction learning process are incorporated in the curriculum. These units lay the foundation and theoretical background with respect to diversity and equity in the teaching learning process. Beside this various practical's practice teaching lessons, internship and social work activities are useful for the teacher trainees to understand the role of diversity and excite to teaching learning process. Course related to practical's like psychological experiments , administration of psychological tests, study exclusive school plant technology based practical, development of self instructional material, content cum methodology practicals develop the insight among the teacher trainees regarding the diversity and equity in teaching learning process and their role in the schools.

Practice teaching as well as internship program gives them an opportunity to apply their knowledge regarding the diversity and equity, which is gained in the classroom. While teaching in actual classroom they find the possibilities of diversity in the classroom and try to create equity through the teaching learning process.

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

The institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse teacher trainees need by the following ways-

1. **Selection of the faculty:** qualified candidates apply for the post of lectures. Among these knowledgeable candidates, the selection committee select the lecturers by testing their knowledge and sensitivity to cater the diverse teacher trainees needs.
2. **Training of the faculty under experienced teacher educators:** These selected lecturers are trained under the guidance of the well experienced teacher educators by discussion, shearing views and clarifying the doubts. The feed back of teacher trainees and experiences of the teacher educators discussed in the staff meetings.
3. **Participation in professional development program:** All the faculty members will participate in the professional development programmes like seminars, workshops, conferences, refresher

course and orientation course and the knowledge gained useful for catering the diverse needs of teacher trainings this keep them update regarding new trends and contemporary issues.

4. **Interactions with parents of teacher trainees:** The institution has a mechanism known as parent teacher association in which teacher trainees diverse needs are identified and accordingly guidance and counseling is provided.

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 classroom situation?

The institution make effort to help the teacher trainees to develop their knowledge and skills related to diversity. It also make efforts to provide opportunities to teacher trainees for applying the knowledge and skills. The efforts are

1. **Providing knowledge through theoretical component:** The theory components of curriculum knowledge regarding diversity and inclusion is provided to the teacher trainee in course-I, course-II, course-III of 1st semester and course-II and course-III of the 2nd semester and content cum methodology subjects. Such situations are thought form application point of view which is useful for developing knowledge.
2. **Providing knowledge through practical component:** The knowledge regarding diversity and inclusion provided to teacher trainees through practicum and assignments. Theory courses I ,II,III and CCMs and elective course.

3. **Developing skills through the demonstrations given by teacher educators:** The teacher educators develop the skills of the teacher trainees regarding the diversity and inclusion through live mode demonstration during the teaching sessions of micro teaching.

Teacher trainees observe the lessons of teacher educators and peers group. Such experience will help them an idea about the proper interaction with diverse teacher trainees.

4. **Actual use of knowledge and skills:** The knowledge gained and the skills acquired by the teacher trainees in the formal classroom practice teaching situation. This way they get an opportunity to apply the acquired knowledge and skills.

2.3 Teaching learning process

2.3.1 How does the institutions engage students in 'active learning'? (use of learning resources such as library, website, focus group, individual project, simulation peer teaching, role playing, internships, practicum, ITC)

The institution engage student teachers in active learning by giving assignments reading books in library giving them practicum works in group as well as individual, performing some cultural activities etc. The teacher divide the topics to them selves then they teach. It brings interest in them to learn.

Micro-teaching and stimulated lessons (peer teaching): Micro-teaching is given much importance in the institute. It is the essence of teacher training programme, where the teacher trainees have to remain focused in acquiring mastery over teaching skills which will be useful in stimulation lessons and classroom teaching. Therefore, the teacher trainees remain active in this learning process.

Stimulation: The core teaching skills are developed in stimulated settings. The following core teaching skills are practiced in this college by the students in stimulated setting.

1. Skill of writing Instructional objectives
2. Skill of Introducing a Lesson
3. Skill of fluency in Questioning
4. Skill of Probing Questioning
5. Skill of Instruction with Examples
6. Skill of Explaining
7. Skill of Stimulus variation
8. Skill of Reinforcement
9. Skill of Achieving closure
10. Skill of using black board.

Practice Teaching: Before the practice, the teacher trainees have to write lesson plan and for that purposes they have to do a lot of preparation. The lesson plans are first finalized by the subjects teacher and then they go for practice teaching aids and for the preparation of the teaching aids they make much efforts. For all these activities the teacher trainee-teachers remain busy actively.

Co-curricular activities: The institution has many co-curricular activities which keep the teacher busy throughout the year. Every Thursday of the week from last hours co-curricular activities are conducted for student teachers in which various activities are conducted. All these activities mould the personality of the teacher trainees. The co-curricular activities include orientations, essay writing, hand writing, morning assembly conduct, exhibitors, elocution, celebration of festivals of different religion and culture and

seminar, gardening ,teacher's day, annual functions etc., all these activities engage the teacher trainees in active learning and develop their competencies and also shape their personality.

Seminar: A state level seminar on 'PROFESSIONAL ETHICS AMONG TEACHERS OF HIGHER EDUCATION' was organized on 15th April 2015

Role play: The students teachers are asked to perform role plays on the burning problems of the society, environmental issues, thinkers, great leaders etc. This helps them to learn joyfully.

Quiz: The teacher educators guide the students to prepare quiz programmes on their subjects. The students themselves prepare questions and organize the programme which again leads to active learning.

Field and excursion: The student learn a lot through excursions and field trip.

Practicum: The institution provides laboratory facilities for conducting experiments in science subjects; language lab for vocabulary exercises and phonetics and computer lab for downloading and gathering information about great leaders, mathematicians, correlation of subjects, collecting past history, etc.

2.3.2 How "Learning" is made student centered? 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 students?

Institution provide many student centered learning situation through learning activities

1. Various participatory activities like Group discussion, seminar, Micro- teaching, Practice teaching, Assignment etc. make the learning student centered.

2. Seminar paper presentation on interest of their own topic.
3. Technical approach makes learning centered.
4. Preparation of question bank in their own school subjects
5. conducting Morning assembly in which different groups perform different activities such as news paper reading, thought for the Day.
6. Guest is invited to give programme and conduct personality development programme.
7. Educational excursion will be organizing
8. Citizenship training programme gives students exciting learning experience.
9. Health programme will clear the doubts on health problem.
10. Operations of public address system OHP, LCD

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 used by the teacher educators like self learning material, programmed learning. Power point presentations, and teaching aids etc. which make the student teachers understand teaching more effectively. Active learning methods are given much importance. To ensure effective learning various instructional approaches are used to provide them experiences.

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

Institution has provision for training in models of teaching. To orient the students in models of teaching, subject expert or specialized educationists are called special lecture series.

2.3.5 Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill?

Institution is providing very intensive micro-teaching programme for 10 days with intension to develop teaching skills which will help to present lessons very effectively in regular classroom, each student is practicing 10 skills of teaching and give lesson on each skill. Such skills are (five skills in each method)

1. Skill of introducing a lesson
2. Skill of explaining
3. Skill of fluency in questioning
4. Skill of probing questioning
5. Skill of illustrating with examples
6. Skill of using reinforces
7. Skill of stimulus variation
8. Skill of using black board
9. Skill of achieving closure
10. Skill of writing instructional objectives and two communicative skills
 - a. Oral communicative and
 - b. Return communicative.

The implementation of the programme is held in the following way

1. Explanation and demonstration of every skill given by the faculties..
2. Batches of 10 to 12 students are allotted to each faculty to organize practice teaching skills in simulated situation.
3. Every student is asked to give one lesson of each skills of each method offered by him / her.
4. The usual procedure is Planning-Teaching-Feedback-Re-Planning-Re-Teaching Re-Feedback.

2.3.6 Detail the process of practice teaching in schools (Lessons a student gives per day, lesson observed by the teacher educators, peers/school teacher, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

The practice teaching is conducted in 13 secondary schools in and around the town of Harapanahalli. Available schools for practice are approached by the faculty member with permission from the Block Education Officer of Harapanahalli. Among these schools some are both English Medium and Kannada medium Government schools as well as private Schools of urban and rural areas. Duration the teaching practice is 45 days. Supervision of the teaching practice is done by staff members daily there is good rapport with the staff and students of those practice teaching schools. The following schools are given to the teacher trainees for practice teaching:

RURAL SCHOOLS

1. T.M.A.E.S High school, Neelagunda.
2. Government Highschool, Hikkimagere.
3. K.B.G. High school, Bennehalli.
4. Sri.Naradamuni Highschool, Chigateri.

5. Sri. Shantiniketana Highschool, Najjera Nagara.
6. Government Highschool, Gowrihalli.
7. Sri.G.V.V.D.S Highschool, Arasikere.
8. Sri. Basaveshwara Highschool, Nandibevuru.

URBAN SCHOOLS

1. T.M.A.E.S Highschool, Harapanahalli.
2. Government Girls Highschool, Harapanahalli.
3. Government P.U. college, Harapanahalli.
4. R.S.N EnglishMedium Highschool, Harapanahalli.
5. National Highschool, Harapanahalli.

Out of these schools, T.M.A.E.S. Highschool Harapanahalli belongs to our institution. Schools are informed regarding the practice teaching programme in advance. After the micro-teaching, the teacher trainees are sent for practice teaching. Practice teaching is the core element of B.Ed. Curriculum to make the student well versed with the core elements of the teaching, each student has to preplan the lesson under the guidance of method master, get it checked and signed by method master and present it in the allotted class. Each teacher trainees has to teach 26 lessons i,e 13 lessons of school subjects I, including one terminal lesson and 13 lessons of school subject II including one terminal lesson. The teacher Educator supervises the lesson and writes observations in the Lesson note book of the student teacher. After the completion of the days Lessons in the evening feed back is given by the teacher Educator, school teachers who observed the lesson, and peer supervisor. While supervising the lesson presentations, teacher educator has to give remarks in the lesson

plan copies by keeping in view the positive feedback first followed by negative feedback and points of improvement.

Observation of the practice teaching by the peer group: Each student is expected to observe more than 50 (30+20 (concerned method+ other method) practice teaching lessons given in the schools. The students are advised to visit maximum number of practice teaching schools for peer lesson observation. A fixed format is prescribed by the college to enable the student to observe the peer lessons. These arrangements enable the pupil teacher to appreciate and good teaching skills of there classmates.

Observation of the practice teaching by the teacher educator: The practice teaching is supervised by staff members. An analytical observation format is prescribed for observers, they are expected to write their observation descriptively. The lesson observer the evaluate the each component of the practice teaching lesson given by the students.

Observation of practice teaching by the school teachers: Subject teachers of the school is requested to attend and observe the lesson given by teacher trainees. The teachers are attending feed back session and give valuable suggestions, these suggestions are helps the teacher trainees to improve the lessons. The student should reflect on the strength and weakness of their lesson based on feedback session. This will helps to minimize their teaching weakness.

Feed back mechanism: At the end of the day of practice teaching teacher educator conducts feedback session. The pupil teacher who has given the lesson, teacher educator, school teacher, peer groups who observed the lesson participate. The teacher trainees are told about the strength and weakness and modification and suggestions are discussed in this session. The teacher trainees are expected to modify the lesson accordingly.

Monitoring mechanism: The rough lesson plans are written by the teacher trainees will show the teacher educator in concerned methods . The teacher educators goes through the lesson plan and give suggestion. Based on these suggestion writes the final lesson plan and shows the concerned method master and take approval for the lesson plan. The principal gives surprise visit to practice teaching schools. The feedback given by the teacher educators shear their experiences on practice teaching. The practical difficulties of the students are solved in this meeting.

After the completion of the micro-teaching the simulated teaching are arranged in various practice teaching school by the following procedure

1. The process of practice teaching school first we give the guidance to the teacher training about lesson plan. Practice teaching is conducted for two methods in various schools. They prepare lesson plan under the guidance of teacher educator. Trainees are not allowed to give more than 2lessons in a day.
2. Division of students is done on the basis of availability of the school.
3. Preparation of the time table and distribution of the classes are done according to the student expertise.
4. Teacher educator observes 15 lesson from teaching method. It is compulsory for all teacher trainees to observe lessons of their peers except their preparation and classes.
5. Practice teaching sessions are developed co-operatively school staffs and mentor teachers. Mentor teachers help us by providing syllabus of the subject. The school staffs helps in maintaining discipline and other facilities.

6. Teacher educators and teacher trainees use various instructional material like charts, models and transparencies to make their class interesting. Teacher educator provides feedback and suggestion. In some schools teachers also provide additional observation and guidance to the trainees.

2.3.7 Describe the process of block teaching / internship of students in vogue.

In the 2nd semester it is prescribed to have a block teaching by the university. The micro-teaching will be in 1st semester we start with orientation about syllabus and conduct school content test. School teachers give suggestions about the better and effective practice teaching then we will have orientation of writing lesson plan, the allotment of students to different school in and outside the town by considering their convenience. Then the trainees go to the allotted schools along with teacher educator and get unit and timetable. student teachers are asked to write lesson plan on their units received from school. As per the schedule student teachers will sent for the school for 6 weeks. They will be instructed to stay from morning to evening regularly. Every day they have to give one lesson as per time table. In the six weeks they have to got every experiences either by doing or by observing along with their schedule programmes and observations of peer lessons.

Each student is asked to conduct unit test after their unit is taught in both the methods. They have to complete unit test as per the guidance.

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

Practice teaching sessions are developed with the co-operation of school staff. School staff co-operation makes the practice teaching very successful. So, with the co-operation of school staff institution fix duration, finalize the units to be taught and preparation of separates timetable for student teachers. In addition to this school staff co-operate in observing the lessons, clarifying the doubt of the students teachers, content enrichment and demonstration lesson etc.

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

The student teachers start planning to teach in school. They fulfill the basic needs of learning in school by giving extra classes. The faculty members give them training and different techniques of teaching in the school. The student teachers also use OHP, projector, model, chart, conducts practical to teach the student in school. The student teachers are instructed to follow the given aspects in the practice teaching sessions.

- . To keep the classes in learner centered mode
- . To follow the school rules and regulations
- . To maintain the classes in activity based learning
- . To deal with the students psychology
- . To motivate the students by asking relevant questions To make learning effective through active learning.
- . To follow the utilization of as many teaching learning aids as possible.
- . To deal with the exceptional children using a special methods.

- . To conduct special classes for slow learners after school hours if necessary.
- . The trainees are trained to conduct slip tests for students during breaks.
- . Counsel and motivate the weak students.
- . The teacher educators inculcate the attitude towards inclusive education by guiding them formally as well as informally.

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

The faculty always encourages the teacher trainees to use technology in practice teaching.

1. The faculty has adopted technology and uses technology in their daily teaching learning process by making use of laptop, LCD Projector, OHP in the classroom for day to day curriculum transaction.
2. Technological lessons are conducted in simulation phase as well as in practice teaching phase also.
3. The teacher trainees are also encouraged to make use of technology in various activities such as seminars and other co-curricular activities. They become skilled in handling and using the laptops and LCD projectors usage

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.

In teaching practice schools the practice teaching sessions are developed in partnership, co-operatively involving the school staffs and mentor teachers. The college staffs meet the head of the institution before the teaching practice and discuss on distribution of the classes, syllabus to be covered and discipline to be followed during practice teaching. The school teachers give the syllabus and with their co-operation divide the lessons into 15 for each option with the students. The classes for a day not exceeding two are planned by both. The teacher educators are entirely responsible for the allotted schools and hence they coordinate all the activities of the students of the particular school with the college. They create good rapport with the mentors which helps to deal with student teachers matters freely.

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

The ratio of student teachers generally 1:10 and it is reliable to the practice teaching in schools. Nearly 13 schools in and around Harapanahalli area are chosen for teaching practice. The ratio is on the basis of the following

- ❖ . Availability of the schools
- ❖ . Student teacher's vicinity

- ❖ . Conducive environment for the student-teachers
- ❖ . Student's strength in the schools
- ❖ . Expectation of the head of the institutional and the school teacher
- ❖ . Medium of instruction
- ❖ . The principle and the optional mentors co-operatively make the decision.

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

Every body in the evening feed back will be given in group to all the lessons given by students to teachers on basis of observation made by teacher educator, school teachers and peer teachers.

Individual feed back will be given to all the student teachers, that is helpful to all the student teachers for their performance improvement in the subsequent lesson.

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

Institution is discussing with school staffs and school children and get the opinion about seniority, regularity, work commitment their behavior etc. If any negative things received that will be brought the notice of the concerned student teacher not repeat. Head master will address the teacher trainees on the 1st day of the practice teaching and orient about

policies of the school and education department to follow and they will be monitored by the mentors.

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

In the 1st semester student teachers are assigned with practicum work called pedagogical analysis of present syllabus of 8th,9th and also comparative study of state CBSC and ICSc syllabus and conduct test to student teachers as mentioned earlier. Institution will have discussion with school staff about the changes in the curriculum so that all teacher educators will come to know that will be communicated to student teachers to in cooperate in their practice teaching. Teacher trainees are guided to apply about their knowledge by collecting sources from different websites.

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

Institution is encouraging teaching staff to undertake any professional development programmes and to improve their qualification as a result of they are registered and working for their Ph.D degree.

All most all the teaching staff are attended state level, national level and international seminars and presented papers.

All the staff members are members of different professional organizations.

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

Institution and management and appreciate by giving mementos

2.5. EVALUATION PROCESS AND REFORMS

**2.5.1 How are barriers to teacher trainees learning identified, communicated and addressed?
(conductive environment, infrastructures, access to technology, teacher quality, etc)**

Some teacher trainees face barriers in learning as well as practice teaching. These are identified and action is taken to enable the teacher trainee to overcome the barriers. The barriers identified are generally coping with new subjects like psychology and statistics based courses. Teacher trainees from rural background have limited communication skills and many find it difficult to conduct lessons in English medium despite having opted for English medium. Some trainees lack confidence and cannot adjust to the urban environment.

The cell meeting that is conducted with the in charge teacher educator on last Saturday of every month is a good medium for counseling and giving personal, educational and vocational guidance to trainees facing problems.

The drawbacks in learning are evaluated from the results of the internal exams. The examination in charge conducts a meeting with these trainees and orients them on proper techniques and study skills to improve the performance. The principal is also kept abreast with performance and problems faced by the trainees. Not only does the institution's faculty, but administrative staff also takes efforts to create a conducive learning environment and to provide the best possible infrastructural facilities and access to technology to make the training joyful and stress free.

2.5.2. Provide details of various assessment/ evaluation processes(internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing teacher trainee learning?

The B.Ed Course is structured into two parts theory and practical. All theory papers have written examination and is conducted by the Davanagere University, Shivagangotri Davanagere. All practical activities are evaluated by the institution and finally co-ordination board visits and observe them then university co-ordinate the internal assessment on the basis of the report.

All types of lessons and practicum are evaluated through observation tools and evaluation chart developed by the institution as per the guidelines given by the Davanagere University for internal assessment.

The B.Ed course has a continuous feedback. In each and every activity teacher trainees receive feedback.

back immediately. For micro teaching , practice lessons and content cum methodology workshop on writing lesson plans, Internship programmes, practical works, tests and tutorials, feed back is given in written and oral form. The process of feed back is very transparent. Test marks are shown to teacher trainees.

2.5.3. How are the assessment / evaluation outcomes communicated and used in improving the performance of the student and curriculum transaction

Giving prompt and immediate feed back is one of the best ways to communicate the performance, achievement and lacunae. Test answer sheets of the internal examination are shown to the teacher trainees and return remarks are given on the answer paper if required. This supplemented with oral feed back to one teacher trainees for further improvement in their performance in the examination.

Depending upon the problems communicated by the teacher trainees different strategies and teaching methods are adopted for curriculum transaction.

During micro teaching instant feed back is given to the teacher trainees through incharge teacher educator and peer group observation. The low achievers are oriented and guided on proper techniques and study skills to improve the performance. The high achievers are motivated by appreciating their performance.

During internship the days lessons are given feedback group on the same day in the college through the observation made by teacher educator and peer group members.

Teacher trainees are given inputs to improve their scores to excel in the final examination in each semester conducted by Davangere university. All of the above practices help in improving the performance of teacher trainees and curriculum transaction.

2.5.4 How is ICT used in assessments and evaluation process?

ICT is used for the assessment and evaluation as follows;

- Preparing all instruction related assessment
- Preparing question banks
- Typing question papers
- Typing assessment schemes
- Typing evaluation charts for various activities
- Recording marks secured by all teacher trainees
- Preparing result sheets
- Analysis of results.

2.6 BEST PRACTICES IN TEACHING, LEARNING AND EVALUATION PROCESS:

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

The B.Ed course curriculum is changed from annual system of examination to semester system of examination in Davanagere university since 2012-13. New trends in education were incorporated in this two semesters curriculum. These new trends include models of teaching, demonstration lesson, team teaching, internship, environment, value and technology based lessons. The teacher trainees are expected to conduct lessons based on these new trends. The orientation programmes to teacher trainees. this programme includes the concept of models of teaching, types of models of teaching, team teaching, technology based lessons and the guidance of conducting these lessons. This programme is conducted by faculty members and teachers trainees was made compulsory.

Students are used the college library to prepare notes of different subjects other than the class hours. Unit test is conducted by teacher trainees in their respective subjects.

CRITERION – III

Research, Consultancy and Extension

3.1 Promotion of Research :

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

The college motivates its teacher to take up research in education in number of ways:

- i. The staff members who have taken up research work get the facility of adjusting their lectures and lesson observation accordingly to facilitate for their research work without much disturbance to their routine work.
- ii. Teachers are given relaxation in their duties for their research work.
- iii. Faculty members are encouraged to register for Ph.D.
- iv. The management and principal always inspire and reinforce the faculty members in their efforts of research work be it Ph.D. or other Research Projects.
- v. Staff members are encouraged to participate in research workshop and national and international seminars and are encouraged to write papers for presentation.
- vi. The faculty members are encouraged to write and publish articles in various Journals of national and international standards.

3.1.2 What are thrust areas of research prioritized by institution?

The thrust areas of research prioritized by the institution are as follows:

- i. Social Problems in Society.
- ii. Psychology of Education.
- iii. Health and Hygiene.
- iv. Innovations in Education.
- v. Environmental Education.
- vi. Quality in Education.
- vii. Women Education.
- viii. Study Habits.
- ix. Reading and Writing Abilities.
- x. Communication Skills.
- xi. Use of ICT in Teaching Learning.

3.1.3 Dose the institution encourage taking case study and Mentoring Programme? If yes give details on some of the maor outcomes and the impact.

Case study and mentoring programme are conducted and encouraged in the institution for facilitating better learning among the students. These enable the students to take up new learning tasks with ease and effectively complete it. Be it scholastic or co-scholastic the learning tasks are mentored by the teachers continuously and comprehensively.

The details are as follows: One supervisor is allotted for 10 to 12 students as a mentor/guide. Students consult to the practicing school teachers about the learning problems of the school children. After a thorough discussion with the school teachers each of our student

choose the case for their study. After conducting this case study they prepare a report of it and submit to the institution. The teachers of our institution mentor the students and guide them in successful completion of the case study. More over our students when ever come across any difficulties in their work are guided by the teachers successfully.

3.1.4 Give details of the Conferences / Seminars / Workshops attended and / organized by the faculty member in last five years.

The number of Workshop Organized by the College in 4 last year is:

Sl. No	Name of Workshop and Seminar	Organised by	Date and Year
01	State level seminar professional Ethics among teachers of higher education	T.M.A.E.S. College of Education	15/04/2015
02	High school Headmaster on college education	T.M.A.E.S. College of Education	2005-2006

Attended by the faculty members in last five years is as follows:

Sl. No	Name of the Faculty and Designation	International	National	State	Workshops	Orientaion	Total
01	B.G. Basavaraj	01	2	7	24	-	34
02	J. Nirmala Goud	-	02	06	14	-	22
03	H.M. Jayanna	01	1	6	16	-	24
04	T.M. Rajashekar	01	02	05	03	-	11
05	M. Timmappa	01	03	05	11	-	20
06	C.M. Veeresh	01	06	-	02	-	9
07	M. Gangappa	01	03	04	04	-	12

3.2 Research and Publication Output :

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

The college developed following instruction material with the help of faculty members:

- i. Power point presentations on various topics, of Foundation Subjects, Pedagogical Subjects, Area of specialization subjects physical Education.
- ii. The institution has provided well equipped psychology lab, Educational technology lab and ICT lab that helps in development of essential skills and the effective transaction of curriculum.
- iii. Students have developed self instructional material as an assignment under Method of Teaching of all subjects.
- iv. The institution has created its own website.
- v. OHP transparencies are used in presentations for all Microteaching Skill.

3.2.2 Give detail on facilities available with the institution for developing instruction materials?

Facilities available with the college for developing instructional materials are :

- i. **Computer Lab with Broad band internet facility** : This is useful for reference Search engine. Our college has facility of 15 computers with LAN connections.
- ii. **Library** : Number of books and journals are useful for preparing instructional material. 13810 books, 17 Educational Journals.
- iii. **Conference Hall** : The students use Conference hall whenever they need. More than 100 trainees can use the conference hall at a time.
- iv. **Psychology Lab** : A well equipped psychology lab. Helps the students to carry on psychological experiment in the psychology lab.

- v. **Educational Technology Room** : Our Institution has a facility of ET room. The students can access on line information fast and easily to facilitate research activities.
- vi. Photocopy and fax facility is available to staff and students.

3.2.3 Did the institution develop any ICT/Technology related instructional materials during the last five year? Give details.

Yes, The College has generated and developed several ICT/technology related instructional materials during the last years-to mention a few:

- i. Power point presentations of ICT projects on school curriculum.
- ii. Self Instructional Material relating to secondary school curriculum.
- iii. Transparencies.

3.2.4 Give details on various training programs and/or workshops on material development (both instructional and other materials)

i. Organized by Institute :

Yes, Our Institution organized various training programs and workshop on material development.

Sl. No	Name of Workshop and Seminar	Organised by	Date and Year
1	One day Workshop on Reconstruction of the B.Ed Curriculum (CCM-Physics, Maths, History)	T.M.A.E.Society College of Education Harapanahalli	20/10/2001
2	One day Workshop for high school Headmaster on College Education		
3	Harapanahalli and Jagalur Tq. High school Teachers		

- ii. List of faculty Members of our college were attended various training/ workshops on Material development

a) B.G.Basavaraj Principal

Sl. No	Nature of Programme	Name of the Programme	Place and Date
1	International conference 3 days	Teacher education in the context of Globalisation	New Horizon college of education Bangalore 4 th , 5 th , 6 th of April 2005
2	National Seminar 2 days	Internship in Teaching	M.M College of education Davanagere 6 th & 7 th Sept 2014
3	National Workshop 5 days	Training cum Research on value orientation	Regional college of education Mysore
4	State level seminar one day	Preparation for NAAC for quality in Teaching Education	Sreesaila college of education Harihar 11/04/2015
5	State level seminar one day	Interests, grals values & problems of Adolescents in present society	A.D.B.F.G college Harihar 07/03/2015
6	State level workshop one day	Post accreditation quality sustenance	G.H.Arts, science and commerce College Haveri 16/08/2014
7	University level workshop 10 days	ICT work-shop	S.R.S.College of education Intel teach program. Chitradurga 10-03-08 to 20/03/2008
8	University level workshop one day	Preparation of question paper	Kuvempu Shatamanothsava college of education Shivamogga 11-03-2005
9	University level one day	Revision of curriculum	Sreeshaila college of education Harihara. 13-05-2005
10	University level one day workshop	Guide lives for moderation of Interval marks of co-	M.M.college of education Davanagere.

		ordination	31-08-2005
11	University level one day workshop	General mental Ability Tests	M.M.college education Davanagere 15-03-2004
12	State level workshop 2 days	NAAC procedures	I.A.S.E. R.V. Teachers college Bangalur
13	University level one day workshop	Main training uniformity in Internal assessment	C.T.E Chitradurga 01-04-2003
14	Resource person at 3 days work-shop	Chaithanya training in science subject	C.T.E Chitradurga 13-06-05 to 15-06-2005
15	University level one day workshop	Curriculum reconstruction in education in emerging India	B.E.A.C.E Davanagere 22-03-2002
16	University level one day workshop	Curriculum reconstruction in physics methods	NCE. Shivamogga 26-03-2002
17	University level one day workshop	Physics methods curriculum modification	TMAES,CE Harapanahalli 20-10-2001
18	University level 3 days workshop	Moderation of interval Assessment marks	K.S.C.E Bellary 9/8/99 to 11/8/99
19	State level Teacher education conference 2 days	Teacher educators conference	K.S.C.E 4 th and 5 th June 1999
20	University level 2 days workshop	Quality improvement of Teacher education	B.E.A.C.E Davanagere 5 th , 6 th feb2000
21	State level Teacher educators conference 2 days	Teacher educators conference	M.M.C.E Davanagere 19 th and 20 th Aug 2000
22	University level 5 days workshop	Educational Technology	Dept of Studies in education. Gulbarga University, Gulbarga.
23	State level 3 days workshop	National Talent search examination	(IASE RV Teachers, College and A.C. Devegouda Trust) M.M.C.E Davanagere 21/12/99 to 23/12/1999
24	University level 5	Teacher education	Dept of studies in

	days Seminar	curriculum Reform	education. Gulbarga University Gulbarga
25	University level 2 days workshop	Continuous and comprehensive Education	CTE Chitradurga and M.M.C.E. Davanagere 21 st and 22 nd July 2014
26	University level one day workshop	Reconstruction of B.Ed. curriculum	S.V.C.E Chitradurga 08/02/2014
27	University level one day workshop	Main training Tutorials and Psychological Expts	M.E.S.C.E Davanagere 09/04/2013
28	University level one day workshop	B.Ed. Curriculum construction	M.M.C.E. Davanagere 24/02/2011
29	University level one day workshop	Models of Teaching	St, Marys, college of Education Chitradurga 01/04/2009
30	One day orientation program	NCF-2005	R.I.E. Mysore 5/03/2008
31	One day orientation program	Reconstruction of B.Ed. curriculum	S.S.M.B.C.E Davanagere 07/01/2008
32	One day training program	Satellite based training	C.T.E Chitradurga 26/12/2003
33	One day orientation program	Research drive programme on current issues in education	B.E.A.C.E. Davanagere 27/02/2002
34	One day orientation program	Guidelines to enrich the knowledge on NAAC programme	B.E.A.C.E. Davanagere 10/10/2001

b) **Prof. J.Nirmal goud Associate Professor**

Sl. No	Nature of Programme	Name of the Programme	Place and Date
1	5 days Seminar	Teacher Education curriculum Reform	Department of studies in education April 2 nd to 6 th 1991

2	XIII National conference	Teacher Education	B.L.D.E. Association J.S.S.College of Education Basapur 28/12/1999 to 30/12/1999
3	Work shop	University level Teacher Education Work shop	SriShaila College of Education Harihara 24/08/2000 to26/08/2000
4	Work shop	University level Work shop on Quality improvement of teacher education	B.E.A.College of Education Davanagere 5 th and 6 th feb 2000
5	State level Educational Conference	State level Teacher Education 1 st 3 rd Educational Conference	M.M.College of Education. 19 th and 20 th August-2000

6	Chaithanya Training	Meeting of Chaithanya Training	Teachers government College of Education Chitradurga
7	Work shop	Work shop on Common curriculum for the B.Ed course of Karnataka state	IASE, R.V. Teacher college Bangalore 16/12/2002 to 19/12/2002
8	Training Programme	Tele conference GÿÀUÀæ°À DzsÁjvÀ vÀgÀÉÃw	Teacher Government college of education Chitradurga 26/12/2003
9	Work shop	B.Ed. Colleges common Internal Assessment.	Teachers Government college of education Chitradurga
10	Work shop	Review of B.Ed. Curriculum	National college of education Shivamogga 09/05/2005
11	Work shop	Workshop for C.C.M of History and civics	Kumudvathi college of education shikaripura 8 th April 2006
12	Work shop	B.Ed. New curriculum and Formation of objectives	Sri. Raghavendra college of education Malladihalli 29/01/2006
13	Orientation program	National curriculum Frame work-2005	Regional Institute of education (N.C.E.R.T) Mysore-7 th March 2008
14	State level seminar	Community secrecies in Degree college	A.D.B. First grade college harapanahalli 31/01/2009
15	Work shop	Needs of Research and Techingies	M.M.College of education Davanagere 18/01/2010
16	Work shop	Construction of content - curriculum	Sree Shaila college of education Harihara 01/09/2014
17	National Seminar	National Seminar on Inter ships in Teaching	M.M.College of education Davanagere 6 th and 7 th September 2014
18	National Conference	The importance of meditation in yoga and our	S.J.M Arts college for women Chitradurga 8 th

	workshop	lives	and 9 th jan 2015
19	State level seminar	State level seminar Interest, goals, value and problems of Adolescents in present – society	A.D.B. First grade college Harapanahalli 07/03/2015
20	State level workshop	Lesson planning based an continues and comprehensive Evaluation	M.M.College of education Davanagere 28/03/2015
21	State level workshop	State level work ship on preparation for assessment and accreditation for quality in teacher education	Sreeshaila college of education Harihara 11/04/2015
22	State level workshop	State level seminar on professional Ethics among teacher of Higher education	T.M.A.E. Societies college of education harapanahalli

c) **Sri. H.M. Jayanna. Associate Profesor**

Sl. No	Nature of Programme	Name of the Programme	Place and Date
1	5 days Seminar	Teacher education curriculum reform	Dept of studies in education. Gulbarga university Gulbarga April- 2 nd to 6 th 1991
2	Human Rights and National Values	Human Rights and National Values	NCTE. SRC Bangalore Nov. 16/12/1998 at JSS polytechnic college Mysore
3	Workshop	Writing Instructional objectives	Kumadvathi collegeof education Shikaripura 23/05 of oct-1999
4	Workshop	University level workshop on quality improvement of Teacher education	BEA college of education Davanagere 5 th and 6 th Feb 2000
5	Educational	State level Teacher	M.M.college of education

	Conference	education 3 rd educational conference	Davanagere 19 th -20 th of Aug 2000
6	Orientation programme	Orientation programme in micro teaching for teacher education	BEA college of education Davanagere 27-29 of Nov 2000
7	State level conference	State level Teacher educators 4 th education conference	Municipal college of education chikkaballapura 15-16 th Dec 2001
8	Workshop	State level workshop on Human Rights education	Dr. T.M.A. Pai college of education Udupi 9 th -11 th Dec 2002
9	Training programme	Training on GÿÀUÀæ°À DzsÁjvÀ vÀgÀ~ÉÃw	C.T.E Chitradurga 26/12/2003
10	Workshop	B.Ed colleges comman Internal Assessment	C.T.E Chitradurga 01/04/2003
11	International conference	International conference on Teacher education in the context of Globalization	New Horizon college of education Bangalore 4 th -6 th April 2005
12	Workshop	Review of B.Ed curriculum	M.L.M.N College of Teacher education chikkamagalore
13	Workshop	Preparation of quality paper	Kuvempu college of education shimogga 11/03/2006
14	State level seminar	State level seminar in Dramatization as a Teaching method	Sharadha vilas college of education Mysore 30/06/2006 and 01/07/2006
15	State level seminar	Education of scenario 9 th 21 st century	A.V.K College Davanagere 03/02/2007
16	Orientation programme	N.C.F 2005	R.I.E (NCERT) Mysore 08/03/2008
17	State level seminar	Community services in degree colleges	A.D.B.F.G College Harapanahalli 31/01/2009

18	State level seminar / workshop	Innovative research Activities and proposal preparation for research in Higher education	M.M.F.G. college Chitradurga 14/10/2011
19	National level seminar	Internship in Teaching	M.M.College of education Davanagere 06-07 th sep 2014
20	State level seminar	State level on C.C.E	M.L.M.N. College of Teacher education Chikkamagalore 23/01/2015
21	State level seminar	State level seminar Interests Goals values and problems in Adolast in present society	A.D.B. College Harapanahalli 07/03/2015
22	Workshop	State level work shop in lesson planning Based on C.C.E	M.M.College of education Davanagere 28/03/2015
23	State level seminar	State level seminar in preparation for assessment and accreditation for quality in teacher education	SriShaila college of education Harihara 11/04/2015
24	National level Seminar	National level seminar in modalities of Implementing 2 years B.Ed programme in affiliated college of Umayanagar Sri Krishna Devaragiri Univercity Ballari	Kotturu Swamy college of Teacher education (CTE) Ballari 24-25 april 2015

d) **Sri. T.M. Rajashekar Associate Professor**

Sl. No	Nature of Programme	Name of the Programme	Place and Date
1	International conference 3 days	Teacher education in the context of Globalization	Bangalore 4,5,6 April 2008

2	National Seminar 2 days	Internship in Tg Organ	MM college Davanagere
3	National seminar 2days	New Syllabus Frame work	Kotturu Swamy college of education Bellary
4	One day state level workshop		KLE Society Haveri
5	One day state level workshop		ADB College Harapanahalli
6	One day state level workshop		Shrishaila College of Education Harihar
7	workshop	Lesson planning based on CCE	MM College
8	One day state level seminar	Continuous compare hen sure evaluation	MLMN College of education Chikkmagaluru
9	One day state level seminar	Professional ethics among teachers of higher education	TMAE'S college of education Harapanahalli
10	workshop	History of Teaching	RV College of Education Bangalore
11	workshop	Teleconference	Teachers govt education college Chitradurga 26/12/2013

e) **Sri. M Thimmappa Associate Professor**

Sl. No	Nature of Programme	Name of the Programme	Place and Date
1	Saksharatha Andolana	Nodel Officer	1994-95 Harapanahalli
2	Saksharatha Andolana	Resource person	1994-95 Harapanahalli
3	International conference 2 days	Talent identification & Sports	29 th , 30 th , Jan- 2010 sent meries College Brahmavara
4	State level seminar 2 day	Women & education for teacher educators of Karnataka State	30 th , 31 st july 2012 Dr. Ambedkar college of education Bangalore
5	State level seminar one day	Community services in Degree college	31 st jun 2009 A.D.B College Harapanahalli
6	Workshop	Continuous & Comprenchive Evaluation	MM college of education Davanagere 21 st , 22 nd july

			2014
7	National Seminar	Internship in teaching	MM college of education Davanagere 6 th , 7 th Sep 2014
8	Workshop	Lesson planning based on CCE	MM college of education Davanagere, 28-03-2013
9	State level seminar one day	Interests, Goals, Values & Problems of Adolescent in present society	A.D.B College Harapanahalli 07-03-2015
10	State level workshop	Preparation for assessment & Accreditation for Quality in teacher Education	Shrishaila College of Education Harihar 11-04-2015
11	State level seminar	Professional ethics among teachers of higher education model	TMAES college of education Harapanahalli 15-04-2015
12	National level seminar	Modalities of implementing two year B.Ed programme in affiliated college of Vijayanaga, Shri Krishna Devaraya University Bellary	Kotturu Swamy college of education Bellary 24 th , 25 th April 2015

Sl. No	Nature of Programme	Name of the Programme	Place and Date
1	Workshop	Kannada Language Teaching	R.V.Teachers college Bangalore 5&8 june2006
2	Orientation programme	NAAC Orientation Programme	B.E.A. College of education Davanagere. 10 OCT 2010.
3	Workshop	CCMG Kannada and English	Shrishaila college of education Harihara 12and 13 th oct 2001
4	Workshop	Common Curriculum controlling in population Education	TMAE College of Education Harapanahalli 4-4-2002
5	Workshop	Common Curriculum of	MLMN College of

		B.Ed. Coarse	Education Chikkamangalor 2.04.2002
6	Workshop	Tele conference GÑÀUÀæ°À DzsÁjvÀ vÀgÀ~ÉÃw	Teacher Trining College Chitradurga 26-12-2003
7	Workshop	Comman Internal assessment for B.Ed. college	Teacher Trining College Chitradurga 01-04-2003
8	Orientation programme	Orientation Programme for B.Ed. Teachers	SSMB College of Education Davanageri 07- 01.2008
9	Workshop	Workshop of B.Ed Course	Nuthan College of Education Davanageri 24.07.2008

f) **Sri. C.M.Veeresh Associate Professor**

Sl. No	Nature of Programme	Name of the Programme	Place and Date
1	National workshop (participated)	National workshop on Research methodology introduction to PSS	16 th and 17 th Feb 2013 at Tumkur university
2	International seminar	Current trends in teacher education	25 th March Dharwad
3	V.G.C. Sponsored National level seminar (paper presentation)	V.G.C. Sponsored national level seminar on emerging Issuer and challenges in training education	24 th and 25 th 2013 at sollapur
4	Modilication of B.Ed syllabus (participation) and acts a chair person	University level work shop on Modification of B.Ed syllabus	6 th and 7 th oct -2013 at Hospet S.B.B.W college of education
5	National conference (Paper presentation)	National conference higher education in India; Opportunities and challenges. "Challenges in Higher education"	15 th and 16 th Nov 2013 at Madurai VGC-Academic staff college

6	National seminar (paper presentation)	One day National seminar on "status ruler responsibilities of teachers and stir contemporary Higher education	28 th March 2015 at K.S.S Arts and Science college and P.G. centre Gadag
7	One day state level workshop	Preparation for assessment and accreditation for quality in teacher education	11 th April 2015 at Srishaila college of Education Harihara
8	Two days National level seminar	Modalities of implementing 2 year B.Ed programme in Affiliated college of V.S.K university Bellari	24 th and 25 th April 2015 at Kotturu Swamy college of education Bellary
9	One day National Conference (paper presentation)	Re-imagining the B.Ed curriculum for future teachers in Next-generation	29 th March 2015 Kasturbai College of Education Sollarapur

g) **Sri. M. Gangappa Physical Director**

Sl. No	Nature of Programme	Name of the Programme	Place and Date
1	International conference	Talent Identification and development in physical education and sports	Sent marys syrian college Bramhavar 29 th Jan 2010
2	National Seminar (Paper Presentation)	Therapeutic Dimensions of Physical education and sports, contribution to society. "Prevention of Diosis throw physical education.	L.N.I. Physical education goliard 22-march-2006 to 11 th Apr 2006
3	National Seminar	Internship in teaching	M.M.College Davanagere 6 th & 7 th Sep 2014
4	National Conference/ Workshop (Paper	"The importance of meditation in yoga & Our Lifes	S.J.M Arts College for Women Chitradurga

	Presentation)		
5	State level conference of Physical education	Physical education teachers association	15 th & 16 th july 2006 at Mysore

6	State Level Seminar	Interest, goals, values, problems of adolescents	A.D.B. First grade College Harapanahalli 7 th March 2015
7	State level Workshop	Health Fitness & Drug education	S.J.M college of Arts & Commerce Tharikere
8	Work shop	Work Load in B.Ed. College	R.V.teachers college Bangalore
9	Workshop	CCE	Government college of teacher education chitradurga 21 st & 22 nd july 2014
10	Workshop	Division of B.Ed Curriculum 2014	Venkateshwara College Chitradurga
11	State level Seminar (Paper Presentation)	Professional ethics among teachers of higher education	T.M.A.E S College of education Harapanahalli
12	Workshop		D.S.E.R.T Basavanagudi Bangalore

3.2.5 List the journals in which the faculty member has published paper in the last five years.

Taking, insist to publish paper in Journal.

3.2.6 Give details of the awards, honors and patents received by the faculty members in last five years.

No such awards or received

3.2.7 Give detail of the Minor/ Major research projects completed by staff member of the institution in last five years.

All though the faculty member are involved in research at their own levels but no major or minor research project is completed by the faculty members.

3.3 Consultancy:

3.3.1 Did institution provides consultancy services in last five years? If yes, give details.

Yes, our institution provides consultancy services for Health and Hygiene programs. Etc

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

Yes, The Faculty or the staff members of the institute are competent to undertake consultancy:

Sl.no	Name of Faculty	Programme of Consultancy	Remarks
1	B.G. Basavaraj	Micro-teaching, instructional objectives	
2	J Nirmala gouda	Education Philosophy	
3	H.m.Jayanna	Kannada Language	
4	T.M.Rajashekar	Counseling, Communication skill	
5	M.Thimappa	Population education & literacy	
6	M Gangappa	Physical education officiating	
7	C.M.Veeresh	Micro teaching ICT blue print	

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 the institution?

Not applicable. The management and the college philosophy is that, no revenue shall be generated through the consultancy services.

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

Not Applicable

3.4 Extension Activities.

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

There is a great emphasis on social / community service in the college. Such activities are as follows:

- i. As a part of Social Service the students are engaged in a number of social service programs. Activities included in social Service programs are such Adult Literacy, CTC, Various social issues by dramatization, and many others.
- ii. Social awareness rallies are conducted.
- iii. Environmental awareness is carried out by means of tree plantation.
- iv. Social awareness for cleanliness.
- v. We conduct Blood donation camps in our institution. Blood group testing, Blood donation awareness, Eye donation drive.
- vi. On Holidays the infrastructure facility available in the institution are provided to the various other agencies of community for arranging meetings and other various and other programmes for which no charges are collected.
- vii. We are having a well equipped play ground that is made available to other schools and institutions to conduct their sports programmes every year for which no charges are collected.

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

- i. The institution is benefited in many ways from the community. For different kinds of programmes we invite eminent speakers from the community to guide our students
E.g. for Health and Hygiene programmes Medical Practitioners or health related personal. With co-operation of Kannada Sahitya Parishath we conduct endowment lecture programme every year.
- ii. Practice teaching is a compulsory part of B.Ed training programme. In our institution we have students studying in Kannada and English

medium. These Practice teaching schools work as a liaison not only with the schools but also with the community there in.

- iii. Schools provide opportunities to study various educational and social problems as subjects for research like case studies etc.,.
- iv. Alumni Association provide act as linkage with the outside community wide across.
- v. Seminar on “Teacher Empowerment for Quality Education”
- vi. Our institution organised one day state level seminar proformal Ethics among Teaching of higher Education of 15th of April 2015

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

- i. Programme for sustainable development – Rain water Harvesting, School adoption programme, health programme.
- ii. Online coaching and guidance for competitive exams like KPSC, UPSC and TET, CET Examinations.

Institution – Community Networking

Various programmes viz, Aids awareness rally, voter awareness rally, anti corruption rally, blood donation, concern among the student teachers and teachers of the institution and provided an opportunity to link with and serve the community at large.

Institution – School Networking:

The institution has close networking with its practicing schools. These schools promote the development of teaching skills, real classroom teaching experience and also provide opportunities for leadership in organizing various co-curricular and extracurricular activities in the school. It is also a strong evaluator of the students performance as a school teacher.

The institution holds the belief that one must give more than received. Hence service to society is the prime aim of the institution.

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

- I. We wish to continue to keep a close linkage with the local community & extend all possible support & co-operation.
- II. We plan to train high school teachers in the use of ICT.
- III. To create environmental concern and awareness among the community members.

III.4.4 Is there any projects completed by the institution relating to the community development in the last five years? If yes, give details.

We take several community development programme like adults literacy mission, environmental awareness programme but not completed in the form of projects.

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

The curriculum of B.Ed., and the value frame work of the college reflect social and citizenship values as an indigenous part of our daily routine work includes various programme for inculcating above values and skills.

- I. Daily assembly which includes prayer, national Anthem, News Reading and some value based stories (Prayer Talk on national issues).
- II. Different cultural activities are conducted on every Thursday
- III. Celebration of National festivals (Independence Day and Republic Day and other respective celebrations) in the college helps in inculcating citizenship values.
- IV. Observance of anniversaries and other festivals in the college.
- V. The syllabus include social services programme such as Citizenship Training camp (CTC), (Socially Useful Productive work (SUWP), Adults literacy programme displays citizenship values, moral thoughts and skills.
- VI. Our institution organizes a one day (Every Saturday) as a programme of yoga, on that day our trainees attend this programme and involve in it very much.

- vii. The annual function is also celebrated every year by the institution usually in the month of November which is the end of the academic year. These cultural values, historical values etc..among the students.
- viii. Our institution organizes annual sports day where in and we plan different types of games like kabaddi, kho-kho, volleyball, Throw ball, musical chair and other activities.

III.5 Collaborations:

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

a) **National level organization:-**

No, The institution has not joined with any national level organization.

b) **State Level Organization:-**

The institution has submitted one Minor project proposal to DSERT and is under process.

Title of the proposal: “Effectiveness of Teaching Biology Through Multimedia to Secondary School Students”

c) **Univercity Level Organizstion:-**

The Institution has orgnaised state level seminar.

SL. No	Name of the Workshop	Date & Place	In collaboration
1	State level Seminar	15 th April 2015 T.M.A.E.S B.Ed College.	Alumi Association

The institution has identified some experienced secondary school teachers who have more that 10 to 15 years of teaching experience. These resources persons give demonstration lessons for the students, which helps to get confidence among our students to face the students in the practice teaching time.

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

No. The institution has not established any linkages with the international organizations.

3.5.3 How did the linkages if any contributed to the following?

Linkages at local, national and international level have contributed to the following:

- i. **Curriculum development:** Curriculum is designed as per the norms of NCTE and revised as per the guidelines from time to time
Our institution has established a direct linkage with the Kuvempu and Davanagere University, we are following the B.Ed. Syllabus which is framed by the Kuvempu and Davanagere University, Some of our faculty members have participated as BOS members, Academic Council members and thus have contributed to curricular development.
- ii. **Teaching:** There is widening of experiences thorough interactions with number of experts and resource persons. This enhances teaching and by participating in seminars, workshops, conferences and attending orientation programmes our faculty is exposed to the new knowledge pertaining to the B.Ed. curriculum, and is in better position to deal with the new curriculum.
- iii. **Training:** Trainings by the skill of teacher educators and student teachers. Our faculty are enriched and empowered by exposure to training programmes.
- iv. **Practice Teaching:** Functional linkages with schools help and facilitate us to conduct practice teaching programme successfully.
- v. **Research:** The conferences and seminars organized by various organizations are attended by the teacher educators which were helped to develop research attitude among them.

Under the support and guidance of D.S.E.R.T. we are encouraging and motivating the teachers to take up research projects to solve educational problems .

- vi. **Extension:** The National level seminar and state level workshop organized in the institute have helped in optimum use of infrastructure and resources, and to motivate the teacher educators and student teachers for professional growth.

3.5.4 What are the linkages of the institution with school sector? (Institute-school-community networking)

The College has established linkages with community

- i. Schools are available for practice lessons.
- ii. The schools provide ample opportunities to student teachers for study of various educational aspects for of school and administration during practice lessons.
- iii. Student teacher also conducted carious competitions. Cultural activities, environment awareness programmes for school children.
- iv. Few good and relevant teaching aids are donated to the practice teaching schools.
- v. Upon retirement the head master and the closely associated teachers of practice teaching schools are facilitated by the institution.

Thus the student teachers learn about the community from the school and create awareness among school children about community.

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

Yes, the faculties of our institution are also involved in the following.

- i. Contact the teachers of the practicing schools and discus with them the arrangement for the teaching practice for students-teachers.
- ii. Prepare the time table, observe the lessons and give necessary guidance to the student-teachers.

- iii. The Institute gets regular feedback from heads/teachers of the schools and various steps are taken to eliminate the discrepancies point out.

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

Our faculty have good rapport with the practicing schools and university.

- i. Attending various seminar rapport with the practicing schools and university
- ii. Faculty of the college is also involved in the work of university examination e.g. BOE members, B.Ed , paper settin & evaluation work etc.
- iii. The members of the faculty have rapport with school faculty and discuss the course programmes well in advance. Every effort is being taken to improve the competencies of the student teachers.
- iv. The faculty members act as resource persons, judges and guests to schools/colleges.
- v. Faculty members also attend faculty development programmes organized by other colleges wherein they interact with the faculty of other college and universities and benefit mutually.

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 following major measures have been adopted by the institution to enhance the quality of research, consultancy and extension activities

Research:

- i. Provision for leave is made available to staff pursuing Ph.D, and course work.
- ii. Institution provides well equipped laboratories, advanced technological amenities to the faculty to pursue research.
- iii. The college provides easy access to books, internet resources, good infrastructure facilities, good technical assistance.
- iv. Creating awareness of importance and need of research for professional opportunities.
- v. Motivation for research by the Management & Principal.
- vi. Broad Band internet facility is provided in the institution for enhancing research.
- vii. Reference books, research journals and periodicals are made available

Consultancy:

- i. The college conduct consultancy for health and hygiene, Technology in education, etc.
- ii. Few faculty members are advisors and actively involved in consultancy
- iii. Number of social service programme E.g. Blood donation camp programmes. Maximum utilization of infrastructure of the institute for self as well as community welfare.

Extension Activities

- i. The college through “CTC” and various clubs have carried out many community oriented programmes such as population awareness programmes, health and hygiene, Road safety and legal awareness programmes.
- ii. Every year our college conduct planning programme on the eve of world Environment day.

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

Best practice-IV

Preparation of Manuscript of Seminar Presentations (In all Method)

Objectives:

1. To develop oratory skill among student teachers
2. To develop the skill of writing a seminar paper presentation.
3. To promote self learning among student teachers.

Description of the practice

The student teachers who have opted of teaching in all subjects are allotted different units/topics related to method of teaching of B.Ed. Course and are instructed to prepare a seminar presentation for duration of 10-12 minutes. A presentation schedule is prepared and students present their papers accordingly. After Presentation, the session is open for discussion where in students interact, clear doubts and also support the concepts presented. The method master deliberates on the presentation and makes additions and covers the discrepancies. All the papers presented are spiral bound to make up a manuscript.

The Impact/ Outcome

Students develop the oratory skills, skill of writing for a presentation and experience the joy of self learning.

CRITERION IV : INFRASTRUCTURE AND LEARNING RESOURCES

- | |
|-------------------------|
| B-1 B.Ed=4954 sq.ft |
| B-2 D.Ed -7036.62 sq ft |
1. Built-up Area (in.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
Education
 - d) Technology lab Yes
 - E) Computer labs Yes No
Workshop for
 - F) preparing teaching Yes No
 3. How many Computer terminals are available with the institution?
aids

25

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

00

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

00

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

00

 7. What is the budget allocated for campus expansion (building and up keep for the current academic session/financial year?

00

 8. Has the institution developed computer aided learning packages?

No

9. Total number of posts sanctioned

Open

Reserved

	M	F	M	F
Teaching	07	1	3	
Non-teaching	12	1	1	-

10 Total number of posts vacant

Open

Reserved

	M	F	M	F
Teaching	2	1	1	
Non-teaching	2	-	-	-
	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Assistant Professors	1	-	-	-
Associate Professor	6	-	-	-
Professor	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	1	-	2	-
Readers	-	-	-	-
Professor	-	-	-	-

c. Number of teachers from

Same state	8
Other States	-

12 Teacher student ratio (Program-wise)

Programme	Teachers student ration
D.Ed.	-
B.Ed	1:12.5
M.Ed.(Full Time)	-
M.Ed. (Part Time)	-

13 a) Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	10	1	-	-
Temporary	0	-	1	-

	- Audio Cassettes	2
20	Mention the Total carpet area of the Library (in.sq.mts)	1014.80 Sq.ft
	Seating capacity of the Reading roo	50

21 Status of automation of Library

Yes to intimate	
Partially autopmated	Yes
Fully automated	

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

Circulation	Yes
Clipping	
Bibliographic compilation	
Reference	Yes
Information display and notification	Yes
Book Bank	Yes
Photo copying	Yes
Computer and Printer	Yes
Internet	Yes
Online access facility	
Inter-library borrowing	
Power back up	Yes
User orientation/information literacy	
An other (Television)	Yes

23 Are students allowed to retain books for examinations?

Yes	Yes	No	
-----	-----	----	--

24 Furnish information on the following

Average number of books issued/returned per day 75

Maximum number of days books are permitted to be retained

By students	15 days
By faculty	30

Maximum number of books permitted for issue

For students	5
For faculty	10
Average number of users who visited/consulted per month	200

Ratio of library books (excluding textbooks and book back facility) to the number of students enrolled	1:120
--	-------

25 What is the percentage of library budget in relation to total budget of the Institution

5%

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

	2011-12		2012-13		2013-14	
	Number	Total cost (in.Rs)	Number	Total cost (in.Rs)	Number	Total cost (in.Rs.)
Text books	73	113556.00	196	11100-00	129	24305.00
Others Books	-	-	5	379	-	-
Journals/Periodicals	18	6165	6	1200	-	-
Any others specify and indicate	-	-	-	-	-	-

Criterion- IV : Infrastructure and Learning Resource

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.

We have adequate physical infrastructure as per NCTE norms. The institution has the following infrastructure as per NCTE norms.

- a) Seven classrooms.
- b) Library- cum Reading Room.
- c) Physical Science and life Science method lab.
- d) History room (Method lab)
- e) Psychology lab
- f) Language Lab
- g) Education Technology/computer lab
- h) Principal office
- i) Staff room
- j) Visitors room
- k) Separate toilet facility for boys and girls
- l) Girls common room
- m) Parking space
- n) Multipurpose play field
- o) Open space for additional accommodation
- p) Sports room with indoor game facility.
- q) SUPW work shop room

The facilities provided are as follows.

- It has well equipped Science-Maths resource centre fully equipped with required kits and materials to conduct the experiments.
- It has computer lab with 25 computers.
- Psychology lab (Psychological testing equipments, social science lab, language lab with lingua- Phone, soft where and other infrastructural gadgets)
- These is a seminar hall cum multipurpose hall of seating capacity of more than 200 people to conduct various academia activities.
- It has library room with rich collection of text books and spacious reading hall.
- There is provision for indoor games such as carom, chess, and table tennis as we as outdoor games like volley ball, badminton, shot-put, Disc throw, Relay race, Kho-Kho., etc,
- There are separate toilet and wash room for boys, girls and college staff.
- Proper fire safety measures are also placed in the college building.
- Hostel facility for boys and girls.
- The college has, language lab well equipped.

Amount invested :

The total investment made by the college for developing the

infrastructure and maintenance is approximately 1.95 core. It is

exclusive of the cost of land

4.1.2 How does the institution plan to meet the need for augmenting the

infrastructure to keep pace with the academic growth?

The institution has planned to:

- Increase the number of method lab.
- Provide scope for more integration of technology in the teaching learning process.
- LCD projector fitted permanently in the multipurpose class room.
- Ventilated and brightly lighted class rooms.
- Institution is always in a continuous process to update the library with good new books and journals, psychology resource centre, language lab centre, science/ math's resource centre and computer lab with equipments according to the requirement of student teacher and faculty.
- Use of modern technologies in teaching and learning practice.
- Improving the laboratories of physical science, biological science, psychology, computer lab and the language lab with latest equipments.
- Provision of free internet facility for the use of faculty and B.Ed students.

4.1.3 List the infrastructure facilities available for co-curricular activities and

extra curricular activities including games and sports.

Extra curricular Activities.

- College sports ground
- Indoor games

Cultural programs

- Multipurpose hall
- Harmonium
- Sound Amplifier system

Literary and other Co-curricular Activities

- Display Board
- Exhibition space

Indoor games

- Chess
- Carom

Out door games

- High Jump
- Long Jump
- Through ball
- Volley ball
- Tennecot
- Shuttle badminton

For other activities sister institution play ground in the campus will be utilized.

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

Science Laboratories are shared with Pharmacy , D.Ed College and Play ground shared with sister play ground.

4.1.5 Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health centre etc.

The facilities available are :

- Medical checkup facilities for student and staff.
- First aid facility in the institution.
- Rest room/common room for ladies.
- Wash room facilities in the institution for both men and women provided separately.
- safe drinking water facility in the institution.
- First aid trained staff in the college(M.Gangappa, Physical Director).
- During the blood donation camp, blood test, blood group test, blood pressure, weight and eye sight test was done by the doctors..
- Institution has a staff (sweeper, gardener and peon) to looks after the daily hygienic cleanliness of the college building and the

campus.

- Visiting doctor available in Health centre, it is in the campus.

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

Our parent institution has hostel facility for both boys and girls. The boys hostel Sri.Tegginamath General Hostel 2.K.M away from the College. This hostel has 100 student's capacity and totally 30 rooms available in the hostel .

The girls hostel Name Sri. Haverara Hostel 2 K.M away from the college. This hostel has capacity of 30 students and 15 rooms are available in the hostel. Presently 05 B,Ed student are staying in the hostel.

4.2 **Maintenance of 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	-	-	-
Laboratories	-	-	-
Furniture	4000/	3910/	-
Equipments	-	-	-
Computers	-	-	-
Transport/Vehicle	-	-	-

2010-11			
Details	Budget	Expense	Unspent Balance
Building	33000/	32058/	-
Laboratories	-	-	-
Furniture	363000/	362785/	-
Equipments	8000/	7500/	-
Computers	-	-	-
Transport/Vehicle	-	-	-

2011-12			
Details	Budget	Expense	Unspent Balance
Building	155000/	153763/	-
Laboratories	-	-	-
Furniture	8000/	7927/	-
Equipments	500/	525/	-
Computers	2000/	1868/	-
Transport/Vehicle	-	-	-

2012-13			
Details	Budget	Expense	Unspent Balance
Building	400000/	395950/	-
Laboratories	-	-	-
Furniture	-	-	-

Equipments	-	-	-
Computers	-	-	-
Transport/Vehicle	-	-	-

2013-14			
Details	Budget	Expense	Unspent Balance
Building	485000/	480000/	-
Laboratories	-	-	-
Furniture	-	-	-
Equipments	-	-	-
Computers	-	-	-
Transport/Vehicle	-	-	-

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

The institution believes in sharing and optimal utilization of space and resources.

The institution will have to provide better facilities of ICT to compete in the global context of e-education. The play ground facilities are best utilized by all the students of the institution.

The physical and instructional infrastructure such as building, ICT facilities, laboratories, library and other allied infrastructure of the college are well maintained and structured from time to time from the maintenance funds sanctioned by the government. It is also ensure that they are accessible to and utilized by the staff and students regularly.

The infrastructure of the college is optimally used for conducting various curricular, Co-curricular and other activities. The library, computer lab, language lab etc are optimally used by the students by making necessary arrangement in the time table. Institutions has smart class and LCD projectors. These facilities are used regularly class room teaching. Teachers and students make power point presentations. The multipurpose hall is used for organizing seminars, workshops etc. All the cultural programmes, festival celebrations, inter college and school competitions; debates etc are conducted in the multi purpose hall. The play ground is used in the evenings and also during the physical education periods.

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

- Cleanliness drives are organized to highlight the harmful effect of plastics.
- The institution makes sure that the surrounding area and the atmosphere are maintained suitable for all curricular and Co-curricular activities and are conducive for teaching and learning. The college building is kept clean and pollution free.
- The institution has wide windows that allow sufficient sunlight into classrooms and guidance rooms. All the lecture halls and rooms are provided with proper ventilation and lighting

arrangement and have fans.

- Weekly two times (2 period) the teacher trainees conduct cleanliness Drive in college premises.
- In the beginning of the academic session, the faculty members orient the students regarding personal hygiene and the importance of keeping the premises clean by making use of dust bins, avoiding litter and garbage through proper disposal of sanitary napkins, food wrappers and left over food. All these aspects are emphasized in this orientation to develop proper habits in personal hygiene so as to maintain clean healthy environment in the campus.

4.3 **LIBRARY AS A LEARNING RESOURCE**

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

Internet facility is also available in the library.

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 learning resources, software, internet access etc.

Books	13810
Titles	4512
Reference books	2606
Journals	7
Magazines	10
News Papers	11
CD-ROMs	-
Computer	1
Fax Machine	-
Printer	1
School texts	45
E-resources	-
Video cassettes	5
Audio tapes	10
Globe	2
Encyclopedia	178
Maps & Charts	200
Models	25

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 acquisitions decisions. If yes give details including the

composition and functioning of library committee.

Taking in to consideration the needs of the faculty and teacher trainees, availability of resource in the market and budget provision, the decisions are taken qualitatively about the acquisition of books and other learning resources.

- Students and the faculty members give their suggestions about required reading material which are taken into consideration.
- The principal and librarian take the advice and feed back of concerned faculty from time to time before purchasing the books.
- The teacher educators are requested to give their requirements about reading materials from the library.
- After the purchasing of books the librarian informs teachers to take note of new arrivals and recommended them to the teacher trainees.
- The Library staff always guides and helps the readers to get the required reading materials.
- The advisory committee members supervise and guide library activities and practice. Smooth and effective functioning of the library is always given the first priority.

4.3.4 Is your library computerized? If yes give details.

Yes , Partially our library is computerized.

Library services are partially computerized and progress is on for books entry.

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

The institution library has one computer and has internet facility. It is made available to students and faculty members. The institution plans to make available two more connections for the readers also. The library staff helps the students in retrieving the information. However, it is also available in the computer laboratory. Reprography facility is also made available to the staff and students within the library. There in a printer and a fax too in the library every day library period is there for teacher trainees, staff and the students to make use of library facility.

- 4.3.6 Does the institution make use of inflibnet/delnet/IUC facilities if yes give details.

Yes, the institution make use of the inflibnet facility for research purposes.

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

The library is open from 9-30 am to 5.30 pm for teacher trainees and

faculty members on all working days [Saturday open from 8.30 am to 2pm)

The timings are extended from 9am to 6pm during the examination period.

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

All the new arrivals are displayed on the separate display rack and visible show case almirahs.

The library staff also introduces the new arrival of books to the staff and students according to their subject of interest. The latest arrival list also displayed on library notice board.

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

Yes, Books are lent to SC/ST students from the book bank for entire semester, according to the needs of the students. Each student borrows 5 books and keeps for entire semester.

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

- Proper help is provided to retrieve the books from almirahs and racks.
- Preference is given to such category persons/students in issues and return the book, relaxation in retention of books are also given to them.
- Xerox facility.

- Allow to work with computer and internet facility.

4.4 **ICT 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 institution has a computer lab with 25 PCs where the teacher trainees conduct information and communication technology subject practical.

The computer laboratory has internet connectivity. It helps the teacher trainees to enrich knowledge and keep pace with academic growth. The multimedia gives audio visual access whenever required. Our institution has 1 LED projector fixed in the class rooms for displaying power point presentation and for showing educational documentaries to the teacher trainees and also 1 OHP machine is used in the class room.

Education technology lab VCR, OHP Video, camera, digital camera, color TV, Tape recorder, radio, CD player, DVD player video cassettes, slide projector, public address system are used for day to day to enable effective teaching learning activities.

Internet connectivity and Access : The teacher trainee are given opportunity to access internet free of cost during the working days.

Hardware

Sl.No.	Hard Ware	Units
1	Computers (Acer)	25
2	Printer	1
	H.P Laser Jet-2	1
	TVS MSP 345-1	1
	Cannon (Printer+Scanner+Xerox)-	
	1Scanner-1	1
3	Fax	1
4	Xerox machine (Cannon, Modi)	1
5	UPS 5 Kv	1
6	UPS 3Kv	1
7	Internet BSNL	4
8	LAN	20

Software

Recorded educational video and audio cassettes, film strips, films, slides and transparencies are available in the institution. Windows 7 is installed in the computers.

Teaching aids

Teaching aids are either purchased or prepared by the teacher trainees. Pictures, charts, portrait, models, outline maps, maps of

different countries [Political/Physical] are of prime importance in the teaching learning process.

The hardware, software and teaching aids are utilized by the faculty and teacher trainees for micro teaching, integrated lessons and technology aided lessons. Teaching aids are used on a very large scale by the teacher trainees for micro teaching and practice teaching.

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

Yes, the curriculum imparts the computer skill to all the students as follows.

- One compulsory ICT subject teacher trainees study in B.Ed 1st Semester. There are 10 practicum which help students to learn the skill of computer operating system.
- Develop skills in handling computer and using MS-Ward, MS Excel and MS Power point.
- Become aware of on line service and computer.
- Understand the use of computer through School curriculum.
- Acquire knowledge of recent and future trends in using a computer in classroom.
- LCD power point presentation.
- The students are allowd to use the internet facilities during their

free hours.

- Preparing computer assisted instruction or project based learning on power point.
- Using spreadsheet to solve, analyze and represent data on chart.

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

The knowledge of ICT is significant but more significant is its use in practical situation in the teaching learning process. Moreover, it is felt that the teacher trainees need to utilize the application of ICT in teaching. The teaching faculty and teacher trainees make use of the internet for advance knowledge.

The institution gives almost priority in the use new technology and ICT for day to day teaching. Teacher trainees make use of technologies for their lesson plans on power point. Teachers and teacher trainees prepare lesson plans/project based lesson during teaching practice in the school as well as in the microteaching.

The faculties use power point presentation for classroom transaction along with other technologies like LCD projector, OHP, interactive board etc.

The students specially advanced learners are updated through internet searching related to prescribed topics.

The teachers have the facility of using laptop individually to train by themselves of new information and communication technologies.

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

- The student prepares teaching aids and develops lesson plans by consulting web pages along with books.
- Self instructional materials have been prepared by some students of information and communication technology.
- Worksheets are prepared by student teachers.
- Students use power point presentation for classroom transaction wherever feasible.

The following are the innovative learning resources and infrastructure adopted by the institution.

- Well equipped language lab
- Well equipped computer lab
- Net access during the working hours.

- Chalk and talk to interactive board.

For developing lesson plans.

Some of the student teachers adopt Instruction Technology in their practice teaching. The student teachers take help and the education technology lab for preparing their practice teaching lessons.

Evaluation

Some of the staff prepared Question bank for the help of teacher trainees, teachers make use of computer to prepare question paper and key answer. Conducting quiz programmes to evaluate students.

4.5 OTHER FACILITIES

- 4.5.1 How is the instructional infrastructure optimally used? Does the institution spare its facilities with other eg. Serve as information technology resource in education to the institution [beyond the program] to other institutions and to the community.

Extension service department of the state government also organize workshop on continuous comprehensive evaluation for teacher educators of Harapanahalli Talu.

- Teaching Learning materials including teaching aids are given to schools through old students.
- Ours is Senior college and well equipped college in the locality, it works and serves as a resource centre for high schools of Harapanahalli Talu.
- Library facility extended to the research scholars of the university and alumni of the institution can also utilize library resource to prepare themselves for competitive examinations.

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

There are audio cassettes CD ROMs, OHP transparencies, science laboratory equipments, globe, maps, computers, laptop, LCD projector, scanner, printer, free internet connectivity is also available.

They are used for the core training programme, practice lessons teaching. The science laboratory is used to practice of science experiments before they are demonstrated in the real classroom situation.

Tape recorders and audio cassette based on LSRW and practice material in spoken English.

Student teachers use all the above facilities for learning and use for teaching practice, after giving proper requisition. They are encouraged to use demonstration and display methods along with activity methods and use of power point presentation.

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 general Laboratories available are.
 - Education technology laboratory
 - Psychology laboratory
 - Computer Laboratory
- The method laboratories available are
 - Physical and life science Laboratory
 - History room
 - Language laboratory

For enhancement and maintenance of equipment and other facilities there is a budgetary provision or the institution makes every attempt to enhance the facilities and maintain the equipment and facilities. For this purpose proper budget allocation are made and are utilized.

Technician are consulted in case the equipments malfunction. Proper

safety measures are installed for electrification of all electronic equipment.

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

Multipurpose hall : This is very spacious and can accommodate two hundred pupil at a time. It is used for cultural competitions, organize workshops for B.Ed lecturers, special lectures are generally held in this hall. The annual gathering is held in this hall. The annual prize distribution ceremony is also held in this hall. It is reserved primarily for seminars, workshops which give opportunity for delegates and teacher educators to participate to enhance their knowledge.

These is no separate transport facility for the trainees in the college. However, when students are to go for study tours, competitions and for large scale extension activities, then the college does provide transport service. But it may be noted that the college is very well connected through pubic transport system. Hence for the students daily coming to and from the college is not problematic at all. Our sister institution will have transport facility we will make use of that whenever there is a need.

- Multipurpose hall with seating capacity 200

- Reading room in the library 50
- Computer lab with 15
- Language laboratory with 6 pc s with internet access.
- Ladies common room.
- Medical checkup facility available.

Sports : A large play ground is available to play cricket, foot ball, volley ball, Khabadi, Through ball, Basket ball etc. Similarly, indoor game facility is also available. The required sports items/Kits are provided so that the students shall take part in both indoor and outdoor games.

Music : A guest music teacher available in the college. we have harmonium instrument in the college.

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

Yes, the classes are equipped for the use of latest technology. The facilities available are :

The portable LCD projector and laptops are used in the smaller classrooms for curricular transaction regularly.

The main lecture hall/multipurpose hall well equipped with advanced

LCD projector and OHP LCD projector have been permanently installed in the classroom. It is supported with audio visual peripheral equipment needed like the speakers, cordless mike with proper and safe electrical connection.

In language laboratory latest software was installed so that the teacher trainees get vast knowledge to meet the global challenges.

In computer lab one smart board (interactive white board) permanently installed and teacher educators to give training to teacher trainees about how we can make use of technology in teaching learning process.

In the future, the plan is to modernize the classroom with permanently installed computers and internet connectivity for capacity building of both teachers and students.

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 instruction, including the use of technology?

In the field of education, particularly higher education, notions of skills, vocationalism, transferability of knowledge and skills, competence and learning, experiential learning are gaining more importance than the Knowledge competent. For preparing the new learners of the 21st century, the major responsibility of institutions today is to shift their focus from knowledge intensive curricular to

competency building of learners through appropriate provisions.

- The best practice like promotion of active learning, participative learning, self learning and peer learning are encouraged through the course knowledge is not taken as given; it emerges from the teaching learning experiences.
- The student teachers are induced to understand their learner within their socio cultural contexts and learning needs. More effort should be made in this directions.
- The practicum is taught through modeling, discussion, doubt clarification, giving immediate feed back and providing suggestions for improvement. More care should be taken that the student teachers integrate their theoretical knowledge in practical situations.
- The student teachers admitted to B.Ed, courses are from different disciplines i.e Arts, science or commerce, keeping in mind the identity and students academic, social and psychological background and their special needs, attempts are made to provide relevant inputs for educational improvements.
- Skill of acquiring newer and extensive knowledge needs rigorous training in self learning. Teacher trainees should go beyond the classrooms to seek knowledge and learn to make use of other

learning resources like library, self study exercise and internet facilities. Learning with the help of these supportive learning resources is an advanced skill in today's contemporary society. This is being practiced in the institution during the teaching learning interaction process.

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

The teacher educators have found out that teaching done with the help of information technology like power point presentation has yielded very rich results. It enriches the teaching learning process. PPT makes the content covered to be demonstrated in an articulate manner. 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 information technology.
- Lesson delivery through PPT
- Preparation and use of slide

- Preparation and use of PPT
- Collecting information through the net
- Increasing use of projectors for classroom seminars and project.
- Use of smart board/interactive white board

The teacher educators could procure proper reference for their teaching and enhance their content knowledge enrichment. As a result of this, they could provide better and latest instructional inputs to teacher trainees. As a result of best teaching, quality of learning by the teacher trainees has improved. Student teachers encouraged to utilize internet resource to prepare seminar papers, notes and update their knowledge.

4.6.3 What innovations/best practices in infrastructure and learning resources are in vogue or adopted/adapted by the institution?

- Special guidance
- Social Service
- Flexibility in time table to adjust lecture series.
- Advanced ICT resources that promote effective use and technology in teaching learning process. Technology based learning experiences enhance the quality instruction.
- Our library facilitated with a wide range of information resource which include school texts reference books, encyclopedia,

dictionaries, journals, periodicals and teaching aids.

- A large green campus in a serene atmosphere, well designed building, provision at most modern ICT facilities a very low cost, having a library with a seating arrangement for 50 students and teaching learning through ICT are some of the best practices in terms of infrastructure and learning resources.
- Free internet access to all students and staff during working hours.

CRITERION V : STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

5.1.1 How does the institution assess the teacher trainees' preparedness for the program and ensure that they receive appropriate academic and professional advice through the commencement of their professional education program (Teacher trainees pre-requisite knowledge and skill to advance) to completion ?

Preparedness of teacher trainees

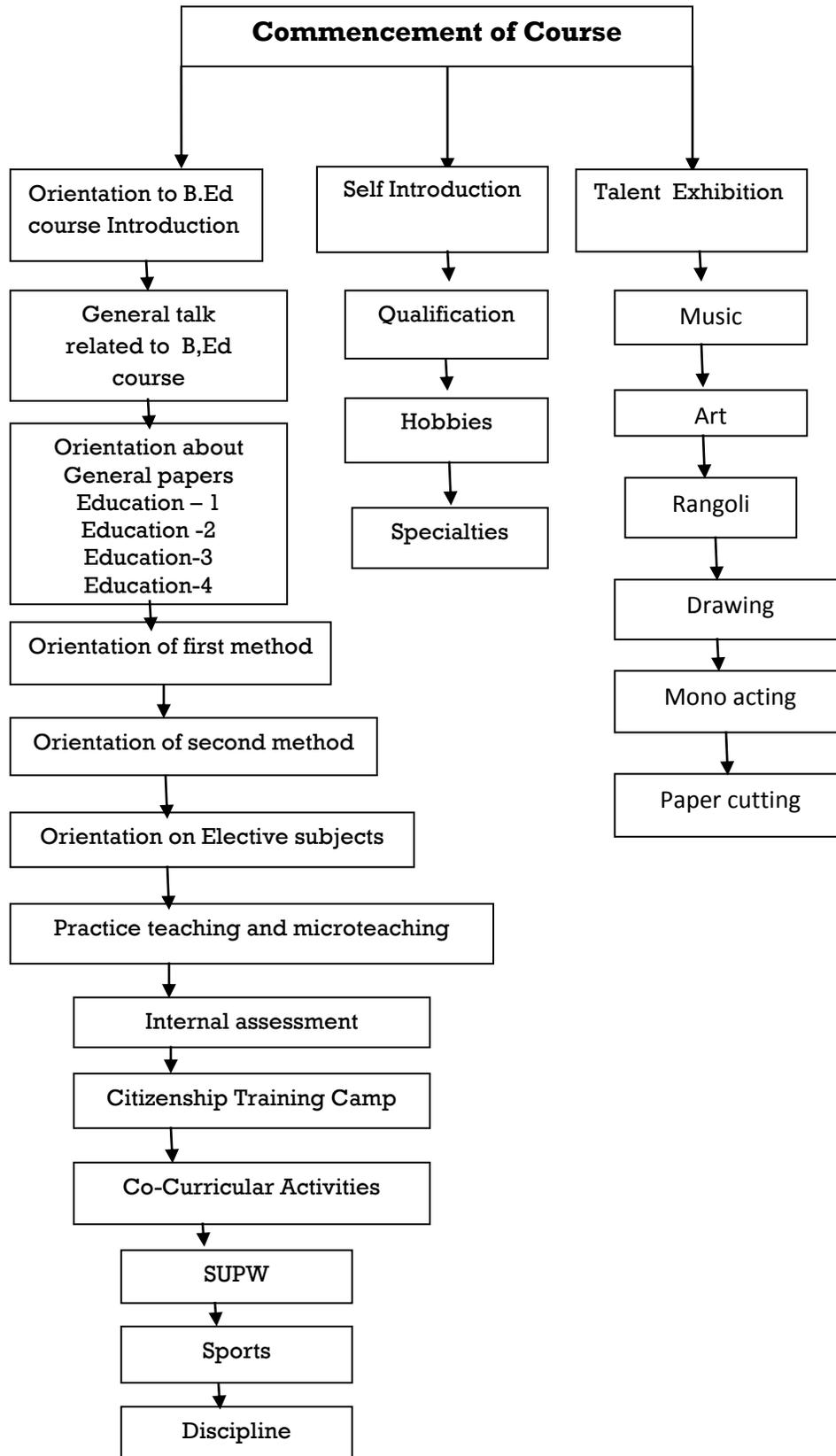
The B.Ed., teacher trainees are admitted through the centralized admission cell. CAC sends the list of admitted teacher trainees to the institution. Thus, there is no way to assess the preparedness of teacher trainees before the commencement of the B.Ed., program. B.Ed., is a teacher training program. Hence, before the commencement of the program, the institute must be aware of the teacher trainees' preparedness. Teacher trainees come from various colleges after their graduation or post graduation and it is essential to get them on the same platform for training. Hence, the institution follows the following practice to ensure their preparedness.

Orientation Programme

The B.Ed., course of the institution begins with an orientation program where the teacher trainees are given detailed information of the course. It includes orientation regarding teaching -learning of course units, course related practical work, internal assessment, tutorials, content enrichment program and examinations. It also includes orientation about development of teaching competency through microteaching and communication skills and practice teaching. Orientation regarding the co-curricular and extracurricular activities to be conducted for the development of attitudes and values is also given.

The institution also makes the teacher trainees aware of the differences of the teacher course from that of general degree courses that they have undertaken prior to the teacher training course. Along with the orientation program, the institution organizes talent exhibition and the self introduction program where the student teacher introduces himself / herself. The teacher trainees are asked to tell about their achievements, hobbies, specialties and previous education and qualifications. These programs enable the teacher educators to assess the communication skills, confidence, experience, talents and interests. This information is used for micro teaching and organization of various co-curricular activities.

The following procedure ensures the assessment of preparedness and the Trainees are counseled accordingly



Teacher trainees are given orientation by the faculty before commencing Any curricular aspects.

5.1.2 How does the institution ensure that the campus environment Promotes motivation, satisfaction, and development and performance Improvement of the teacher trainees ?

The campus is very clean, eco friendly and spacious. This creates a conducive and peaceful environment for proper academic activities. The institution is situated in pollution free Surroundings. There is adequate space for playground and parking of Vehicles.

- The classrooms are spacious, benches and furniture in the classroom are adequate.
- projectors are installed in classrooms which make teaching learning interesting.
- Lectures on current educational topics are organized. Experts and Resource persons are invited to speak on current trends.
- Awards are given to meritorious teacher trainees for motivating them to achieve higher goals.
- The faculty also follows the academic year plan and time table for Curricular and co-curricular activities.
- The faculty gives extra attention and guidance to slow learners. In the formative evaluation, their progress is regularly monitored in cell group and method group. They are motivated for better performance through continuous encouragement.
- Placement activity also motivates the teacher trainees to improve their performance and enhance their professional skills .Library is well equipped.

5.1.3. Give gender wise dropout rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the Mechanism adopted by the institution for controlling the drop out.

In the State of Karnataka B.Ed., admission procedure is centralized. Hence, teacher trainees are sent directly from centralized admission cell for admission. Once they are admitted, very few teacher trainees leave the institution in the middle of the academic years.

Drop out cases:

The dropout rates in the last five years were as follows:

Sl. No	Academic Year	Males	Reason for Dropout	Females	Reason for Drop out	Total
1	2009-10	----	-	-	-	-
2	2010-11	----	-	-	-	-
3	2011-12	----	-	01	Family Problem	01
4	2012-13	----	-	01	Health Problem	01
5	2013-14	----	-	-	-	-

Possible reasons for dropouts could be as follows :

- **Marriage:** The female trainees drop out after they get married and / or the Family members refuse to let them continue their education.
- **Health problems:** Poor health of some teacher trainees' interferes with Various activities that need to be completed during the training period.
- **Employment:** If teacher trainees get suitable employment opportunities they drop out of the course before the completion of the academic year.

Mechanism for controlling drop outs

The institution tries to avoid drop outs as much as possible by adopting the following strategies –

- Investigating problems of teacher trainees and by providing counseling service
- Consultation and cooperation with parents
- Guidance cell is very useful to guide teacher trainees personally.
- The faculty guides teacher trainees from the micro teaching stage to create a positive attitude towards the submission and completion of all curricular activities.
- In case of family problems, the parents, guardians and relatives are called and counseled so that teacher trainees complete the course successfully.

5.1.4. What additional services are provided to teacher trainees for enabling them to compete for the jobs and progress to higher education ? How many teacher trainees appeared / qualified in SET / NET, Central /State Services through competitive examination in the last two years ?

Academic year	Appeared			Qualified		
	NET	SLET	TET	NET	SLET	TET
2012-13	6	15	06	-	-	-
2013-14	5	12	60	-	1	30

Additional Services provided to the students are as follows :

1. Personality development programme
2. Use of Multimedia
3. Felicitation of meritorious students
4. Special Lecture Series
5. Lectures on interview skills
6. Spoken English Course
7. Library sources
8. Providing NET /SET previous question papers and books.
9. Arranging vocational guidance.

To compete for the jobs :

- The placement cell provides information about job opportunities.
- It provides guidance about giving interviews and skills that need to be mastered to give interviews.
- The teacher trainees are given guidance when they are required to give demonstration lessons in schools and teaching aids are also provided to teacher trainees to prepare for the demonstration lessons.
- Library sources and general studies material for competitive exams.

5.1.5. What percentage of teacher trainees on an average go for further studies / choose teaching as a career? Give the details of the last three years.

Majority of teacher trainees opt for teaching profession. Few of them continue further studies whereas some of them opt for jobs in professions other than teaching.

Details of the teacher trainees who went for further studies

Sl.no.	Academic Year	Number of students admitted to higher studies
1	2012	08
2	2013	12
3	2014	14

Details of the teacher trainees who went for teaching profession.

Sl.no.	Academic Year	Private school	Govt school	Total
1	2012	10	4	14
2	2013	15	-	15
3	2014	18	-	18

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

The graduates who study in the institution can avail the library and Electronic facilities during the course. After completion of the course, graduates can avail the facilities given by the institution free of cost. However, regular teaching programs are not organized for them. Most of graduates come to refer question banks of competitive examinations and books, journals on competitive exams etc., There is provision of software to graduates which are freely available on the internet. The downloaded free software in Educational Technology Lab is made available to the teacher trainees.

5.1.7 Does the institution provide placement services? If yes, give details on the service provided for the last two years and number of teacher trainees who have been benefitted.

Yes, the College provides placement services. It has constituted a Placement Cell for the said purpose. The institution provides placement services through its placement cell. This Cell has the following composition :

1. Prof.B.G.Basavaraj - Principal
2. Prof.H.M.Jayanna - Lecturer(placement officer).
3. Prof. C.M.Veeresh - Lecturer member

Functions of the Placement Cell

The Placement Cell performs the following functions:

- Registering names of the student teachers who wish to join private schools after completion of the B.Ed. Programme.
- Collecting information about vacancies in Government/Govt. aided/private schools in the state.
- Recommending student teachers for vacant teaching posts in various schools.
- Maintaining a record of student teachers who have got placements in schools.
- Providing subject wise list of trained teachers in accordance with the vacancy or school subjects required by private schools.
- Establishing linkages with more and more schools in the city of Harapanahalli and Davangere
- Keeping connected with the members of the Alumni Association working in Various schools and gathering information about vacancies coming up.

The cell has provided the following services in the last two years:

1. Campus interviews are arranged
2. Display the job advertisements on college notice board.
3. Giving oral information by coordinator and other staff members.
4. Giving information by phone call

Placement services are provided to the teacher trainees through the institution Placement Cell. Campus interviews are organized for English and Kannada medium teacher trainees. Guidance is given on interview techniques and Communication and soft skills

The details of the number of teacher trainees interested and appeared for Campus Interview in the last three years

Course	2011-12		2012-2013		2013-14	
	Appeared	Selected	Appeared	Selected	Appeared	Selected
B.Ed	15	10	20	12	23	14

5.1.8 What are the difficulties (if any) faced by Placement Cell ? How does the institution overcome those difficulties ?

The placement cell faces the following difficulties :

- Kannada medium teacher trainees get very few opportunities for teaching in Private schools. As most of the Kannada medium schools receive grants from the government, they need to follow the policy of Karnataka government for recruiting the teaching staff.
- Due to the slow growth in the number of Kannada medium schools.
- A major difficulty is related with documentation. Calls about leave vacancy and part time vacancy get communicated orally or by phone calls which cannot be responded to on time.
- The admission procedure is centralized. Teacher trainees from various districts of Karnataka are admitted in the institution. After they pass out, they move back to their native places. If they are called for jobs that are on the part time or on clock hour basis they are not able to attend the calls due to distance and salary issues.

- Lady candidates have limitations to join the job due to family responsibilities and transport problem. They appear for the interviews but do not join the duties.

To overcome these problems, the placement cell tries its best to give Maximum job opportunities to the teacher trainees. Suggested private school management authority to give respected salary and boarding and lodging facility to teachers.

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

Yes. Most of the schools which come for campus interviews are practice teaching schools. The institution Managing one Demonstration School in our locality. Preference for placement is given to our practice teaching schools. The schools of other educational institutions follow their own recruitment procedures. Hence, the involvement of the institution and the placement cell is very limited. The institution is involved only if the faculty members are invited to conduct interviews and observe demonstration lessons and organize campus interviews.

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

All essential resources are provided by the institution to the placement cell. One teacher educator is in-charge of the placement cell. The institution provides the following resources for the functioning of the placement cell.

Infrastructural Resources -This includes rooms, bulletin and display boards All the services are free of cost to the teacher trainees and the schools. All the necessary expenses include Xeroxing, filing, and correspondence for organizing campus interviews are made by the institution.

Human Resources – One of the faculty members is the in-charge of the Placement cell. A student representative from the student council assists the in-charge. The non-teaching staff assists the placement cell in-charge depending on the nature of the work. In this way, the placement activity becomes feasible because of team work other

faculty members also assist the placement officer in organizing campus interviews and take part in conducting interviews in their respective subjects.

ICT Resources – All the ICT resources in the institution are made available as per the requirements. Projector, Laptop, Printer and Internet services are easily accessible for the functioning of the placement cell. Library and reading room facilities will be provided to graduates.

1.2 STUDENT SUPPORT

5.2.1 How are the curricular (teaching – learning processes), co-curricular and extracurricular programs planned (developing, academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum ?

A term plan for all the activities to be conducted is prepared. In this comprehensive plan, curricular, co-curricular and extracurricular activities are also mentioned. The following procedure is followed to prepare the plan.

- Feedback from faculty is noted at the end of the academic year meeting.
- Tentative first term plan discussion is done at the beginning of an academic year taking into consideration the feedback received at the academic year end meeting

- Compilation of year's plan is done through discussion with faculty
- Implementation
- Revision if required.

The prepared plan is displayed on the notice board for teacher trainees and copies are circulated to faculty members. The preparation of academic calendar is as follows:

ACADEMIC CALENDER

Curricular programmes	Co-curricular programmes	ExtraCurricular programmes
Time table	Talent search	Work shops
Orientation programme	Union formation	Community services
Practicums	Union inauguration	Social and educational survey
Tutorial	Celebration of important days.	seminars
Microteaching and Practice teaching	Guest lectures	Field trips
Communication skills	Educational visits	Educational excursions
Computer practicals	Sports and games	Intercollege competitions
	Cultural competitions	Gardening Citizenship training camp.

Curricular Programme

The time-table in-charge faculty member is entrusted with the implementation of curricular Activities. This is done by following the regular time-table.

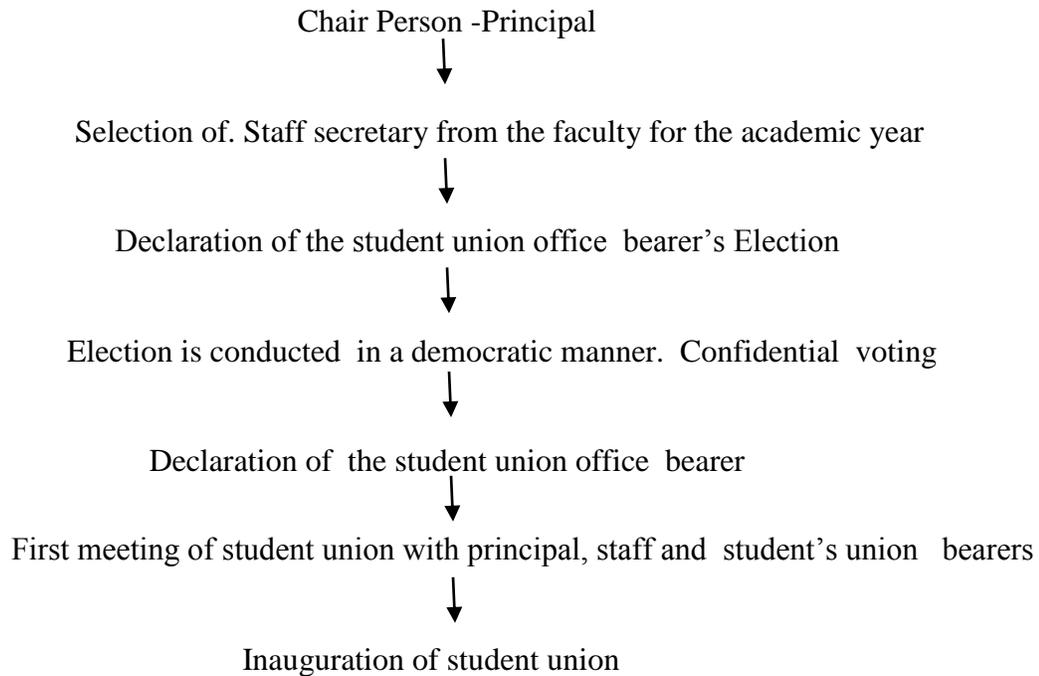
For lectures of each course paper

A paper has two sections and the units of every section are taught by two or three faculty members. A school subject (method) is taught by two faculty members. Before beginning any curricular activity, the respective teacher educator conducts an orientation lecture for teacher trainees on the activities to be done, the duration and the evaluation scheme. For the activities which are conducted in tutorial group, the group in charge gives feedback to the head. Changes can be made if required regarding the period of conducting the activity.

Co-curricular Program

The planning and implementation of co-curricular activities is done by the President of student's union, Staff secretary of student union and student's union office bearers.

Formation of student union is done every year in a democratic manner as follows:



Co-curricular activities are planned in coordinated with curricular activities. Every Thursday last period in the time table is reserved for the organization of co-curricular activities.

Extra Curricular Activities

Extra-curricular activities prove to be helpful for teacher trainees to be competent and committed teachers in their profession as teachers. Several activities and programs outlined below have proved to be useful in developing the personality of teacher trainees.

The institution provides indoor, outdoor sports equipment to teacher trainees for games like badminton, carrom, chess, volleyball, cricket and throw ball. Teacher trainees are motivated to participate in inter collegiate competitions for debates, elocutions and essay writing.

All the curricular, co curricular and extracurricular activities are evaluated in terms of the fulfillment of objectives for which they were planned.

5.2.2 How is the curricular planning done differently for physically challenged teacher trainees ?

In our institution curricular programmes are organized systematically for physically challenged students. The institution follows the policy of inclusion. Physically challenged teacher trainees are admitted in the institution. No concessions are given to complete their academic work. Completion of practical and practice teaching lessons have to be fulfilled like that of the general teacher trainees.

Challenged teacher trainees are encouraged and motivated to participate in co-curricular activities. During practice lessons, they are permitted to take help of other teacher trainees for putting up teaching aids and writing on the blackboard, for using Tape recorders, cassettes etc., The regular classes will be conducted in the ground floor and they are assigned for practice teaching in nearby schools, where the classes will be held in the ground floor.

So far no visually challenged students are admitted in our college. Only a few number of physically challenged students were admitted.

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

The institution has mentoring arrangements. It is organized by 'cell Group'. The Cell plans and implementation of the mentoring program is as follows:

100 teacher trainees are divided into 8 to 10 groups called as 'Cell Group'. 10-12 teacher trainees and a teacher educator in charge constitute a cell group. A diary has been given to each teacher trainee to keep a daily record of lectures attended, lessons

conducted, practical completed, marks obtained in term end examinations and participation in curricular, co curricular and extracurricular activities. The record is checked at the end of every week.

Then a teacher educator -in-charge acts as the mentor for the academic year and discusses with the teacher trainees about their academic performance, personal, educational and vocational problems.

The mentor counsels the trainees in the 'Cell Group' meeting held on the last Saturday of every month and tries to resolve the problems faced by the trainees. If a student is not up to the level; in a particular theory, skill, lesson, tutorial or has low attendance, it is immediately informed to group cell in charge teacher educator .For taking leave or concession, the teacher trainee is expected to inform the in charge professor through a written application. Thus, the mentoring becomes a formal as well as an informal process. We are also giving individual guidance to teacher trainees.

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 teacher trainees ?

The institution has a fully qualified and experienced faculty which is always ready to enhance the effectiveness in teaching and extension. Faculty meetings are regularly conducted for planning, implementation and feedback on curriculum transaction. Meetings are also conducted to discuss the changes in the new syllabus or for orienting about a new topic /concept introduced by the university. The faculty contributed immensely in the preparation of evaluation tools for lesson observation which has proved to be very useful. Workshops are organized on new trends, new syllabus not only for the faculty of the institution but also for the faculty affiliated to colleges of education at the University of davanagere. The faculty members also attend refresher courses, workshops, seminars and conferences for their professional development. These experiences are shared with other faculty members also. Regular use of power point presentations in the classroom by the faculty members makes the teaching learning process effective. There is provision of unlimited internet access to the faculty members for updating knowledge. The institution's rich library resources are also useful for effective teaching and mentoring. Feedback from teacher trainees is taken at the end of the academic year.

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

Yes, the institution has a website.

The following information has been posted on the website :

- Introduction
 - Governing Council
 - Local advisory committee
 - Profile
 1. Eligibility
 2. Allocation
 3. Course structure
 4. Scheme of instructions
 5. Scheme of examination
 6. List of rank holders
 7. List of percentage of result
 - Faculty
 1. Teaching and non teaching staff
 2. Professional achievements and service details of the staff.
 - Gallery
- The website is regularly updated.

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

The institution has a remedial program for academically low achievers.

Low achievement in teaching skills :

Low achievers in teaching skills are first identified through microteaching. The respective teacher educator of micro teaching group guides the student for the preparation of the lesson plan and presentation of teaching skills. The method in

charge guides the weak teacher trainee and interacts with the observer teacher educator for the further progress of the teacher trainee.

Low achievement in theory course :

Low achievers in theory course are identified through internal tests and content enrichment programme identified as well. Teacher trainees are encouraged to solve previous exam papers that are checked so as to diagnose their problems. They are given suggestions and guided for further improvement so as to ensure that they achieve up to the expected levels through the tutorial classes for the further preparation to final examination.

5.2.7 What specific teaching strategies are adopted for teaching – a) Advanced learners b) Slow learners ?

Specific teaching strategies have been adopted in the institution.

a) Advanced Learners

- Theory lectures are conducted through interactive sessions.
- Giving project work
- Providing self instructional material
- Instructional input program strategy is adopted for advanced learners.
- Collection of articles and exhibition through bulletin board.
- Using brainstorming technique
- Allotted seminar on advanced topics
- Leading group discussion

b) Slow Learners

- Orientation, guidance and counseling is given to teacher trainees whose overall performance is below the expected level.
- Opportunity is given to teacher trainees to improve their performance in the form of more practice in written assignments.
- Repetition of course contents with slightly limited quantum is the technique adopted in case of slow learners.
- Arranged content enrichment programme.

5.2.8 What are the various guidance and counseling services available to the teacher trainees ? Give details.

The institution provides guidance and counseling services to teacher trainees. In guidance services, educational and career development and vocational opportunities are the two major areas available to the teacher trainees.

- Teacher trainees are guided to be self independent.
- Information is given to the teacher trainees regarding the need and benefits of further education.
- The institution also informs the teacher trainees about various competitive Examinations conducted by the state government for filling in various. Teaching and administrative posts in the state education departments.
- Guidance is given about job opportunities, application procedures, and Interview preparation to the teacher trainees.
- ✓ Guidance is given about Information services
- ✓ Guidance is given about Placement services
- ✓ Guidance is given about Educational guidance
- ✓ Guidance is given about study skills
- ✓ Guidance is given about note taking
- ✓ Guidance is given about interview skills
- ✓ Guidance is given about competitive examinations
- ✓ Guidance is given about self employment entrepreneurship in education.

5.2.9 What is the Grievance Redressed Mechanism adopted by the institution for teacher trainees? What are the major grievances redressed in the last two years ?

The students are free to come and meet the Principal or the Faculty members at any time for any kind of grievances that they have. Their problems are solved amicably and immediately. The College has the Grievance Redressed Cell as well. Its constitution is as follows:

- | | | |
|-----------------------|---|----------------|
| 1. Prof.B.G.Basavaraj | - | Principal |
| 2. J. Nirmala Gowda | - | Faculty member |
| 3. H.M.Jayanna | - | Faculty member |

- | | | | |
|----|------------------|---|----------------|
| 4. | T.M.Rajashekhara | - | Faculty member |
| 5. | M. Thimmappa | - | Faculty member |
| 6. | C.M.Veeresh | - | Faculty member |

In the year 2014, some students of the B.Ed. programme had complained about the drinking water ,time for sports, issue of library books, toilet for girls. utilization The Management immediately provided these facilities to student trainees..

5.2.10 How is the progress of the candidates at different stages of program monitored and advised ? Monitoring Teacher Trainees' Progress

As per Davangere University requirements, the institution is required to conduct internal assessments during the program period.

- Formative evaluation for theory learning is done through tutorials, internal tests, term end and preliminary examinations.
- Teaching competency is a vital aspect of the teacher training program. To achieve this, micro lessons, integrated lessons, school lessons are conducted during the block teaching sessions where the progress of the teacher trainees is minutely and carefully monitored.
- Unsatisfactory progress and achievement of teacher trainees is seriously looked into by the faculty. Intensive practice, orientation, feedback and guidance is given to low achievers to achieve the required level of competency.

The first test conducted at the beginning of the academic year to assess the knowledge of the newly admitted students gives vital inputs about their intellectual levels and preparedness to take the B. Ed. Programme. Those students who have scored slightly lesser marks in this test are individually met with by the Principal and advised on how to improve their performance. Apart from this the progress of the student teachers is continuously monitored throughout the academic year at different stages of the B.Ed. programme and appropriate advice is given to them.

Informative Evaluation Approach :

Student teachers are properly assessed during classroom teaching learning process. Student teachers are assessed for their ability to answer the question posed by the teachers, ask questions to teachers, ability to present any fact with or without examples.

Diagnostic Evaluation :

Student teachers often face problems during the teaching practice process. The problems faced by them pose a hindrance in the progress of the candidates at different stages of the programme. These problems are solved with the help of the faculty members.

Summative Evaluation :

Summative evaluation technique is also used by faculty to monitor the progress of the student teachers. The student teachers take the test of the curriculum content cum methodology subject. Apart from the internal assessment done at the end of the semester, the college also conducts micro-teaching, terminal lesson, communication skill and tutorials. as per Davanagere university norms.

Monitoring the Performance :

Performance of the student teachers in the written tests and practical activities is monitored. Likewise their performance in practice teaching is monitored by the faculty members in terms of remarks related to personality, linguistics, body language, pronunciation, methodology, technique, classroom management, B.B. writing, individual confidence etc. Next, as soon as the results of the internal tests in the first semester are declared, those who have not performed up to the mark are advised to improve their performance in the semester and University exam.

1.2.11 How does the institution ensure the teacher trainees' competency to begin practice teaching (Pre – practice preparation details) and what is the follow up support in the field (practice teaching) provided to the teacher trainees during practice teaching in schools ?

Pre-practice teaching

- For each micro lesson, intensive orientation is provided about the micro skills, their component sub skills, the need and significance of each skill.
- Use of audio visual aids and proper guidance for developing lesson plans is given to the teacher trainees. Lesson plans are carefully corrected and suitable modifications are suggested.
- Micro lessons are observed using rating scale. Feedback is provided by the faculty and peers.
- After the teach sessions, re-teach sessions are conducted. Only after the reteach sessions indicate desirable improvement, the next skill is introduced.

Practice teaching

The teacher trainees are provided with follow up support during the practice teaching session which includes guidance and feedback from the supervisors and observers.

- Quality of lesson plans
- Planning of different stages in the lesson
- Proper use of micro – skills
- weekly students meetings arranged for discussion about problems.
- Teacher preparation, confidence and delivery of content knowledge
- Proper use of teaching aids and practicals.
- Proper use of evaluation tools

5.3 STUDENT ACTIVITIES:

5.3.1 Does the institution have an Alumni Association ? If yes,

Yes. List of the current office bearers

Designation	Name
President	Prof.B.G.Basavaraj
Secretary	Prof. T.M. Rajashekhar
Treasurer	Prof.J.Nirmala Gowda
Member	Sri. C M Kotraiah
Member	Sri. Narayana Naik N
Member	Smt. Chandmukhi
Member	Sri. Kotresh S

Year of Last Election

The last election of alumni was held in the year 2014. As per the constitution of the alumni, the institution appointed the above mentioned office bearers by common consent and nomination. The president of the alumni association has the authority to appoint other office bearers.

The objectives of the association are as follows

- To function as the facilitator for the institution.
- To encourage the members to undertake action research projects.
- To consult, to plan and to organize various innovative activities for enhancing Cultural, educational atmosphere and functions of the institution.
- To provide feedback to the institution.
- To resolve issues related to the practicing schools.
- To motivate the well deserved members, teacher trainees and faculty by Felicitating them for their notable contribution in the field of education.

- The contributions of the alumni association to the institution are as follows:
- It has provided suggestions for academic growth
- It has played a significant role in the development of the infrastructure of the Institution.
- It has given assistance in solving difficulties regarding practicing schools.

Details of Prominent Alumni

Sl.No	Name	Position	Address
1	Sri.S.P.Kodli	Deputy Director of Public Instruction	DPI, Dharavada
2	Dr. N B Kongavada	Principal	Vijayanagara College of Education, Hubli
3	Sri. TM Shashidhara	Chief Account Officer	Zilla Panchayat, Davangere
4	Sri N Durugappa	Circle Police Inspector	Lingasugur
5	Dr M P M Pramod Kumar	H O D	Department of Post Graduation Studies in Education TMAES College of Education, Haveri
6	Dr T M Prashanth Kumar	Lecturer	S.B.B.N College of Education, Hosapete
7	Sri B Kotresh	Principal	R T E College of Education, Ranebennur
8	Sri M P M Vishwanath	Principal	TMAES College of Education, Gangavati
9	Dr G N Ashok	Asst.Professor	B.E.A College of Education, Davangere
10	Sri. M Bharamappa	District Officer	Mid-day Meals Scheme, Shvamogga

v) Give details on the contribution of alumni to the growth and development

Contribution of Alumni to the Growth and Development of the Institution:

1. Regular meetings take place of the members.
2. Record of the same are placed on record.

3. Felicitation of the educationists/faculty members/student teachers for their achievements during the academic year.
4. The Association organizes Career Guidance and Counseling service camp.
5. Active participation in Orientation programme for freshers'.
6. Providing help to the Placement Cell of the College for placement of Student teachers.
7. Helping the college in conducting various extension activities like Tree Plantation, Blood donation camp etc.,
8. They provide financial assistance for educative programmes.

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

- The extra-curricular activities are given due importance for the overall development of the student teachers. The cultural programmers are organized with the view that they represent “values, norms and traditions”. TMAES believes in the doctrine that cultural competence requires adequate set of values and principles. It demonstrates behavior, attitude, and policy structure that enables the student teachers to work effectively across cultural boundaries Competitions like debates, essay writing, elocution, poetry, drama, skit, art and sports are organized. Emphasis is laid on activities related mostly to Educational based topics.
- Ample amount of time is given for practice. The faculty encourages and guides the teacher trainees to perform suitable entertaining programs of music and dance during the annual gathering of the institution. Certificates and awards are presented to the winners .
- TMAES encourages student teachers to participate in co-curricular activities like debate Composition, Essay competition, quiz, poetry recitation, skit, rangoli, and many other such activities.
- The institution makes provision for indoor and outdoor games. We have a play in front of the college building. This is used by the students to play cricket, volleyball and some other games. For those interested in indoor games, there is carrom and chess.

- Every year a team of students will be sent for participating in the inter college cultural and sports meet at other colleges. For the same, the college provides all kinds of facilities for practice. They are given a separate room, speakers, music system, choreographer, CD's, costumes and any other such material required. The students are not charged for any of these things.

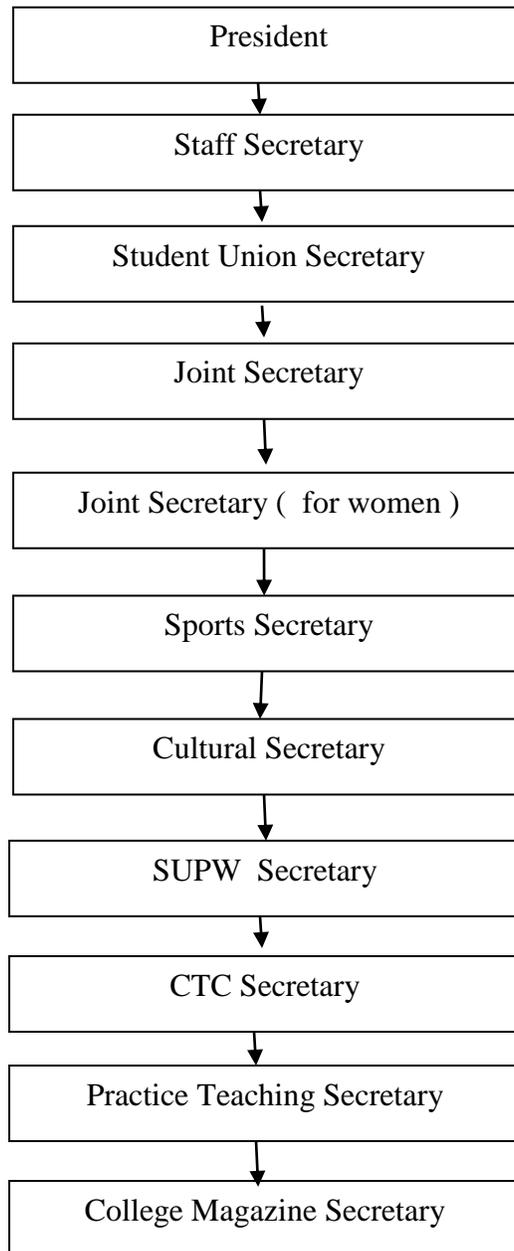
5.3.3 How does the institution involve and encourage teacher trainees to publish materials like catalogues, wall magazines, college magazine and other material. List out the major publication(s) / materials brought out by the teacher trainees during the previous academic session.

Every once in Two years the institution's magazine "**Shikshana Drapana**" is published towards the end of the academic year. Teacher trainees are motivated and encouraged to publish their written article in the magazine, The staff members of college also contribute their written articles in the magazine.

Student teachers at TMAES are encouraged to bring out their creativity in varied ways. As part of their curriculum requirement, they are supposed to submit reports on Action Research, conducting book review, and writing articles related to scientists, biologists, Mathematicians, and scrap book preparing and stamp and coin collection ,prepared a map work of different countries.

5.3.4 Does the institution have teacher trainees' council or any other similar body ? Give details on constitution, major activities and funding.

The institution has Teacher trainees' Council known as the Students union



The following activities are organized under students union.

❖ **Day Celebration**

Important days are celebrated by the college. All teacher trainees are encouraged to participate and conduct the program.

❖ **Publication of Magazine**

Articles written by teacher trainees in Kannada and English are published in the magazine. The faculty members also write articles on educational Issues.

❖ **Educational Visits**

The college organizes educational visits to innovative schools and institutions in and around Harapanahalli, Bellary and field trips to places of scientific, historical and geographical interest.

❖ **Competitions**

Essay writing, debate, singing and elocution competitions are organized on different educational issues. Teacher trainees are encouraged to participate in intercollegiate competitions as well.

❖ **Sports**

Sport activities and competitions are organized by the student union.

❖ **Recreational Activities**

Cultural activities are conducted by the student union on every Thursday afternoon.

❖ **Guest Lectures**

Guest lecturers of prominent educationists, administrative officers, Educational thinkers and experts are organized for the teacher trainees to enhance their knowledge in the field of education.

❖ **Annual Gathering**

The annual gathering is organized for teacher trainees. Different Entertainment programs, competitions and prize distribution ceremony are well planned and implemented.

❖ Funding

The institution provides the financial support for all the above mentioned activities. fee and also collects amount by the alumni association for student union activities.

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

We give ample opportunities to the teacher trainees to represent the Academic and administrative bodies. student's union is made up of teacher trainee representatives. student's union is involved in the planning, organization and evaluation of co curricular and extracurricular activities. The following bodies are working for both academic and administrative aspects.

1. Student Union
2. Grievance Redressed cell
3. Placement cell
4. Anti Ragging Cell
5. Humanities club
6. Language club
7. Science club
8. Human rights cell
9. Sports club
10. Cultural club
11. Library Advisory committee
12. Magazine committee
13. Excursion committee
14. C.T.C. committee
15. S.U.P.W. committee
16. Red cross unit
17. Extension advisory committee

In each of the above bodies there will be a staff member as co-ordinator and students representatives. The above bodies work as follows.

- **Guidance and counseling Committee:** The Guidance and counseling committee is headed by one of the faculty as co-coordinator. It organizes various guidance services in the formal as well as informal ways.

- **Sports Committee:** Composed of coordinator and members from students community, the committee plans and organizes sports activities and competition for physical development of the students.

- **Library Committee:** The committee is composed of coordinator and student members. The function of this committee is to take care of the needs and functioning of the library. It meets not less than twice in an academic year to identify and list out the recent books on education and to purchase them to our library.

- **Grievance Redressal Committee:** The Grievance Redressal committee is composed of coordinator and members from the faculty and student community. The function of the committee is to settle the grievances of the students. The committee meets twice in an year and as and when it is required.

- **Magazine Committee:** The Magazine committee is composed of coordinator and one member from the faculty and student representatives. The function of this committee is to take decisions on the matters concerning publications by students and staff. The committee meets once/twice in a year.

- **Placement Committee:** The placement committee is composed of coordinator. The function of this committee is to provide the placement services through counseling, maintaining records and organizing campus interviews.

- **Cultural Committee:** It is composed of coordinator and student representatives. The function of this committee is to plan, co-ordinate and organize co curricular activities.
- **Students Union:** Student council consists of elected student representatives and one staff secretary from faculty and the Principal is the President.

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the program and the growth and development of the institution.

Informal feedback and data is collected by the institution from the teacher trainees at the end of the academic year for future curricular planning, implementation, growth and development. Issues related to the above are discussed with the faculty to improve the implementation of the program.

The management supports the faculty as well as the non teaching faculty regarding administrative issues and gives feedback from time to time for proper planning and implementation, growth and development of the institution

Formal feedback and is collected by the institution from the students. The Management of the TMAES remains in touch with the schools having our students as their teaching staff. Such schools too provide vital inputs to the Management frequently.

The feedback is also collected by the teacher-in-charge of practice teaching schools. Many of the student teachers of the TMAES are absorbed by schools; heads and managements of such schools interact with the teacher-in-charge and furnish relevant information.

The information so collected is duly analyzed by TMAES and all relevant suggestions are taken into consideration while making preparation of the programme and planning the development of the college.

5.4 BEST PRACTICES FOR STUDENT SUPPORT AND PROGRESSION

5.4.1 Give details of institutional best practices in student support and progression.

Some of the other best practices followed at MMCE are as under:

- The Management and the administration ensure that no student teachers are deprived of any facility due to financial constraints. If any poor student teachers approach for help it is immediately arranged by the college. Free books and modules are provided to the needy student teachers from the Book Bank. Besides, institution allows the poor student teachers to pay their fees in installments and help them in good placements too after the completion of the programme.
 - The institution gives concession to those students who cannot pay to participate in educational tour. Hence The drop out ratio has remained negligible.
 - Institution arranges guest lectures, remedial classes, group discussion, seminars, workshops and extension activities on a frequent basis. All this is done with the sole objective of empowering the student teachers and keeping them abreast with what is latest and the best.
 - Institution has introduced Information Technology on an appreciable scale. The faculties as well as student teachers make effective use of IT in the process of learning and performing. They create or download material identified by the subject experts and then the learners make use of it with the help of their own method teachers.
 - Institution maintains a well-equipped library and runs it on model lines. It has textbooks, reference material, journals, encyclopedia, magazines, newspapers, research journals, computers with internet, photocopier, printer and scanner. These facilities are available to the current students as well as to the ex-students.
 - The relationship of the faculty members and the student-teachers is one of the best in our college. The two work together as a team to achieve the best possible results.
-
- **Counseling Services:** The Institution provides various counseling services to the student teachers in terms of career advancement, societal adjustments, research, best methods for absorbing emerging global trends in teacher education, class room management and such

other challenging areas. The faculty members, Principal and the Management make all efforts to guide the students in every possible manner.

- **Constitutional Values:** Institution seeks to promote multi-cultural values, inclusive learning and democratic ways of thinking and living. The college takes pains not only to instill academic values in the student teachers, but also to put a thrust on their overall development. That is the reason why TMAES houses all kinds of indoor and outdoor sports equipment. The students of the college are encouraged to remain busy through all kinds of physical activities. Simultaneously, it promotes healthy competitive spirit of constructive nature among its student teachers through a host of activities.
- **Remedial Classes:** The practice of remedial classes was adopted by the college since the very first year of its inception. Such classes are not held only for the weak students; but at times the advanced learners are also made to attend them in order to strengthen their basics. Plus, these classes are looked upon by the students as an excellent opportunity to revise all the curriculum based topics.
- **Curricular, Co-curricular and Extra-curricular activities:** Institution encourages participation of student teachers in all the activities – extension, cultural, academic and curricular. Yet it has left no stone unturned in getting maximum number of students to participate in these activities.
- **Placement Services:** The Management of the Institution were well aware of the fact that enrollment in the B.Ed. programme is generally done so as to enable oneself with employment opportunity. Hence, the Placement Cell was put up to become a platform between the recruiting schools and the students of the college. The Placement Cell of the college has done a wonderful job of providing employment opportunities to maximum number of students from our college. A stage has been reached wherein schools now approach us for conducting placements in the college.

CRITERION – VI

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership:

6.1.1 What are the institution's stated purpose, vision, mission and values?

How are they made known to the various stake holders?

Vision statement and mission statements convey clearly and consistently the direction of the institution. They are based on the needs of the society, the students, the traditions of the educational institutions and value orientation.

Our Vision: Together more achieve everything through training, man power, adjustment and education.

Our Mission:

- i) Inculcating values of nobility, humility, unity, equality and adaptability.
- ii) To provide educational opportunities to reach the unreach.
- iii) To enable the students to fulfil themselves with growth, happiness and satisfaction.

The Values of the Institution:

- Contributing to national development
- Inculcating value system among students.
- Environmental sensitivity
- Humane in all dealing

The stakeholders of the institution are the student teachers, the practice teaching schools. The community and the society at large, therefore it is essential for the institution to

communicable its mission, vision and values to the stakeholders. This has to be done in the following way.

- In the beginning of the B.Ed., programme the principal of the college instill the minds of the teacher trainers regarding vision, mission and values.

Vision and mission of the institution are made known to the various stakeholders through

- Website
- Prospectus
- In orientation programs at the start of the academic year.
- Department notice boards
- During extension programmes.

6.1.2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations.

- The demand of the school sectors is to produce teachers who efficiently train the school students in the changing global scenario. This requirement of the school sector is fulfilled by the mission, goals and objectives of the college.

- The institution produces good and responsible teachers to satisfy the needs of the society. Many students of the institution worked in the school sector of government and private institutions too.
- The need of the society is to have optimistic leaders who will lead the people properly for ever changing society in terms of knowledge, technology etc.
- The mission, goals and objectives of the college clearly shows what the need of the society is, and how it is fulfilled by the institution.
- The students to whom the college seeks to serve are the future teachers. Preparing them for becoming quality teachers who prepare their students for facing the globalize world with proper value systems, technological knowledge, quest for lifelong learning etc.
- To create awareness among student teachers about community national and emerging issues of education.

6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

Sri Sha. Bra. Chandramouleshwara Shivacharya Mahaswamiji was the founder of T.M.A.E Society ®, Harapanahalli, Vice President of the institution is Sri T.M. Manjunath and Secretary Sri T.M. Chandrashekaraiiah is the back bone of the society and the members with their untired efforts they have developed the institution in to a great temple of knowledge.

T.M.A.E. Society ® has been running various educational institutions like Primary and High schools, PU Science College, Professional Colleges like D.Ed., B.Ed.,

M.Ed., Colleges, ITI Colleges, Polytechnic Colleges, Ayurvedic Medical College and Pharmacy Colleges.

6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated?

The management entrusts task of leading the B.Ed., to the Principal at before the commencement of each academic year, staff meeting is held in order to assign responsibilities to the staff and the various committees are to be formed for the smooth functioning of the college. The responsibilities are consigned to the faculties by discussing with them and based on their capabilities and Interest. The date and time of staff meetings and other important matters is communicated, to the faculty by the principal. The instruction and notices received from the management for the staff and students are to be conveyed by giving written notice.

Activities to be conducted in each port folio, such as practice teaching, examinations, extension work, community work, co-curricular activities etc.

6.1.5 How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The management and head of institution encourage and continuous feedback. First of all, there is enough transparency and accountability in the system. There is a direct access for parents and students to the management and principal. Personal contacts also do exist in a very prominent and pronounced manner. The principal regularly organizes meetings of the teaching

and non-teaching staff and various committees. Principal of the institution conducts meeting with the students whenever required. It is also a means for collecting feedback and ground realities.

The suggestion, complaints or feedback given by the students are conveyed to the management for valid action. Feedback from eminent resources persons and special guest provided in the visitors register about the institution and its activities also provide valid information to the management to review the activities of the institution.

The secretary and other management representatives in informal meeting and casual task with students, teachers also probe into the efficiency.

6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The institution identifies and addresses the barriers in achieving the vision, mission and goals by constant evaluation and appraisal and redefining its goal, objectives. If the goals and objectives are not achieved according to the mission and vision then amendments are made and reviews are done. Any barrier in achieving the goals are addressed immediately and corrective actions are taken.

The management and faculty members try to visualize problems in advance and provide preventive or reformative solutions. The interaction between the Principal and Management serve as facilitator and catalyst. Since the Management visits the college regularly, keeps abreast of the academic transactions and finds out shortcoming/ barriers on their own in achieving the vision.

6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

Management encourages and supports involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes by the following way-

- The management encourages democratic environment, student centred approach and participatory management approach in running the institution. The academic autonomy is given to the Principal and staff of the college. The management does not interfere in each and every activity of the institution unnecessary.
- To update the knowledge with latest information and for the professional development of faculties they are free to participate in Workshops, Seminars, Symposia and conferences.
- The best practices were appreciated by the management.
- The faculties are also motivated to undergo for higher studies.
- Workload is equally allocates to the faculties by the Principal. The faculties are also given equal responsibilities in matters of various committees and in organizing various programmes.
- Teacher educators are involved in admission procedure, quality management and maintenance of resources.

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 resources for the preparation of students?

The principal acts as an ex-officio member of Board of Management of the college. The

principal serves as a link between management and staff and takes overall responsibilities of supervision, monitor academic and administrative activities of the college. The principal makes all efforts for academic growth.

Curriculum:

There is complete decentralization of administration process which has resulted into development of team-effort. Various programmes are assigned to the faculty members in rotation every year.

The following assignments are allotted to faculty members under active interaction and monitoring of the Principal.

- Prayer talk
- Time-table
- Attendance
- Guest lecture talks
- Co-curricular and extra-curricular activities
- Practice teaching
- Library committee
- Celebration of special days
- Examination work : Internal and External
- Tour and Excursion
- Discipline committee
- Women Cell

- CTC
- College Magazine (Shikshana Darpana)
- Placement Magazine (Future)

Allocation and Utilization of resources for the Preparation of the Students

- Upon the directions of the management, the principal allocates the financial resources to various sections like library, Science laboratory, infrastructure etc, to aid the preparation of students.
- Further, the funds sanctioned by UGC are also allocated as per the UGC guidelines.
- The Principal makes provision for the utilization of available resources like computer laboratory, internet facilities, technology laboratory, OHP, teaching aids, library resources, sports and games facilities etc, for the beneficial preparation and development of student teachers.

The above stated and executed programmes help student teachers during their preservice training. After 1st and 2nd semester Internal examinations the head of the institution conducts special meetings for qualitative improvement of weaker student teachers. Extra classes for low achievers are engaged till the annual examinations. Workshops are conducted for personality development and mock interviews are organized for achieving better prospects.

6.2 Organizational Arrangements

6.2.1 List the different committees constituted by the institution for management of different institutional activities. Give details of the meeting held and the decisions

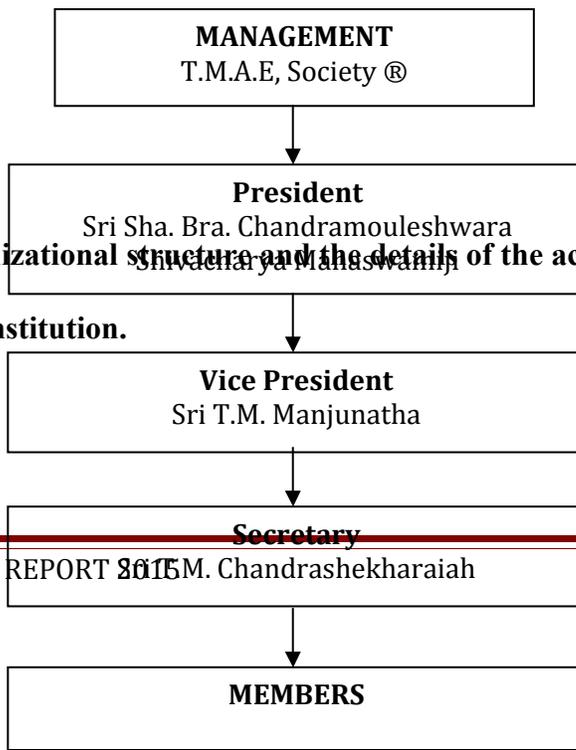
made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

For the effective operation of curricular, co-curricular and extracurricular activities the institution has constituted following different committees with in-charge faculty members.

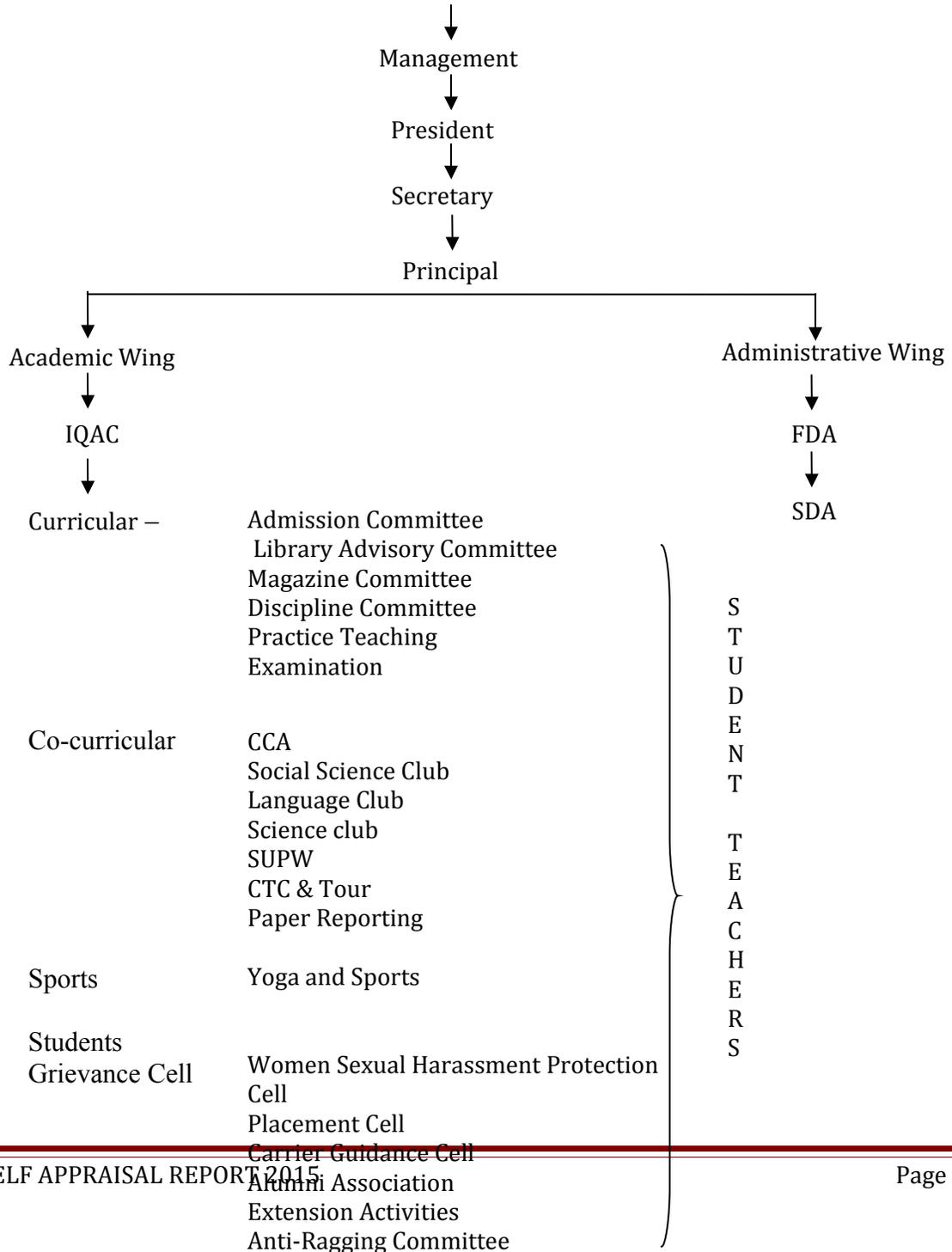
Guidance and counseling Committee:

- Admission Committee
- Students Council
- Women's Cell
- Library Committee
- Alumni Cell
- Placement Committee
- Anti-Raging Committee
- Grievance Redressel Cell
- Sports Committee
- Cultural Committee

6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.



ORGANISATIONAL STRUCTURE



6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.

The administration of the institution is decentralized. Various committees framed by the institution work accordingly to the tasks assigned to them.

6.2.4 How does the institution collaborate with other sections/ departments and school personnel to improve and plan the quality of educational provisions?

The Institution collaborates with different Government, Non-Government and Spiritual organization e.g. D.I.E.T., D.S.E.R.T., and various academic tasks assigned by various universities.

The Institution remains in constant touch with P.G. Department of Education, Davangere University and other members of various university departments.

Faculty members are in close contacts with school community. During practice teaching, they motivate and guide student teachers for effective execution of curricular, co-curricular and extra-curricular activities.

We also communicate with the principal and senior staff of different B.Ed. colleges for guidance.

6.2.5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes give details.

- The valuable feedback is incorporated in decision making and performance improvement Feedback is obtained from student teachers at the end of II semester, from Alumni, from the heads of the practicing schools, Co-ordination board and affiliation committee, the data is analysed for further implementation. Based on the outcome of such analysis, the principal holds meeting with staff members and plans out various programmes for the next year.
- These programmes lead to healthy discussion and clarification of ideas and thoughts.

6.2.6 What are the institution's initiatives in promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across department's creating/providing conducive environment).

- The knowledge obtained through participation in orientation programmes, workshops, seminar and conferences is shared with one and all during the staff meetings.
- We also have good relations with neighbouring colleges for promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty.
- The various clubs in the college bring out the originality and create a conducive environment in the institution.
- Institution encourages the faculty to attend seminars / conferences /workshops and empower their knowledge and skills.
- Faculty are granted leave when they are invited as judges, resource persons and guests by different institutions that helps create a cordial relation with other institutions.
- Invited lecturers also promote the sharing of knowledge and empowerment of faculty and students.
- Meetings convened by Principal are an effective platform for bringing cooperation and sharing among faculty members.

6.3 Strategy Development and Deployment

6.3.1 Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

No, the institution does not use management information system but various functions are carried out by its teaching and non-teaching staff.

6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

- Keeping in view the action plans the work is distributed among the human resources to accomplish and sustain the changes resulting from the action plans. The financial resources are also allocated as per the requirements of the action plans.
- Faculty improvement programme like ICT training, Personality Development and Communication skills are held to enhance faculty skills.

6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Our institution being government grant – in –aid all the human resources needed are as per the government allotment. The salary of the faculty is paid by the government and other financial expenses are met through the fees collected from students and management of our institution.

UGC has sanctioned funds under different schemes which are planned and utilized to support the implementation of the predetermined missions and goals.

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 end of academic year, a special meeting of principal, faculty members and non-teaching staff is organized. Suggestions and observations offered by student teachers, faculties and non-teaching staff, a healthy discussion is carried out and required innovations / improvement are planned out for the effective execution of academic and administrative operation of the institution for the next academic year.

Annual schedule is prepared according to the guideline of the principal of the institution and inputs received from the principals of practicing schools. At the beginning of the new academic session, the principal plans out various activities and shares the planning with faculties and assigns various tasks to the concerned faculty which are changed every year by rotation. Various committees formed at the beginning of the year, list the activities to be carried out throughout the year with tentative schedule. Academic calendar is presented in printed form.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

Total quality management is the prime concern of the institution. The institution is ready to utilize its human resources at its best by motivating faculty members to contribute significantly in various programmes proposed by Government and Non- Government Organisations.

Various academic programmes proposed by Government, Non-Government Organisation and spiritual organisations are communicated to the faculties and the faculty members participate in these programmes with great enthusiasm. Objectives of the institution are communicated to the student teachers on the orientation - introduction day. Activities are planned keeping the aforementioned objectives in mind. At the same time teacher in-charge keeps the records of activities organized by their committees.

6.3.6 How and with what frequency are the vision, mission, and implementation plan monitored, evaluated and revised?

The vision, mission and implementation plans are thoroughly discussed with the administrative body and necessary programme of action is prepared in consultation with the head of the institution. The principal holds meeting with faculty members and plans out effective strategy for the effective implementation of the vision and mission. The suggestions offered by the student teachers are collected from the suggestion box in the presence of principal. Even at the end of the academic year concerned feedback were taken from the student teachers on curriculum and faculty performance. After healthy discussion suggestion are communicated in the general class and strategies of implementing the same are communicated to the student teachers.

6.3.7 How does the institution plan and deploy the new technology?

Technological innovations are necessary for qualitative teaching programme. The institution offers computer education as a compulsory paper to keep update ourselves with modern era. As per the up gradation and to keep in tune with the trends of the latest technology we upgrade our resources. Our classrooms are equipped with LCD projectors, sound systems and smart (inter-active) boards. We have a full fledged computer laboratory with 20 computers. Training in the use of smart boards is provided to faculty. Faculty members not only encourage student teachers to adopt technology in classroom teaching but also use technology in their respective field of teaching and activities.

6.4 Human Resource Management (H.R.M)

6.4.1 How do you identify the faculty development needs and career progression of the staff?

The principal motivates faculty members for development and career progression. The faculty members contribute significantly at local, state, national and international level and seminars, workshop, symposia, conference. The management also motivates faculty members by organising quality improvement programmes at regular intervals and encourages the faculty to attend refresher courses and orientation programmes under UGC career advancement scheme.

Faculty is encouraged to enhance professional qualifications through registering and completing various P.G. Courses and Ph.D. Faculty accepts invitations to work as resource persons and judges at various academic and co-curricular and extracurricular programmes.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and services of the faculty and other staff?

The institution has adopted a self appraisal method and utilizes the feedback received from students in each academic year. The scrutiny committee provides feedback which is also used to improve teaching, research and service of the faculty and other staff.

6.4.3 What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation).

- The faculty members are provided with comfortable conveyance facilities for all outstation assignments. The working environment is pleasant. The staffs is provided with spacious and well furnished office, conference room, rest room and seating arrangement consisting of all modern amenities and facility.

- The worthwhile accomplishments and tasks are appreciated by the management.
- Faculty is encouraged to attend orientation and refresher courses and also to participate in seminar/conference/workshop at state, national and international level and also to present papers.
- Management and Principal interact with faculty and discuss their difficulties faced in conducting the B.Ed. course and take measures to solve them.

6.4.4 Has the institution conducted any staff development programme for skill up gradation and training of the non-teaching staff? If yes, give details.

- The institution is always concerned about staff development. In order to meet the challenges of 21st century classroom teaching, technology based teaching learning programmes are widely and wisely required. The nonteaching staffs too have attended computer training programmes to upgrade their skills, from time to time.
- The institution has organized one day state level seminar on “Professional Ethics among the Teachers of Higher Education” and Workshop on “Continuous and Comprehensive Evaluation for High School Teachers” of Harapanahalli Taluk.

6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE,UGC, University, etc.)?

As per the Government rules the management recruits and retains the diverse faculty and other staff who have the requisite qualifications, knowledge and skills and as per the requirements of the statutory and regulatory bodies the available resources are aligned.

6.4.6 What are the criteria for employing part-time/ ad-hoc faculty? How are the part-time/ Ad-hoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

No, our institution has not appointed any part-time or Ad-hoc faculty for college work as the institution already has essential number of full-time staff.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

- The institution bears expenses and grant on duty leave to the faculty members and encourage participating in seminars conferences and NGO programme.
- Faculty is deputed to attend refresher and orientation programme. They make provision for leave to pursue higher studies
- They are encouraged to be members of professional associations.

6.4.8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively)

- The staff is provided with spacious and well furnished office, conference room, rest room and seating arrangement consisting of all modern amenities and facility to carry out their work effectively.
- Language lab, Psychology lab, Science lab and Internet facilities are also provided

6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/ or make complaints?

- The faculty and other stake holders seek information directly from the college office and the complaints are made directly to the Principal and also through the grievance cell established in the college.
- Information is also displaced on the notice board.
- Suggestion box is also established by grievance cell.
- Performance appraisal conducted by the principal and self appraisal form helps the head to know performance of each teacher educator.

6.4.10 Details on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement. Any good/ innovative practices, that institution would like to highlight under this key indicator.

According to UGC statutory rules and regulation each teacher has to work for 40 hours per week. Actual classroom teaching consists of seminar, workshop, supervision etc. For that 16

hours are allotted per week. Another 16 hours/week are assigned for assessment, testing, tutorial work, guidance for various programmes and for co-curricular and extra-curricular activities; submission assessment is also included in the allotted time. Further time of work devoted for individual guidance given for research work, reading and preparation for teaching programme, community work like social service scheme, etc.

- Deputation to attend professional seminars/ conferences/workshops and other training programmes sponsored by statutory and regulatory bodies (NCTE, UGC, University etc.)
- The faculty is involved actively in continuous assessment of students and also in the university examination activities (external examiners, paper setters, etc.)
- The faculty co-ordinates with the practicing schools and actively participate in issues related to student welfare and encouragement.
- The faculty is involved in a number of community activities and organizes awareness programmes for the benefit of the community.

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no give details of the source of revenue and income generated.

- The faculty salary is paid by the Govt. of Karnataka.
- UGC grants received 11th and 12th Plan

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

No donation is collected.

6.5.3 Is the operational budget of the institution is adequate to cover the day to-day expenses? If no, how is the deficit met?

No. The Management contributes to eliminate the financial deficit.

6.5.4 What are the budgetary resources to fulfil the mission and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current years and excess/deficit).

- Fees collected from the students.
- Contribution of Management to offer quality measures to conduct B. Ed course.
- Funds for college development are sanctioned by the UGC.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, the accounts are audited regularly through both internal and external audit procedures. During the last two years there have been no major pending audit paras, no objections raised or dropped.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

- Yes, the financial resources are maintained through office software.
- Payment of salary through online (HRMS) from the Joint Director, Collegiate Education, Govt. of Karnataka.

6.6 Best Practices in Governance and Leadership

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

- Decentralization of Administration.
- Deputation of faculty to attend faculty development programme.
- Formation of committees to carry on the specific curricular, co curricular and extracurricular activities of the B. Ed course.
- Formation of students union with student representation.
- Some faculty members have worked as authors and reviewers for textbook production workout University Level.
- The principal provides leadership in all curricular and co-curricular activities, principal is president of students' union and so chairs all the meetings of the cell, where she guides the proceedings in a democratic manner. In curricular planning and implementation, the principal is the key figure who supervises the process of course design and works as a liaison officer

with the management. The principal interacts with the highest policy making body to ensure appropriate allocation and utilization of resources for the preparation of students.

Tegginmath Arts and Education Society. Harapanahlli.

**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 and major activities undertaken.

Yes, the institution has established Internal Quality Assurance Cell (IQAC).

Establishment of IQAC : The institution has established Internal Quality Assurance Cell on _30 -07-2014._____

Internal quality assurance cell consists of chairman, Principal, administrative Officer, subject expert, Faculty Members of Management, Nominee from Student, Stake holders, nominee from alumni, subject expert and coordinator. Every staff members activity is evaluated by questionnaire method for their ability and skills. Student feedback system is considered. All the staff members coordinate with the principal. Stock-verification is carried out every year

Major Activities undertaken : The IQAC has undertaken following activities;

- ❖ In the beginning of the academic year, all the curricular and co-curricular activities are planned according to the syllabus of Kuvempu University.
- ❖ Faculty of the institution plans the curricular and co-curricular activities under the guidance of IQAC.
- ❖ In the faculty meeting the work load is distributed, subjects are allotted, the faculty informed about the courses to be taught and the co-curricular activities to be undertaken.

- ❖ Micro-teaching, Practice teaching, Work Experience, Tutorial and remedial class are properly planned and effectively executed by the faculty.

The IQAC has proposed to undertake the following activities from session 2015-16

- Development and application of quality benchmarks / parameters for the various academic and administrative activities of the institution.
- Organisation of workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes / activities leading to quality improvement.
- IQAC shall evolve mechanisms and procedures for : Ensuring timely, efficient and progressive performance of academic and administrative tasks.
- Optimization and integration of modern methods of teaching, learning and evaluation.
- Ensuring the adequacy, maintenance and functioning of the support structure.

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The mechanism used by the Institution to evaluate the achievement of goals and objectives are as follows:

- Faculty appraisal by Principal.
- Self- appraisal by faculty.

- Academic calendar to set the different short term and long term objectives.
- The teaching faculty, non-teaching staff as well as student – teachers are familiarized and oriented with the goals and objectives of the institution
- Evaluation of academic performance of teacher trainees in subsequent examinations.
- The summative and formative evaluation methods are followed.
- Assessment of participation and performance of students in co-curricular activities.
- Faculty appraisal by the Principal and Management.
- Faculty appraisal by the student teachers.
- Feedback from the practicing schools, peer groups, Alumni, and all other stakeholders.
- The different tasks such as micro-teaching, practice teaching, term test and project works are evaluated comprehensively.
- Ensuring the authenticity of the testimonials required for admission and selection of eligible candidate as per the norms set by affiliating body and by the admission Committee.
- Monitoring the activities of various Committee and Cells by the principal and subsequent discussions in the Governing Body.
- Audit report on each financial year.

7.1.3 How does the institution ensure the quality of its academic programmes?

To ensure the quality of its academic programmes, the Institution is sensitized towards the changing educational, social and market demands. Accordingly the institution identifies the parameters to enhance provision of

outstanding teacher education programme. In this regard the Institution conducts meetings (staff meeting and Governing Body meeting) to assess the performance of the programme approved by it. The quality is reflected in the implementation of the academic programs and the quantum of targets achieved. The Head of the Institution takes utmost care in monitoring the implementation of the academic programmes by taking initiatives as mentioned below:

1. Obtaining personal feedback from the students and experts.
2. Reviewing the previous year's results
3. Adhering to academic calendar with the help of time table for all curricular and co-curricular activities.
4. Supervising content delivery by faculty.
5. Ensuring high performance in internal examination and other academic activities.
6. Monitoring attendance of students.
7. Arranging extra classes for the low achievers
8. Utilization of library and laboratories by the staff and students.
9. Maintenance of regularity and discipline among student trainees.
10. Continuous and comprehensive evaluation of student trainees.

The quality of our academic programme is reflected in our achievement in University level examinations.

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

The Principal monitors the working of the staff in a meticulous manner. The college ensures the quality of its administration and financial management process through:

- Regular staff meetings.
- Documentation of all the activities.
- Updating all the documents.
- Proper budget allocation.
- Internal and external auditing.
- Interaction with stakeholders.
- Feedback from the faculty and students.
- Annual auditing through Chartered Accountant.
- Due weightage is given to the classroom lectures, seminars, group discussions, presentation and other creative activities in the time table
- Communication skill classes are conducted to improve English grammar, language and communication.
- Guidance and Counseling Cell is established to provide guidance in different areas.
- College conducts orientation in the beginning of the academic year to make the students aware about the syllabus and various activities of the course.
- Oral and written feedback is provided individually to the students
- College conducts tutorial and remedial classes.
- Organising special lectures on various topics of interest.
- Conducting talent search programmes to encourage the hidden talents of the students. Such as: Quiz competition, Debate

competition, Dance, Music, skit and some other cultural as well as literary activities.

- Placement services are provided.
- Periodical tests and Term-wise examinations are conducted to monitor the academic progress of the students.

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

The college identifies the good practices by following ways:

- Good practices are praised by management/ principal either in the assembly or at the time of functions, or through note of appreciation.
 - The head of the Institution reports to the Governing Body on an annual basis, reviewing the identification and dissemination of good practice across the institution.
 - The faculty members visit to other colleges and schools to observe best practices.
 - Attending extension programs organized by the other colleges.
 - Faculty members share their views in the staff meeting.
 - Interaction with the stake holders.
 - Regular feedback on all activities.
- The college also shares its infrastructure with other departments. The college shares good practices through interaction with practice teaching schools.
- The college also shares its infrastructure with college magazine “Sujnana’.

7.2 INCLUSIVE PRACTICES.

7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

In the present scenario, it is the need of the hour that the teachers are sensitized to the philosophy of inclusive Education. Hence the institution has taken up following measures to sensitize teachers to issues of inclusion as follows:

- The colleges has been successful in developing a healthy work culture and traditions by combining the core courses together with cultural and literary actives, helping in the inculcation of civic responsibilities among students.
- Teachers and the institution pay main attention to ST, SC, OBC and Handicapped students but also give preference to intelligent students.
- Teachers are also made aware about the scholarship programmes related to the students belonged to socially backward, economically weaker and differently abled classes.
- Co-operative learning techniques have been used to boost confidence in such students.
- Extra coaching, counseling and guidance is given to academically weak students.
- Students who demonstrate high achievement ate encouraged to participate in inter college and university level competitions.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning ?

Inclusion and exceptionalities as well as gender differences and their impact on learning have been discussed in regular class teaching as and as when need arises.

- The Institution never treats and students different ST, SC, OBC, Handicapped all are equal. There is no gender difference between male and female student.
- The institution pays equal attention to male and female students. The institution selects one male and female student teachers as class representatives. These representatives have to take care of the queries, problems if any of their fellow mates.
- In cultural activities male and female both have one hand. In sports also we motivate both of them.
- The articles published in the newspapers as well as magazines are displayed on the notice board.
- The Paper educational psychology includes a unit based on the learners with the special needs.
- Women redressal Cell is established to solve the problems related to gender issues.
- Essay writing and debate competition etc., are organizes usually based on gender issues.
- Equality gender is observed by providing equal opportunities to the students of both sexes to participate in the college activities.
- College has established women cell where sensitive issues are discussed
- Student trainees also encouraged to participate by conducting co-curricular and extracurricular activities.

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The following are the activities undertaken to foster positive social interaction, active engagement in learning and self-motivation among the student teachers.

- During first two days at the beginning of the session students are introduced with the teaching and non-teaching staff members. Then they are provided detailed information of B.Ed., course and syllabus. They are also made aware about the examination scheme.
- Practice teaching program provides opportunity to student-teachers for interaction with school community and come in contact with students of all social stratum.
- Seminars and workshop provide ample opportunities for self-expression and self-motivation.
- Assignment/problem based learning, outreach activities, group discussions, quiz, and Computer Assisted Learning foster motivation among students.
- Participation in inter-Institution / intra Institution competitions inculcates healthy competitive spirit amongst students of different social stratum.
- Apart from such activities the Institution also conducts Environment Awareness Campaign, Which broadens the social horizon of students.
- Assignments are given to prepare self-instructional material.
- Teachers undertake collaborative learning method.
- Group discussions, seminars and feedback by peer group are organized to enhance qualitative engagement in learning.

- The institution has adequate Library facility, Internet facility and various laboratories that promote active learning and self-learning.
- The college of teacher Education provides remedial classes to slow achievers in order to keep pace with the average achievers.
- Student has to prepare and present PPTs during seminars presentations.
- Apart from application of ICT in classroom, the Institution encourages the students to refer the e-books, e-journals and establish linkages with the experts in the subjects.

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse back ground and exceptionalities?

Student trainees are made proficient working with children from diverse background through:

- Celebrating national festivals in college helps student trainees to understand diversification in community.
- Community living camp: through this develop good relationship with all types of people from the different back grounds.
- Conduct of different activities with cooperation of everybody.
- Practices teaching in different tips of schools.
- Extension activities.
- Organizing cultural activities.

7.2.5 How does the institution address to the special needs of the physically challenged and differently-able students enrolled in the institution?

Till date the Institution has not received a single admission application from physically Challenged or differently-abled individuals.

Therefore, no physically challenged or differently-abled students are enrolled in the institution. However to comply with the Act, Our Institution has facilities to provide physically challenged or differently abled students easy access to the campus, classrooms, etc.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of men cell and other similar bodies dealing with gender sensitive issues)?

College has constituted a “Redressal cell” as well as “Sexual harassment cell” and are coordinated by principal and one of the female faculty member to resolve the issue of the girl students. But no such type of problematic activities ever took place in the college, the congenial environment is continuously maintained in the college campus. Apart from organizing special talks on these issues, the Guidance and Counseling Cell of the Institution also address the issues. Documentary films and Special lectures are organized on several issues related to women empowerment and gender equality.

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 institution ensures the access to the information on organizational performance to stakeholders in the following ways;

- College Prospectus.
- College report prepared on all the activities.
- Everything is displayed on the notice board.
- College Magazine “Sujnana”.
- College Website.

- Alumni association meeting.
- News papers.
- Performance of Student trainees in the university examinations.
- Participation of students in various sports and cultural events.
- Administrative records.

7.3.2 How does the institution share and use the information/ data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement ?

The colleges share and use the information / data on success and failures of various process, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement in the following ways;

- Best infrastructural facilities.
- The modification of academic process.
- Proper collaboration with practice teaching schools.
- Healthy and clean campus.
- Internet facility made available for student trainees.
- ICT Integration.
- Canteen facility.
- Feedback Mechanism.
- Co curricular and extracurricular activities.
- Counseling and guidance service.
- Placement cell.
- Feedback mechanism.
- Suggestion box kept in the corridor.
- Informal Meetings.
- Continuation of programmes of success for coming years.

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?

The institution has feedback mechanisms on programme quality and makes uses of information for quality improvement in the following ways;

- An evaluation pro forma has been developed to collect feedback. The data is analyzed and deficiency if any on programme quality will be improved.
- Suggestion from Alumni.
- Suggestion from Management.
- Suggestion from Practice teaching schools.
- Suggestion from student teachers.
- The data collected were separated based an areas and discussed in the staff meeting to know strengths and limitation of the institutions and for decision making and quality improvements.
- Formal and informal meetings are conducted to collect information about the required qualitative improvement.
- IQAC collects the data and information regarding different issues and meetings are called to have a discussion about the qualitative improvement.

DAVANGERE UNIVERSITY

SHIVAGANGOTRI, DAVANGERE - 577 002
GRADUATE PROGRAMME - SEMESTER SCHEME

2013-14

DURATION : ONE YEAR

BACHELOR OF EDUCATION (B.ED.,)

STRUCTURE, FORMAT, CONTENT AND WORKLOAD						
COURSE NUMBER	COURSE CODE NUMBER	WORKLOAD PER WEEK	I- SEMESTER	COURSE CODE NUMBER	WORKLOAD PER WEEK	II- SEMESTER
COURSE						
I	B.ED., CORE : I.1	5	PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVES OF EDUCATION	B.ED., CORE : II 1	5	CURRENT TRENDS & CHALLENGES IN INDIAN EDUCATION
II	B.ED., CORE : I.2	5	PSYCHOLOGY OF THE LEARNER AND LEARNING PROCESS	B.ED., CORE : II 2	5	PSYCHOLOGY LEARNING AND EVALUATION
III	B.ED., CORE : I.3	5	INSTRUCTIONAL TECHNOLOGY	B.ED., CORE : II 3	5	EDUCATIONAL MANAGEMENT
IV	B.ED., CORE : I.4	4	INFORMATION AND COMMUNICATION TECHNOLOGY	B.ED., CORE : II 4 ELECTIVE (ANY ONE)	4	1.EL II.4.1 : ACTION RESEARCH 2. EL II.4.2: VALUE EDUATIN 3. EL II.4 : PHYSICAL & HEALTH EDUCATION 4. EL 11.4.4 : INCLUSIVE EDUCATION 5. EL II.4.5: GUIDANCE AND COUNSELLING.

SPECIALIZATION - PEDAGOGICAL COURSES						
V	B.ED., CCM : I.5	4	CONTENT CUM METHODOLOGY OF TEACHING SUBJECT - 1	B.ED., CCM : II.5	4	METHODOLOGY OF TEACHING SUBJECT - 1
VI	B.ED., CCM : I.6	4	CONTENT CUM METHODOLOGY OF TEACHING SUBJECT - 2	B.ED., CCM : II.6	4	METHODOLOGY OF TEACHING SUBJECT - 2
TERM WORK (PRACTICAL / PRACTICE TEACHING)						
VII	B.ED., P.T : I.7	15 WORKING DAYS	TERM WORK: MICROTEACHING PRACTICE PRACTICE OF COMMUNICATION SKILLS	B.ED., P.T: II.7	30 WORKING DAYS	TERM WORK: 1 TEACHING PRACTICE MOT:S-1 TERM WORK: 2 TEACHING PRACTICE MOT:S-2
COMPULSORY PRACTICUM						
1. PHYSICAL & HEALTH EDUCATION : 1 hr, 2. SOCIALLY USEFULL PRODUCTIVE WORK (SUPW) : 1 hr, 3. CO-CURRICULAR ACTIVITIES (CCA) : 1 hr						
TOTAL NO. OF HOURS		30 HOURS			30 HOURS	
SKILL DEVELOPMENT COURSE (MANDATORY)						
COMPULSORY	B.ED.SDC:1-1	+2	COMMUNICATIVE ENGLISH	B.ED., SDC: 11-2	+1	PERSONALITY DEVEPMENT

DAVANGERE UNIVERSITY

B.Ed. Programme Regulations (Semester Scheme)
2013-14

Course Structure			
SEMESTER - I			
A.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">CORE COURSES (CC)</td> <td>CC-I.1: Philosophical and Sociological Perspectives Of Education CC-I.2 : Psychology of the Learner and Learning Process CC-I.3: Instructional Techonology</td> </tr> </table>	CORE COURSES (CC)	CC-I.1: Philosophical and Sociological Perspectives Of Education CC-I.2 : Psychology of the Learner and Learning Process CC-I.3: Instructional Techonology
CORE COURSES (CC)	CC-I.1: Philosophical and Sociological Perspectives Of Education CC-I.2 : Psychology of the Learner and Learning Process CC-I.3: Instructional Techonology		
B.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">COMPULSORY COURSE</td> <td>CC-I.4: Information & Communication Technology</td> </tr> </table>	COMPULSORY COURSE	CC-I.4: Information & Communication Technology
COMPULSORY COURSE	CC-I.4: Information & Communication Technology		
C.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">SPECIALIZATION COURSES (SC)</td> <td>CC-I.5 : Methodology of Teaching Subject - I CC-I.6 : Methodology of Teaching Subject - II</td> </tr> </table>	SPECIALIZATION COURSES (SC)	CC-I.5 : Methodology of Teaching Subject - I CC-I.6 : Methodology of Teaching Subject - II
SPECIALIZATION COURSES (SC)	CC-I.5 : Methodology of Teaching Subject - I CC-I.6 : Methodology of Teaching Subject - II		
D.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">TERM WORK (PRE INSTRUCTIONAL PRACTICE)</td> <td>Microteaching Practice (Presentation of five skills each in Teaching Subject CCM - I & II) Practice of Communication Skills (Two episodes each in Teaching Subject CCM- 1 & II)</td> </tr> </table>	TERM WORK (PRE INSTRUCTIONAL PRACTICE)	Microteaching Practice (Presentation of five skills each in Teaching Subject CCM - I & II) Practice of Communication Skills (Two episodes each in Teaching Subject CCM- 1 & II)
TERM WORK (PRE INSTRUCTIONAL PRACTICE)	Microteaching Practice (Presentation of five skills each in Teaching Subject CCM - I & II) Practice of Communication Skills (Two episodes each in Teaching Subject CCM- 1 & II)		
E.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">COMPULSORY PRACTICUM</td> <td>1. Health and Physical Education 2. SUPW/ WWC 3. Co- Curricular Activities (CCA)</td> </tr> </table>	COMPULSORY PRACTICUM	1. Health and Physical Education 2. SUPW/ WWC 3. Co- Curricular Activities (CCA)
COMPULSORY PRACTICUM	1. Health and Physical Education 2. SUPW/ WWC 3. Co- Curricular Activities (CCA)		
F.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">MANDATORY SKILL</td> <td>Spoken English / Communicative English</td> </tr> </table>	MANDATORY SKILL	Spoken English / Communicative English
MANDATORY SKILL	Spoken English / Communicative English		

SEMESTER - II			
A.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">CORE COURSES (CC)</td> <td>CC-II.1: Current Trends and Challenges in Indian Education CC-II.2 : Psychology of the Learning and Evaluation CC-II.3: Educational Management</td> </tr> </table>	CORE COURSES (CC)	CC-II.1: Current Trends and Challenges in Indian Education CC-II.2 : Psychology of the Learning and Evaluation CC-II.3: Educational Management
CORE COURSES (CC)	CC-II.1: Current Trends and Challenges in Indian Education CC-II.2 : Psychology of the Learning and Evaluation CC-II.3: Educational Management		
B.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">ELECTIVE COURSE (ANY ONE)</td> <td>1. EL II.4.1 : Action Research 2. EL II 4.2 : Value Education 3. EL II 4.3 : Physical & Health Education 4. EL II.4.4 : Inclusive Education 5. EL II.4.5 : Guidance & Counselling</td> </tr> </table>	ELECTIVE COURSE (ANY ONE)	1. EL II.4.1 : Action Research 2. EL II 4.2 : Value Education 3. EL II 4.3 : Physical & Health Education 4. EL II.4.4 : Inclusive Education 5. EL II.4.5 : Guidance & Counselling
ELECTIVE COURSE (ANY ONE)	1. EL II.4.1 : Action Research 2. EL II 4.2 : Value Education 3. EL II 4.3 : Physical & Health Education 4. EL II.4.4 : Inclusive Education 5. EL II.4.5 : Guidance & Counselling		
C.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">SPECIALIZATION COURSES (SC)</td> <td>CC-II.5 : CC Methodology of Teaching Subject - 1 CC- II.6: CC Methodology of Teaching Subject - II</td> </tr> </table>	SPECIALIZATION COURSES (SC)	CC-II.5 : CC Methodology of Teaching Subject - 1 CC- II.6: CC Methodology of Teaching Subject - II
SPECIALIZATION COURSES (SC)	CC-II.5 : CC Methodology of Teaching Subject - 1 CC- II.6: CC Methodology of Teaching Subject - II		
D.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">TERM WORK (Internship in Teaching)</td> <td>Practice Teaching : CC Methodology of Teaching Subject - I Practice Teaching : CC Methodology of Teaching Subject - II</td> </tr> </table>	TERM WORK (Internship in Teaching)	Practice Teaching : CC Methodology of Teaching Subject - I Practice Teaching : CC Methodology of Teaching Subject - II
TERM WORK (Internship in Teaching)	Practice Teaching : CC Methodology of Teaching Subject - I Practice Teaching : CC Methodology of Teaching Subject - II		
E.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">COMPULSORY PRACTICUM</td> <td>4. Health and Physical Education 5. SUPW/ WWC 6. Co- Curricular Activities (CCA)</td> </tr> </table>	COMPULSORY PRACTICUM	4. Health and Physical Education 5. SUPW/ WWC 6. Co- Curricular Activities (CCA)
COMPULSORY PRACTICUM	4. Health and Physical Education 5. SUPW/ WWC 6. Co- Curricular Activities (CCA)		
F.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">MANDATORY SKILL</td> <td>Personality Development</td> </tr> </table>	MANDATORY SKILL	Personality Development
MANDATORY SKILL	Personality Development		

SCHEME OF EXAMINATION

COURSE OF NO	COURSE CODE	TITLE OF THE COURSE	WORKLOAD PER WEEK	I.A. MARKS	THEORY EXAM	TOTAL MARKS
I SEMESTER						
1.	B.ED.CORE-1-1	PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION	5	25	75	100
2.	B.ED.CORE-1-2	PSYCHOLOGY OF LEARNER AND LEARNING PROCESS	5	25	75	100
3.	B.ED.CORE-1-3	INSTRUCTIONAL TECHNOLOGY	5	25	75	100
4.	B.ED.CORE-1-4	INFORMATION AND COMMUNICATION TECHNOLOGY	4	25	50	75
SPECIALIZATION PEDAGOGICAL COURSES						
5.	B.ED.CCM-1-5	CONTENT CUM METHODOLOGY OF TEACHING SUBJECT - 1	4	25	75	100
6.	B.ED.CCM-1-6	CONTENT CUM METHODOLOGY OF TEACHING SUBJECT - 2	4	25	75	100
TERM WORK (PRACTICAL) PRACTICE TEACHING						
7.	B.ED.P.T.-1-7	TERM WORK-MICROTEACHING PRACTICE OF COMMUNICATION SKILLS		30	20	30
8.	B.ED.SOC-1-1	SPOKEN ENGLISH		GRADES A / B / C / D		
		TOTAL		200	425	625
II SEMESTER						
9.	B.ED.CORE-II-1	CURRENT TRENDS AND CHALLENGES IN INDIAN EDUCATION	5	25	75	100
10.	B.ED.CORE-II-2	PSYCHOLOGY OF LEARNING AND EVALUATION	5	25	75	100
11.	B.ED.CORE-II-3	EDUCATIONAL MANAGEMENT	5	25	75	100
12.	B.ED.CORE-II-4	ELECTIVE (ANY ONE): 1. ACTION RESEARCH 2. VALUE EDUCATION 3. HEALTH & PHYSICAL EDUCATION 4. INCLUSIVE EDUCATION 5. GUIDANCE & COUNSELING	4	25	50	75
SPECIALIZATION - PEDAGOGICAL COURSES						
13.	B.ED.CCM-II-5	METHODOLOGY OF TEACHING SUBJECT-1	4	25	75	100
14.	B.ED.CCM-II-6	METHODOLOGY OF TEACHING SUBJECT-2	4	25	75	100
TERM WORK (PRACTICAL) PRACTICE TEACHING						
15.	B.ED.P.T-II-7	TERM WORK :1 TEACHING PRACTICES MOT-S-1		100		100
16.	B.ED.P.T-II-8	TERM WORK:2 TEACHING PRACTICES MOT-S-2		100		100
17.	B.ED.SOC-II-2	PERSONALITY DEVELOPMENT		GRADES A / B / C / D		
		TOTAL		350	425	775
		GRAND TOTAL OF I & II SEMESTER		550	850	1400

**INTERNAL ASSESSMENT
FOR CORE, SPECIALIZATION AND COMPULSORY COURSES**

Table -1 :

COMPONENTS	MAX.MARKS 25
Test (One test)	10 Marks
Practicum	10 Marks
Tutorial	5 Marks

Table -2 :

Sl. No.	Compulsory Practicum In I and II Semester	Grades Awarded in II Semester	Work Load Per week
1.	Physical and Health Education	A B C D	1 hour
2.	SUPW/WWC	A B C D	1 hour
3.	CCA	A B C D	1 hour

Table -3 For Term Work (Practice Teaching) during II semester

Item	Break up of Marks	
	CCM-I	CCM - II
12 Practice Lessons to be given (Minimum of 5 lessons to be observed and assessed by method master)	40	40
One Terminal Lesson	20	20
Observation Record	05	05
Unit plan with Unit Test / Resource Unit	15	15
Content Test	10	10
Teaching Aids	10	10
Total Marks	100	100

9. Semester End Written Examination Question pattern:
Core and Specialization Paper
Duration : 3 hours, Maximum Marks : 75

Section	Type of Questions	Marks	Total
A.	Three long answer type with internal choice (One question from each unit to be set)	3x10	30
B.	Five Short answer type questions out of 7 (at least one question from each unit to be set)	5x6	30
C.	Five very short answer type questions out of 7 (At least one question from each unit to be set)	5x3	15
	Total		75

10. Compulsory ICT paper and Elective Paper
Duration : 2 hours, Maximum marks : 50

Section	Type of Questions	Marks	Total
A.	Two long answer type questions with internal choice (one question from each unit to be set)	2x10	20
B.	Three short answer type questions out of five (At least one question from each unit to be set)	3x5	15
C.	Five very short answer type questions out of 7	5x3	15
	Total		50

B.ED PROGRAMME : 2012-13
SEMESTER - I

B.ED CORE COURSE - I.1 : PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Objectives:

On completion of this course the students will be able to:

1. Analyze the various concepts of education.
2. Recognize the meaning of philosophy and philosophy of education.
3. Relate philosophy to education.
4. Identify the influence of philosophical thoughts on education.
5. Appreciate the contributions of western and Indian philosophers to education.
6. Identify the various social processes involved in education.
7. Analyze the role of different modes of education.
8. Identify and relate education to various factors of social development like social change, modernization and social mobility.
9. Develop concern for various social issues and relate education to social development.

COURSE CONTENT

UNIT : I- INTRODUCTION TO EDUCATION

12 HOURS

- 1.1 Concept of Education: Meaning, narrow and broader, Aims-Individual and social, function - as process and product, as growth and development, as self - realization and initiation.
- 1.2 Agencies of Education: Informal, formal and non formal (Home, Community, Mass Media, Museum, School).
- 1.3 Concepts: Teaching, Training, Instruction and Indoctrination.
- 1.4 Changing aims of education in the context of Globalization.
- 1.5 Education as development indicator.

UNIT : II- PHILOSOPHY AND EDUCATION

16 hours

- 2.1 Meaning of Philosophy and Philosophy of Education.
- 2.2 Relationship between Philosophy and Education.
- 2.3 Brief outline of - Idealism, Naturalism, Pragmatism and Humanism.

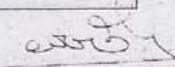
End

T.M.A.E'S COLLEGE OF EDUCATION HARAPANAHALLI-583131

Academic Calender-2014-15

1st Semester

Sl.No	Date	
1	12.01.2015	Opening day of the college and commencement of class
2	26.01.2015	Celebration of Republic day
3	05.02.2015 And 06.02.2015	Conduct of talents day and Formation of Student union
4	11.02.2015	Inauguration of Student Union
5	24.02.2015	Organisation of parents meeting
6	28.02.2015	Conduct of field trips
7	02.03.2015 To 14.03.2015	Conduct of Micro Teaching
8	18.03.2015	Inauguration of Alumni Association
9	19.03.2015	Medical Check up
10	28.03.2015	Organisation of State level Seminar
11	14.04.2015	Celebration of Ambedkar Jayanthi
12	02.04.2015 To 04.04.2015	Conduct of Tour
13	27.04.2015 To 30.04.2015	Conduct of 1 st Semester test
14	08.05.2015 And 09.05.2015	Submission of Records
15	16.05.2015	Last working day of 1 st Semester
16	25.05.2015 To 06.06.2015	1 st Semester Examination


ಪ್ರಾಚಾರ್ಯರು,
ಟ.ಎಂ.ಎ.ಇ. ಸಂಸ್ಥೆಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ
ಹರಪನಹಳ್ಳಿ-583131.

T.M.A.E.S.COLLEG OF EDUCATION –HARAPANAHALLI.DIST DAVANAGERE
B.Ed | 1st Semester Time Table for the year 2014-15 Effect from 12-01-2015

Days	10-20 AM to 10-30 AM	10-30 AM to 11-30	11-30 AM to 12-30 PM	12-30 PM to 12-40 PM	12-40 PM to 1-40 PM	1-40 PM to 2-30 PM	2-30 PM to 3-30 PM	3-30 PM to 4-30 PM	4-30 PM to 5-30 PM
Period		I	II		III		IV	V	VI
MONDAY	P R A Y E R	SI-1.2 K-C.M.V E-B.G.B	SI-1.1 K-J.N.G E-M.T	S H O R T B R E A K	History- K-T.M.S E-T.M.R. Phy-B.G.B Bio-A.K.V.	J U N C T I O N	SI-1.4 S.K	Kannada- M.T Eng- M.S Maths-D.B.B Chem-A.K.V	S,U,P,W/ Co Lab-K.S 01 to 25 Lib,B.N 26 to 50 Sports, M.G. 51 to 100
TUESDAY		SI-1.3 K- H.M.J E-T.M.R	SI-1.2 K-M.T E- J.N.GD.B.B		HISTORY- K-T.M.R E-J.N.G. Phy-B.G.B Che-A.K.V		SI-1.1 K-B.G.B E-C.M.V	Kannada-H.M.J Eng-MS Maths-D.B.B Bio-A.K.V	Co Lab-K.S 51 to 75 Lib,B.N 76 to 100 Sports, M.G. 01 to 50
WEDNESDAY		SI-1.3 K-T.M.R E-H.M.J	SI-1.1 K.J.N.G E.M.T		Kannada- H.M.J Maths-D.B.B Eng-M.S BIO-A.K.V		SI-1.4 S.K	History K-J.N.G E-T.M.S Phy-B.G.B Che-A.K.V	Tutorial All Batches Spoken English
THURSDAY		SI-1.2 K-A.K.U E-C.M.V	SI-1.1 K-T.M.S E-J.N.G		History- K-T.M.R E-T.M.S Maths-D.B.B		SI-1.3 K-H.M.J E-T.M.R	C.C.A	Co Lab-K.S26 to 50 Lib,B.N 01 to 25 Yoga, M.G. 51 to 100
FRIDAY		SI-1.1 K-J.N.G E-M.T	SI-1.2 K-C.M.V E-B.G.B		Kannada-M.T Eng-M.S Phy-B.G.B Bio-A.K.V		SI-1.3 K-T.M.R E-H.M.J	History K-J.N.G E-T.M.R Maths.C.M.V Che-A.K.V	Tutorial All Batches Content
SATURDAY	9-20 A.M to 9-30 AM PRAYER	9-30 AM to 10-30 AM Co Lab-K.S 76 to 100 Lib,B.N 51 to 75 Yoga, M.G. 01 to 50.	10-30 AM to 11-30 AM SI-1.2 K-A.K.U E-C.M.V	11-30 AM to 12-30 AM SI-1.3 K-H.M.J E-T.M.R	12-30 AM to 12-40 AM SHORT BREAK	12-40 AM to 1-40 PM History K-T.M.R E-J.N.G Phy-B.G.B Che-A.K.V			

T.M.A.E. SOCIETY'S
COLLEGE OF EDUCATION, HARAPANAHALLI-583131

DAVANAGERE.DIST

Declaration by the Head of the Institution

I certify that the details of the data furnished in this (SAR) report is true to the best of my knowledge.

This SAR report has been prepared by the internal discussion with all the staff members of the college and no part of this report is out-sourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit.

Place : Harapanahalli

Date : 09-05-2015

principal


ಪ್ರ. ಹಾರಾಹಲಿ,
ಟಿ.ಎಂ.ಎ.ಸಿ. ಸಂಸ್ಥೆ ಸ್ವಲ್ಪ ಸಮಾಜವಿಜ್ಞಾನ,
ಹರಾಹಲಿ-583 131.