SELF-APPRAISAL REPORT (SAR)

for

Accreditation

of

SWAMY VIVEKANANDA VIDYA SAMSTHE (R)

KUMADVATHI COLLEGE OF EDUCATION

SHIKARIPURA – 577 427

SHIVAMOGGA ROAD

SHIVAMOGGA DISTRICT

KARNATAKA

APRIL 2015

Submitted to

THE DIRECTOR

NATIONAL ASSESSMENT AND

ACCREDITATION COUNCIL

P. O. Box No. 1075, Nagarbhavi,

Bangalore – 560072

India

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SECTION - A

INTRODUCTION

OUR COLLEGE

OUR COLLEGE EMBLEM

PREFACE

Shikaripura is taluk headquarter which comes under Shivamogga District of Karnataka state. It is known for its rich cultural heritage and scenic beauty. It is the cradle of the great Kadamba Dynasty which was the seat of Architecture and Education. The great social reformers and saints like Allama Prabhu, Akkamahadevi were born in this great land. Shikaripura is just 48 km away from Shivamogga city and it is well connected by buses to all the prominent places. Sri B.S. Yediyurappa, Ex-Chief Minister of Karnataka who is the representative of this taluk is also the mentor of this Institution.

Kumadvathi College of Education is established in the year 1996 is Grant in Aid, permanently affiliated to Kuvempu University and recognized by NCTE, under UGC – 2(f) and Section 12(B). It is housed in a well equipped building meant for the purpose. It is situated in 26 acres of land on Shivamogga road, Shikaripura. The campus refreshes you with its scenic beauty calm & quite environment completely conducive for education. The college has a track record of providing good quality teacher education and gets almost 100% result and at least two ranks to the University every year.

Kumadvathi College of Education was established centre of learning and training. It is situated in Shikaripura, Shivamoga District of Karnataka. Centre enjoys its serene surroundings with green trees and plant, away from humdrum and noisy milieu of the earth. The distance of bus stand is 2 kms from the college campus. Auto rickshaws and buses make easy access to the institute which is on the way towards Shivamoga. Kumadvathi College of Education was established in the year 1996 by Swamy Vivekananada Vidya Samsthe (R), Shikaripura. This

Institute is approved by National Council for Teacher Education (NCTE), Bangalore with an intake of 100 students. The College is Permanently affiliated to Kuvempu University. The institution is following curriculum and syllabus prescribed by the University, the faculty member are instrumental in sending comments and views on the curriculum and successfully implementing them as per directive of the Kuvempu University. Recently the college is under Grant in Aid position under Karnataka State Government (ED 143 UNE 2011, Bangalore, Dated : 29-06-2011)

The college has recognition of the NCTE and permanently affiliated to Kuvempu University. The institute is also recognized under section 2(f) and 12(B) of UGC w.e.f 07/04/2003 and 05/09/2014 respectively.

The college functions in an area of 26 acres. We at this Institution, envision the holistic development of our students into vibrant professionals, conscious of human values and eco-friendly environment and competent in skills. They will be the torchbearers in their respective fields of study, quite capable of serving the community in a befitting manner. Towards achieving this goal the college has a building with all amenities to accommodate class rooms, laboratories, library, seminar hall, offices, recreation halls, sports room, placement cell, canteen etc.

The College has very clear Vision, Mission, Values and Objectives for its academic mobility.

Vision

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

Mission

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

Values

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

Objectives

- To enable the students to be role models and empower them with pedagogical principles for implementing them in schools.
- To produce sincere and dedicated teachers to teach at elementary, secondary and higher secondary level.
- To develop cognitive skills among student teachers.
- To prepare professionals with distinction through academic training and guidance.
- Develop skills of guidance and counselling in student teachers.
- Enable student teachers to foster creative thinking among pupils.
- Prepare student teachers to face the challenges of globalization.
- Enable student teachers to utilize community resources for the cause of education.
- Develop communication skills necessary for teaching profession.
- To develop ethical values among student teachers.
- To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.
- To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.
- To motivate the students for solving their problems related to education with the help of research process.
- To make the students academically to competent teachers along with both teaching as well as knowledge skills.
- To realize their full roles and responsibilities as a teacher inside as well as outside the class room.

- To transfer the students into good citizens with citizenship qualities like patriotism and tolerance.
- To build leadership qualities and organizing skills of future teachers by making them along with extra-curricular and co-curricular activities.

Since the students are admitted from various sectors of Karnataka are pooled together and are trained with special coaching to cope up with the present environment at studies. The faculty selection is made on their qualification by subject expertise and normally the faculties are sent for faculty development programmes for their skill development. The staff members are motivated to publish articles in journals, educational magazines, seminar papers etc at national and international levels. The institution is striving for overall development of the students of B.Ed course and to prepare them with skills along with the qualification.

Path Travelled

Sl. No	Description	Particulars
1	Establishment of the College	10-03-1996
2	Affiliation by the University	28-06-1996
3	Boys and Girls Hostel Facility from	1996
4	One day Workshop Conducted for secondary school Mathematics Teachers of Shikaripura, Sorab & Sagar Taluk	27-08-2000
5	One Day workshop on Re-Construction of the B.Ed., Curriculum and Vocational Guidance	03-04-2002
6	Included in 2(f) of the University Grants Commission	07-04-2003
7	One Day Workshop on B.Ed., Annual Exam Question Paper Pattern and Model Question Paper Preparation (History & Civics, Geography, Kannada & English)	10-04-2006
8	College is Permanently Affiliated to Kuvempu University Shanakaraghatta, Shivamogga, Karnataka.	19-12-2006
9	Inauguration of Computer Labs	08-02-2010
10	Included in the Karnataka State Government Grant-in- Aid Scheme	29-06-2011
11	One Day Workshop on B.Ed., Curriculum Construction on the basis of NCFTE – 2009	26-09-2011

12	Orgasised Kuvempu University Inter B.Ed., College Sports and Cultural Meet	11-04-2012 to 12-04-2012
13	Organization of National Level Seminar on Teacher Empowerment for Quality in Education: Trends and Challenges	06-11-2012 to 07-11-2012
14	Establishment of Language Lab	2013-2014
15	Establishment of Smart Classrooms	17-02-2014
16	Organization of Two Days State Level Workshop on Communication Skills for Effective Teaching	05-04-2014 to 06-04-2014 April, 2014
17	Included in 12(B) of the University Grants Commission	05-09-2014
18	Faculty Member Qualified the NET Conducted by UGC	1Faculty Member
19	Faculty Members are Conferred Ph.D.	3 Faculty Members
20	Faculty Members are Qualified K-SET	5 Faculty Members
21	Faculty Members are Conferred M.Phil	3 Faculty Members
22	Our Students have Bagged University Ranks in Different Years till now.	21 Students

Foresights . . . .

- 100 percent faculty with Ph.D. in coming years

- Complete Digitalization of Library

- Organization of National and International level conferences / seminars/workshops.

- Online interaction among the different components of the institution

- Efforts towards procuring UGC Sponsored major and minor research projects.

- Special provisions for inclusive education.

SECTION - B

QUANTIFIABLE INSTITUTIONAL DATA

Part – I : Self-appraisal Report

Profile of the Institution

1. Name and address
   of the institution   :   Kumadvathi College of Education
                              Shivamogga Road, Shikaripura –
                              577427

2. Website URL   :   www.kumadvathibed.in

3. For communication   :   Kumadvathi College of Education
                              Shivamogga Road, Shikaripura –
                              577427
                              Shivamogga District, Karnataka State

Office

Name of	Telephone Number with STD Code	Fax No	E-Mail Address
Head / Principal	08187-222383	08187-224130	kumadvathibed@gmail.com
Self Appraisal Co-ordinator	94489-29975	08187-224130	shivagssdr@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. Jayashree V. Rakkasagi	08187-224130	9480467549
Self appraisal Co-ordinator Dr.Shivakumar G S	08187-224130	9448929975

4. Location of the Institution:

Urban ☐   Semi-urban ☐   Rura ✔   Tribal ☐

Any other (specifies and indicates) ☐

5. Campus area in acres : | 4.24 |

6. Is it a recognized minority institution?   Yes ☐   No ✔

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	1996

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

Kuvempu University, Shankaraghatta

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

Month & Year

2f

MM	YYYY
04	2003

Month & Year

12B

MM	YYYY
09	2014

10. Type of Institution
   a. By funding   i. Government   ☐
                        ii. Grant-in-aid   √

	iii. Constituent	☐
	iv. Self-financed	☐
	v. Any other (specify)	☐
b. By Gender	i. Only for Men	☐
	ii. Only for Women	☐
	iii. Co-education	√
c. By Nature	i. University Dept	☐
	ii. IASE	☐
	iii. Autonomous College	☐
	iv. Affiliated College	√
	v. Constituent College	☐
	vi. Dept. of Education of Composite College	☐
	vii. CTE	☐
	Viii. Any other (specify)	☐

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		
	Secondary/			Certificate		

iii)	Sr. secondary					
				Diploma		
		B.Ed.,	B.A., B.Sc.,	Degree	1 Year	Kan / Eng
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. secondary	B.Ed.,	F.KR/B.Ed/New/SRO/ NCTE 2000-2001/ 1591/16-08-2000	Permanent	100
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

PART – II Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
   Vision

   | Yes | ✓ | No | |

   Mission

   | Yes | ✓ | No | |

   Values

   | Yes | ✓ | No | |

   Objectives

   | Yes | ✓ | No | |

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

   | Yes | ✓ | No | |

   a) How many programmes?
   National Seminar

   | 01 |

   b) Fee charged per programme
   500/- for Academicians & Professors

   | 300 Rs, 500 Rs, 800 Rs Respectively |

   300/- For Research Scholar & PG Students
   800/- for Spot Registration

3. Are there programmes with semester system

   | Yes |

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

   | Yes | ✓ | No | |

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

   | 09 |

5. Number of methods/elective options (programme wise)

D.Ed. | ------------

B.Ed. | 07

M.Ed. (Full Time) | ------------

M.Ed. (Part Time) | ------------

Any other (specify and indicate)

6. Are there Programmes offered in modular form

| Yes | | No | ✓ |

| Number | |

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

| Yes | ✓ | No | |

| Number | One at the end of the B.Ed course |

8. Are there Programmes with faculty exchange/visiting faculty

| Yes | ✓ | No | |

| Number | |

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

- Heads of practice teaching schools | Yes | ✓ | No | |
- Academic peers | Yes | ✓ | No | |
- Alumni | Yes | ✓ | No | |
- Students | Yes | ✓ | No | |
- Employers | Yes | ✓ | No | |

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

1 Year

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

Yes		No	✓

Number	

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

Yes	√	No	

Number	02

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

Yes ✓   No ☐

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

Yes ✓   No ☐

Criterion II: Teaching-Learning and Evaluation

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

   a) Through an entrance test developed by the institution | X |

   b) Common entrance test conducted by the
      University/Government | X | | X |

   c) Through an interview | X |

   d) Entrance test and interview

   e) Merit at the qualifying examination | ✓ |

   f) Any other (specify and indicate) | X |

      (If more than one method is followed,

      kindly specify the weightages)

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

   a) Date of start of the academic year | 17-02-2014 |

   b) Date of last admission | 28-02-2014 |

   c) Date of closing of the academic year | 17-11-2014 |

   d) Total teaching days | 200 |

   e) Total working days | 220 |

3. Total number of students admitted 2014 -2015

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	---	---	---	---	---	---	---	---	---
B.Ed.	30	70	100	10	11	21	20	59	79
M.Ed. (Full Time)	---	---	---	---	---	---	---	---	---
M.Ed. (Part Time)	---	---	---	---	---	---	---	---	---

4. Are there any overseas students?
   If yes, how many?   Yes [ ]   No [✓]   [   ]

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 [2925.00]
   b) Unit cost including salary component [62705.00]
   *(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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	---	---	---	---
B.Ed.	85.35%	56%`	78.02%	51.81%
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)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	---	---	---
B.Ed.	67%	16%	17%

M.Ed. (Full Time)	---	---	---
M.Ed. (Part Time)	---	---	---

10. Pre-practice teaching at the institution

      a) Number of pre-practice teaching days | 1 | 0 |

      b) Minimum number of pre-practice teaching
         lessons given by each student | 0 | 4 |

11. Practice Teaching at School

    a) Number of schools identified for practice
       teaching | 1 | 2 |
    b) Total number of practice teaching days | 4 | 0 |
    c) Minimum number of practice teaching
      lessons given by each student | 4 | 0 |

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

No. of Lessons In simulation	No. 10	No. of Lessons Pre-practice teaching	No. 04

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 continuous evaluation?

      Yes   ✓   No   ☐

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

Programmes	Internal	External
D.Ed.	--------	--------
B.Ed.	40%	60%
M.Ed. (Full Time)	--------	--------
M.Ed. (Part Time)	--------	--------

16. Examinations

a) Number of sessional tests held for each paper

0	1

b) Number of assignments for each paper

0	1

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

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)	Sim	--------

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

Yes | ✓ | No | |

Number | 01

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

Yes | ✓ | No | |

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

Compulsory | ✓ | Optional | |

Criterion III : Research, Consultancy and Extension

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

Number	0	3	34%

2. Does the Institution have ongoing research projects?

Yes		No	✓

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

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

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

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

----

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)
   - ○ Teachers are given study leave   ✓
   - ○ Teachers are provided with seed money   X
   - ○ Adjustment in teaching schedule   ✓
   - ○ Providing secretarial support and other facilities   X
   - ○ Any other specify and indicate   X

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. $\boxed{2}$
   b. M.Phil. $\boxed{}$

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

   Yes $\boxed{\checkmark}$ No $\boxed{}$

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

	Yes	No	Number
International journals	√		24
National journals – referred paper Non referred papers	√		84
Academic articles in reputed magazines/news papers	√		130
Books	√		03
Any other (specify and indicate)			

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

   Yes $\boxed{\checkmark}$ No $\boxed{}$

   Number $\boxed{09}$

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

	Faculty	Students
National seminars	84	
International seminars	24	
Any other academic forum		

11. What types of instructional materials have been developed by the institution?
    (Mark `✓' for yes and `X' for No.)
    Self-instructional materials $\boxed{\checkmark}$
    Print materials $\boxed{\checkmark}$

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 there 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 Campus

Yes	07

16. Does the institution provide consultancy services?

Yes ☑   No ☐

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

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

Local level	√
State level	√
National level	√
International level	---------

Criterion IV: Infrastructure and Learning Resources

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

   1711.55 Sq Mtrs

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

   a) Methods lab — Yes ✓ No ☐

   b) Psychology lab — Yes ✓ No ☐

   c) Science Lab(s) — Yes ✓ No ☐

   d) Education Technology lab — Yes ✓ No ☐

   e) Computer lab — Yes ✓ No ☐

   f) Workshop for preparing teaching aids — Yes ✓ No ☐

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

   43

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

   18,000.00 Rs

5. What is the Amount spent on maintenance of computer facilities during the previous academic year? 58,646.00 Rs

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year? 14,248.00 Rs

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year? 80,000.00 Rs

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

    Yes ☐   No ☑

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	08	2	2	1
Non-teaching	16	1	3	-

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	01	-	-	-
Non-teaching-	02	-	1	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	7	1	2	1
	M	F	M	F
Readers	-	-	-	-
	M	F	M	F
Professors	-	1	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers				
	M	F	M	F
Readers				
	M	F	M	F
Professors				

c. Number of teachers from   same state | 09 |

Other states | ------------- |

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:11
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	16	1	3	-

	M	F	M	F
Temporary	-	-	-	-

b. Technical Assistants

	M	F	M	F
Permanent	1	-	-	-

	M	F	M	F
Temporary-	-	-	-	-

14. Ratio of Teaching – non-teaching staff

| 4 : 16 |

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

| 3381414.00 (100%) |

16. Is there an advisory committee for the library?

    Yes [✓]   No [ ]

17. Working hours of the Library

    On working days | 9.00 am to 6.00 pm |

    On holidays | 00 |

    During examinations | 9.00 am to 6.00pm |

18. Does the library have an Open access facility

    | Yes | ✓ | No | |

19. Total collection of the following in the library

    a. Books | 12,353 |

       - Textbooks | 11,028 |

       - Reference books | 1,325 |

    b. Magazines | 08 |

    e. Journals subscribed

       - Indian journals | 15 |

       - Foreign journals | 00 |

    f. Peer reviewed journals | 00 |

    g. Back volumes of journals | 299 |

    h. E-information resources

       - Online journals/e-journals | 5,000 |

       - CDs/ DVDs | 240 |

       - Databases | 00 |

       - Video Cassettes | 00 |

       - Audio Cassettes | 00 |

20. Mention the

    Total carpet area of the Library (in sq. mts.) | 767.59 |

    Seating capacity of the Reading room | 100 |

21. Status of automation of Library

    Yet to intimate   ☐

    Partially automated   ☑

    Fully automated   ☐

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

    Circulation   ☑

    Clipping   ☑

    Bibliographic compilation   ☐

    Reference   ☑

    Information display and notification   ☑

    Book Bank   ☑

    Photocopying   ☑

    Computer and Printer   ☑

    Internet   ☑

    Online access facility   ☑

    Inter-library borrowing   ☐

    Power back up   ☑

    User orientation /information literacy   ☐

    Any other (please specify and indicate)   ☐

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following
    Average number of books issued/returned per day ⟦ 25 ⟧
    Maximum number of days books are permitted to be retained

        by students   ⟦ 07 ⟧

        by faculty   ⟦ 10 ⟧

    Maximum number of books permitted for issue

        for students   ⟦ 05 ⟧

        for faculty   ⟦ 10 ⟧

    Average number of users who visited/consulted per month ⟦ 1500 ⟧

    Ratio of library books (excluding textbooks and book bank
    facility)to the number of students enrolled ⟦ 1:50 ⟧

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.

	I		II		III	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	297	33,224	25	8040	-	
Other books	408	13,327	-	-	162	22551
Journals/ Periodicals	10	2530	12	3940	15	10320
Any others specify and indicate	-	-	-	-	-	-

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 2011-2012	Year 2012-2013	Year 2013-2014
D.Ed.	-	-	-
B.Ed.	3	4	4
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

Yes	√	No	

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

1:12

3. Does the institution offer Remedial instruction?

Yes	√	No	

4. Does the institution offer 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	96	98	100
Number of first classes	8	-	5
Number of distinctions	76	92	83
Exemplary performances (Gold Medal and university ranks)	-	05	-

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

	I	II	III
NET	-	-	5
SLET/SET	-	3	1
Any other (specify and indicate)	-	-	-

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

Financial Aid	I (2011-2012)	II (2012-2013)	III (2013-2014)
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	40	-
Fee concession	28	-	-
Loan facilities	03	01	-
Any other specify and indicate	01	02	02

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available 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 10

Women 15

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 participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	----------	-----------	-------	--------	-----	-------
Inter-university	-----------	-----------	--------	--------	------	--------
National	---------	---------	--------	--------	-----	--------
Any other (specify and indicate)	--------------	-------	--------	--------	------	-------

(Excluding college day celebration)

.

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

	Participation of students (Numbers)	Outcome (Medal achievers)
Kuvempu University B.Ed., Inter College Sports meet 2010-2011	65	Silver – 02
Kuvempu University B.Ed., Inter College Sports meet 2011-2012	29	Gold – 16 Silver – 11 Bronze – 2 Men champion and Overall champion

18. Does the institution have an active Alumni Association?

Yes | ✔ No |

If yes, give the year of establishment

30-04-2013

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

Yes | √ | No

20. Does the institution regularly publish a college magazine?

Yes | √ | No

21. Does the institution publish its updated prospectus annually?

Yes | √ | No

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	15%	12%	17%
Employment (Total)	21%	11%	2.1%
Teaching	20%	10%	2.1%
Non teaching	1.6%	01%	----

23. Is there a placement cell in the institution?

Yes   √   No   ☐

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

2011-2012	2012-2013	2013-2014
11	09	02

24. Does the institution provide the following guidance and counseling services to students?   Yes   No

- Academic guidance and Counseling   √   ☐

- Personal Counseling   √   ☐

- Career Counseling   √   ☐

Criterion VI: Governance and Leadership

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

   Yes | √ | No | |

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

Governing Body/management	2
Staff council	4
IQAC/or any other similar body/committee	2

Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)
               1.Library Advisory commity
               2.Admisssion commity
               3..Alumini meeting
	01
	 02
	 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   organisation

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 | 1 | 1 |

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

| 0 | 0 | 7 |

e. Research development programmes attended by the faculty

| 0 | 1 | 2 |

f. Invited/endowment lectures 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

1or 2 hour 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	57,70,782.00
Fees	6,48,712.00
Donation	-
Self-funded courses	-

Any other (specify and indicate)

Alumni----------------------------	1,22,600.00

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	99 Students	95 Students
% spent on the salary of faculty	32,18,162.00 (100%)	33,81,414.00 (100%)
% spent on the salary of non-teaching employees	27,59,806.00 (100%)	23,89,368.00 (100%)
% spent on books and journals	19,477.00 (100%)	67,070.00 (100%)
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	43,905.00 (88.69%)	41,875.00 (88.15%)
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	68,324.00 (100%)	48,442.00 (100%)

% spent on maintenance of equipment, teaching aids, contingency etc.	76,668.00 (100%)	1,25,824.00 (100%)
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2,00,705.00 (100%)	9,975.00 (8.13%)
% spent on travel	963.00 (1.94%)	5,598.00 (11.78%)
Any other (specify and indicate)	1,46,914.00 (100%)	48,561.00 (100%)
Total expenditure incurred	65,34,924.00	61,18,127.00

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		2,61,379.00
2012-2013		48,279.00
2013-2014		87,089.00

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 | √ | No |

Finance   Yes | √ | No |

Student Records   Yes | √ | No |

Career Counseling   Yes | √ | No |

Aptitude Testing	Yes		No	√
Examinations/Evaluation/	Yes	√	No	
Assessment	Yes	√	No	
Any other (specify)	Yes		No	

14. Does the institution have an efficient internal co-ordinating 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 sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation 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?

2013-2014

	Category	**Men**	**%**	**Women**	**%**
a	SC	14	14.73%	04	4.21%
b	ST	-	-	07	7.36%
c	OBC	21	22.10%	49	51.57%
d	Physically challenged	-	-	-	-
e	General Category	03	16%	20	21%
f	Rural	75	36.84%	45	47.36%
g	Urban	20	8.42%	7	7.36%
h	Any other (specify)	-	-	-	-

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	22.22%	3	20%
b	ST	1	11.11%	0	
c	OBC	2	22.22%	4	26.66%
d	Women	2	22.22%	1	11.11%
e	Physically challenged	-		-	
f	General Category	4	44.45%	8	53.34%
g	Any other (specify)	-		-	

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

Category	At Admission		On completion of the course	
	Batch I 2012-2013	Batch II 2013-2014	Batch I 2012-2013	Batch II 2013-2014
SC	15%	18.94%	13.68%	16.84%
ST	7%	7.36%	7.52%	7.36%
OBC	64%	67%	67.36%	67.36%
Physically challenged	-	-	-	-
General Category	14%	3.15%	3.22%	1.05%
Rural	80%	78.94%	-	-
Urban	20%	21%	-	-
Any other (specify)	-	-	-	-

SECTION - C

CRITERION WISE EVALUATIVE REPORT

Part I : Executive Summary

Kumadvathi College of Education was established in the year 1996 by Swamy Vivekananada Vidya Samsthe (R) Shikaripura and was registered under Karnataka Societies Registration Act 1960 (No.1 of 1960). The name of Society is Swami Vivekananada Vidya Samsthe under which this institute is operating. Since last 18 years it is at work in the field of education, social sectors, cultural activities, and legal aids, youth welfare and other socio-economic development service. Recently the college is under Grant in aid position under Karnataka State Government (ED 143 UNE 2011, Bangalore Dated : 29-06-2011).

Executive Summary:

General: - Kumadvathi College of Education has been functioning in its own building which is as per NCTE norms. It is situated in Shikaripura, Shivamogga District of Karnataka. Centre enjoys its serene surroundings with green trees and plant, away from humdrum and noisy milieu of the earth.

Regulatory Bodies and their controls: - The main regulatory bodies are : The NCTE, Karnataka (Southern Region), and The UGC, The Karnataka State Government, The Kuvempu University, Shanakaraghatta and other authorized agencies. The principal and the staff are the main regulatory body in the college academic and co-curricular activities. The overall running of the institution and all the nonacademic aspects of the college are under the Swami Vivekananada Vidya Samsthe.

The intimate interaction of the college with the practice teaching schools and the community: Kumadvatahi College of Education has the sanction of 100 teacher trainee's intake every year. When the trainees come to the college after getting admission approval from the university they have interaction with the Principal and have necessary information about daily schedule of the college. The college Principal and staff gives them details of the daily routine. The Principal Orient the Student teachers about B.Ed., Programme through Power point Presentation. The college begins its daily routine with an assembly. The assembly has the prayers, thought for the day, general knowledge, news, speeches etc. if a particular day has some significance that is also included in the assembly programme. In different academic and cultural programmes the trainees are exposed to the parents and the alumni in our various academic and cultural programmes. The community is also involved in some of our activities which provide opportunities for the trainees for interaction. We organize health check up, blood donation camp etc. We have the community service programme to clean up nearby villages, Planting programme and to show them programmes based on national and state policies such as literacy campaign, computer education, Women's health and hygiene, education and women empowerment, and communicative skills.

The trainees are sent for practice teaching following the first and second semester academic calendar. The trainees are put into groups and about 10-12 high schools are involved in the practice teaching programmes. Over the years, the institution has always imparted quality education and multi faceted training to mould teacher trainees physically, emotionally, intellectually and spiritually. Maximum utilization of the infrastructural facilities by the institution's committed,

highly qualified and progressive faculty has led to sustained progress and development.

The college has illustrious alumni who hold key positions in the educational field all over India. The institution has always maintained a high ethical code as regards to admissions and academics thereby setting lofty standards. The focus of the institution is on quality curriculum transaction with the use of modern technology, evaluation, and research. Teacher training includes a variety of learning experiences coupled with innovative instructional strategies which is the need of the new millennium. Besides academic activities, the principal and faculty efforts are directed towards social and community service. This facilitates interaction with the community and society. Meticulous planning, timely implementation and introspection of all curricular and co-curricular activities are the priority of the principal and staff. This is reflected in consistently good academic results in the B.Ed programs implemented by the institution. The institution operates under the control of regulatory bodies that include the national bodies, U.G.C and N.C.T.E. In addition to this, Kuvempu University Shankaraghatta and the Local Management Committee also exercise control over the institution for total educational quality management. The effectiveness and quality of the institution needs to be assessed from time to time to enhance the quality of teacher education.

Relationship with Stakeholders

In our context there are two special occasions. Parent's Meet and Annual Function of the college when all the parents of student teachers and well wishers come together. A lot of time is offered for interaction. Local representatives of people, journalists, people related to education, related to institute namely Principals of neighboring colleges do collaborate with us and vice-versa.

Part II: CRITERION WISE ANALYSIS
CRITERION - I

CURRICULAR ASPECTS

1.1 Curricular Design and Development :

1.1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands etc.

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

Our Mission :
i) Transforming the hidden potentials of the students into realities
ii) To enable the students to develop a holistic personality with productive thinking.
iii) To enable the students to fulfil themselves with growth, happiness and satisfaction.

Objectives of the Institution :

1. To enable the students to be role models and empower them with pedagogical principles for implementing them in schools.

2. To produce sincere and dedicated teachers to teach at higher secondary level.

3. To develop cognitive skills among student teachers.

4. To prepare professionals with distinction through academic training and guidance.

5. Develop skills of guidance and counselling in student teachers.

6. Enable student teachers to foster creative thinking among pupils.

7. Prepare student teachers to face the challenges of globalization.

8. Enable student teachers to utilize community resources.

9. Develop communication skills necessary for teaching profession.

10. To develop ethical values among student teachers.

11. To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.

12. To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.

13. To motivate the students for solving their problems related to education with the help of research process.

14. To make the students academically to competent teachers along with both teaching as well as knowledge skills.

15. To realize their full roles and responsibilities as a teacher inside as well as outside the class room.

16. To transfer the students into good citizens with citizenship qualities like patriotism and tolerance.

17. To build leadership qualities and organizing skills of future teachers by making them along with extra-curricular and co-curricular activities.

1.1.2 Specify the various steps in the curricular development processes. (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)

1. The institution is to provide Co-education system and it is Paramanetly affiliated to Kuvempu University, Shankaraghatta. Our college is recognised by UGC as 2(f), section 12(B). The syllabus can take from time to time by the BOS of department of Education of Kuvempu University.

2. The institution is not directly involved in the process of developing curriculum of the B.Ed. semester course as Based on the needs of the student and society, the curriculum is developed by department of Education of the University.

3. Few of the senior faculty members have served as members, Board of Studies of universities, and participated in workshops, seminars, organized in connection with curriculum formation & have thus contributed to the up gradation of the curriculum.

4. The institution collects feedback from the students, alumni, employers, community, academic peers, and experts. During discussions in BOS meetings held for revising the syllabus and also for effective implementation of the prescribed syllabus.

5. The academic schedule of the college is connected with the institutions vision missions and their objectives.

6. Considering needs of the changing situation some changes were made in the latest syllabus.

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

- ICT occupies the most important place in the teaching learning and evaluation process.

- Basic human approach in teaching, education methods, media presentation and computer aided learning electives like environmental education population education, and physical & Health Education was followed.

- The faculty members of institutions are encouraged to attend the various Training Programs, Paper Presentation, Seminars, International/National Conferences and Workshop to know and develop their knowledge on the activities.

- The subjects taught in the course meet the needs of the global issues and the curriculum is transacted to meet the emerging needs.

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

1. The course has prescribed subjects like Philosophical and Sociological foundations of education, Educational and social concerns, Information Communication Technology as Compulsory subject and NCTE that directly bear thrust on national issues like Environment, Value education and ICT.

2. The curriculum syllabus contains of elective papers which consist about the national issues, challenges and environmental education.

3. National issues have been discussed and explained to the trainees through the group discussion and brain storming activities etc. All the above aspects are integrated while imparting and transacting various curricular & co-curricular activities. The college organize Co-Curricular activities like Blood Donation camp, National Youth Day, World Environment Day International

women's Day, Population day and legendary freedom fighters birth anniversary etc. The trainees themselves take responsibilities of the entire programme.

4. The students are exposed to innovative teaching methods using LCD, Smart board and Audio Visual Equipments during the course.

5. **Environment, Population Education & Physical and Health Education:** Environment education Population education & Physical and Health Education is one of the elective papers; it deals with the national issues like pollution control, waste management and sustainable development etc. This paper consists of the methods of imparting environmental education at various levels of education like primary, secondary, higher secondary schools and colleges.

6. **ICT:** It is the abbreviation of Information and Communication Technology. It provide as a compulsory paper in the B.Ed., syllabus, which includes various modern teaching aids. The college has acquired ICT aids such as, OHP, Video-Audio System, Internet, Computer Lab, Digital Projector etc. The library books are computerized and e-books and journals available both teachers and student teachers. The Teachers use the ICT in their teaching process. The trainees also show specimen of ppt.

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

- Yes. For example, the projector, OHP, internet facility provide in our institution is helpful to look into the designs of different curriculum, in aspects of teacher education.

- We use ICT for communication like Fax, Email, etc. for collecting data to use in the planning.

- Our institution makes use of ICT in planning of curriculum, preparation of academic calendar, timetable and question papers etc...
- Smart boards, projectors and laptops are used in teaching learning process.

1.2 Academic Flexibility :

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

Teacher education at our institution strives to help student teachers make meaningful association between theory & practice. Student teachers are taught to ask significant questions in the context of classroom & field experiences. The members of the faculty are committed to demonstrating the reflective model in their own teaching; they utilize instructional activities such as co-operative learning strategies, class interaction & role playing, micro teaching lessons & case studies. Reflective thinking skills - the ability to evaluate & interpret evidence, modify views and make objective judgments - are stressed in the course.

For example : Micro-teaching method playing a vital role in providing knowledge and practice in the important skills like introduction of a lesson, explanation, stimulus variation, use of black-board, probing questions and skill of demonstration.

Micro-Teaching method should be able to following objectives:
- Have an understanding of micro teaching as a skill oriented to integrate theory and practice for reflective teaching.
- Establish the value of micro teaching in reflective teaching.
- Identify how feedback is crucial in reflective teaching.

Concept of Micro-Teaching:

Micro-teaching is a teacher training technique which helps the teacher trainee to acquire the teaching skills. It requires the teacher trainee

1. To teach a single concept of content

2. Using a specified teaching skill

3. In a specified time (6 min)

4. Peer group of teacher trainees (8-10 Student teachers)

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 institution organizes various curricular & co-curricular activities to provide adequate flexibility & scope in the operational curriculum.

- Students participate in seminars and role plays, debates, elocution, essay writing, quiz competition, brain storming etc, according to their interest and capabilities and get ample learning experience.

- Students visit historical places, science centre, industry, research centre, villages and schools to collect data and enrich learning experiences.

- The time of teaching practice is fixed training is provided to the trainees depends on the availability of the schools. Depending on the availability of resource persons the training schedule is changed.

- The institution gives Teacher Trainees varied learning experiences both in the curricular and in the field work. The activities cover the following items:

    a. Seminar

    b. Assignments

    c. preparation of TLM

d. Assignment work (Term paper)

e. Book review

f. Blue print creation

g. Self study materials

h. Report writing of different activities

i. Group discussion

j. Co- curricular activities (like a sports, National and Religious festival calibration)

k. Educational excursion & Picnic.

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. During last three years the institute has organized various programme for this purpose.
Training is given to teacher trainees in the following aspects

➢ Developing Power Point Presentations in effective way

➢ The institution tries to develop communication skills through organizing various literary activities / competitions like elocution, extempore speech, essay writing, on the spot poem writing, etc.

➢ ICT is a compulsory subject studied by our students in the 1st semester and the ICT fundamental skills are developed through the ICT practical work.

➢ The institution has computer lab in which 36 computers provide basic computer operating skills.

➢ Life skills, community orientation & social responsibility are developed through the Citizenship Training Camp organized by the college every year.

➢ Blood donation camps and also awareness programs on AIDS, family planning, women health and environment are organized.

➢ Guest lectures and workshop held on personality development create awareness among the students about the importance of personality development and soft skills.

➢ Leadership Quality

➢ Spoken English

➢ Communication skill workshop

➢ Handwriting

➢ Art and Craft

➢ Map drawing

➢ Title writing

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

1.2.4.1 Interdisciplinary/Multidisciplinary

B.Ed., Syllabus is associated by the affiliated Kuvempu University, Shakaraghatta. It consists of Three papers,(Foundational Course), two Method papers and one Elective paper. The four core papers are common to all.

1.2.4.2 Multi-Skill Development

The objective of the B.Ed., syllabus is to prepare a fully-fledged teacher to meet the demands of the changing society. Hence our curriculum contains of multi skills, in which our trainees are given maximum exposure and training. For Students various skills are developed through innovative teaching, ICT, soft skills

and communication skills. Co-Curricular activities offered for multi-skill development.

1.2.4.3   Inclusive Education

Our institution provides inclusive education while transacting the curriculum. The students are provided with the same syllabus as like normal students. They go to schools for teaching practice. They are encouraged to participate in co-curricular activities with eagerly.

1.2.4.4   Practice Teaching

It consists of 40 days for practice teaching. It is necessary to complete practice teaching. No one is given exemption from the practice. Those who are complete teaching practice will only be considered for the examination. Hence necessary measures have been taken up to ensure the systematic practice. Apart from teaching they also organize various co-curricular and extracurricular activities for school students.

The student teachers get real school experience during block practice teaching which is considered as internship for nearly a month.

1.2.4.5   Work Experience /SUPW

SUPW/Work experience is the one of the important aspects in curriculum. Guest faculties are invited to provide specific training and skill development in preparing various socially useful productive items like envelop, files, candles and best-out -of- waste items.

The following activities included for work experience:

 ❖ Book binding
 ❖ Envelope making

- ❖ Making objects from waste material (wealth from waste)
- ❖ Paper cutting for decoration
- ❖ Phenol preparation
- ❖ Groom stick preparation
- ❖ Rose preparation using straws
- ❖ Pot paginating
- ❖ Paper bags preparation
- ❖ Photo lamination etc.

1.2.4.6   Other activities

The college commences with morning assembly where in the students present thought for the day, deliberation on specific educational themes and news reading and singing with state anthem and national anthem.

1.3 Feedback on Curriculum :

1.3.1   How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The feedbacks are received from the student, practice teaching schools, and faculty staff members through questionnaires format. They analyzed the received feedbacks and taken the corrective actions if any wrong feedbacks.

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.

Though we do not have a specific mechanism to analyze & use the outcome from the feedback, in staff meeting we deliberate on the feedback and review &

identify areas for improvement & the changes to be brought in the curriculum. The members of the management also reflect upon the feedback & provide timely guidance for further improvement of the overall conduct of the course.

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

The institution is not directly involved in the process of developing curriculum of the B.Ed. semester course. However few of the faculty members have served as members of board of studies of universities, and participated in a number of workshops, seminars while curriculum was under formation & have thus contributed to the up gradation & have thus contributed the up gradation of the curriculum. The institution obtains & uses feedback from the students, alumni, employers, community, academic peers & experts for effective implementation of the prescribed syllabus.

1.4 Curriculum Update :

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

Our curriculum activity is associated by NCTE and regularly updated by Kuvempu University, Shankaraghatta, which we follow as per norms. Some major changes last five Years like this

Annual Scheme of syllabus in the year 2012-13

Bachelor of Education Degree Course shall consists of the following theory and practicum:

SL NO	PAPER	TITLE OF THE PAPER	HOURS/WEEK
1	ED1	EDUCATION IN EMERGING INDIA	4
2	ED2	EDUCATIONAL PSYCHOLOGY	4
3	ED3	SECONDARY EDUCATION AND TEACHER FUNCTIONS	4
4	ED4	COMPUTER EDUCATION	2
5	ED5	CONTENT-CUM-METHODOLOGY OF TEACHING SCHOOL SUBJECT-1 (CCM-1)	5
6	ED6	CONTENT-CUM-METHODOLOGY OF TEACHING SCHOOL SUBJECT-2 (CCM-1)	5

SL NO	PAPER	TITLE OF THE PAPER	HOURS/WEEK
7	ED7	AREA OF SPECIALISATION	2
8	ED8	PRACTICUM-1	2
9	ED9	PRACTICUM-2	2
10	ED10	PHYSICAL EDUCATION AND GAMES(PE&G)	1
11	ED11	SOCIALLY USEFUL PRODUCTIVE WORK(SUPW)	1
12	ED12	CO-CURRICULAR ACTIVITIES/UNION ACTIVITIES(CCA)	1
13	EDN13	TUTORIALS	2
		TOTAL HOURS	**35**

SCHEME OF EXAMINATION

PAPER	TITLE	INTERNAL MARKS	EXTERNAL MARKS	DURATION OF THE EXAM PAPER	TOTAL
ED1	EDUCATION IN EMERGING INDIA	20	80	3HRS	100
ED2	EDUCATIONAL PSYCHOLOGY	20	80	3HRS	100
ED3	SETF	20	80	3HRS	100
ED4	COMPUTER EDUCATION	20	50	2HRS	70
ED5	CCM1	20	80	3HRS	100
ED6	CCM2	20	80	3HRS	100
ED7	AREA OF SPECIALISATION	20	50	2HRS	70
ED8	PRACTICE TEACHING AND RELATED ASSIGNMENTS-1	130	50	45MTS	180
ED9	PRACTICE TEACHING AND RELATED ASSIGNMENTS-2	130	50	45MTS	180
	TOTAL	**400**	**600**		**1000**

Additional Content Course/Courses for students who not studied the methodology subjects as optional in their degree course 100 marks per subject.

SUPW   :   A/B/C/D/E
PE&G   :   A/B/C/D/E
CCA   :   A/B/C/D/E

FURTHER BREAK-UP OF INTERNAL MARKS FOR THEORY PAPERS

SL NO	PAPER	TITLE OF THE PAPER	TESTS	PRACTICUM	TOTAL
1	ED1	EEI	10 (2 tests)	10 (1 Practicum)	20
2	ED2	EP	10 (2 tests)	10 (1 Practicum)	20
3	ED3	SETF	10 (2 tests)	10 (1 Practicum)	20
4	ED4	COMPUTER EDUCATION	10 (2 tests)	10 (1 Practicum)	20
5	ED5	CCM-1	10 (2 tests)	10 (1 Practicum)	20
6	ED6	CCM-2	10 (2 tests)	10 (1 Practicum)	20
7	ED7	AREA OF SPECIALISATION	10 (2 tests)	10 (1 Practicum)	20

FURTHER BREAK-UP OF INTERNAL MARKS FOR PRACTICUM OF CCM-1 AND CCM-2

SL NO	ITEM	I.A CCM-1	I.A CCM-2	E.A
ED1	PRACTICE TEACHING	60	60	50+50
ED2	CRITICISM LESSON	10	10	
ED3	MICRO TEACHING	10	10	
ED4	OBSERVATION RECORDS	10	10	
ED5	TEACHING AIDS	15	15	
ED6	CONTENT TESTS (BASED ON 8TH 9TH SYLLABUS	10	10	
ED7	UNIT PLAN WITH UNIT TEST /RESOURCE UNIT	15	15	
	Total	**130**	**130**	**100**

Newly updated Semester Scheme Curriculum 2013-2014

COURSE STRUCTURE

SEMESTER- I :		
A	FOUNDA-TION COURSES (FC)	FC-1.1 Philosophical & Sociological Foundations of Education
		FC-1.2 Psychology of the Learner & Learning Process
		FC-1.3 Instructional Technology
B	COMPUL-SORY COURSE (CC)	CC- I.4: Information & Communication Technology
C	SPECIALI-ZATION-PE-DOGOGICAL COURSES (PC)	PC- 1.5 : CC Methodology of Teaching Subject –I
		PC- 1.6: CC Methodology of Teaching Subject –II
D	INTERN-SHIP-PRACTI-CALS/ PRACTICE TEACHING (INT)	Microteaching practice (Presentation of five skills each in Teaching Subject CCM- I & II.)
		Practice of simulated lessons (Two lessons in Teaching subject CCM- I & II.)
E	COMPUL-SORY PRACTI-CUM(CP)	Health and Physical Education SUPW/WWC Co-curricular Activities (CCA)
F	MANDA-TORY SKILL(MS)	Spoken English

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SEMESTER- II :		
A	FOUNDA-TION COURSES (FC)	FC-2.1: Education and Social Concerns
		FC-2.2: Psychology of Learning Process and Measurement
		FC-2.3:Educational Administration and Management
B	ELECTIVE COURSE (EC) (ANY ONE)	EC 2.4.3: Physical & Health Education.
		EC 2.4.7: Environmental Education
		EC 2.4.8: Population Education
C	SPECIALI-ZATION-PE-DOGOGICAL COURSES (PC)	PC- 2.5 : CC Methodology of Teaching Subject –I.
		PC- 2.6: CC Methodology of Teaching Subject –II.
D	INTERN-SHIP-PRACTI-CALS/ PRACTICE TEACHING (INT)	Practice Teaching : CC Methodology of Teaching Subject –I.
		Practice Teaching: CC Methodology of Teaching Subject –II.
E	COMPUL-SORY PRACTI-CUM(CP)	Health and Physical Education SUPW/WWC Co-curricular Activities (CCA)
F	MANDA-TORY SKILL(MS)	Personality Development

SCHEME OF EXAMINATION

Course No	Course Code	Title of the Course	Workload per Week	I.A.* Marks	Theory Exam	Total Marks
		I Semester				
1	B.Ed (FC). : 1.1	Philosophical & Sociological Foundations of Education	5	25	75	100
2	B.Ed. (FC): 1.2	Psychology of the Learner & Learning Process	5	25	75	100
3	B.Ed.(FC): 1.3	Instructional Technology	5	25	75	100
4	B.Ed.(CC): I.4 Compul-sory Course)	Information and Communication Technology	4	25	50	75
Specialization –Pedagogical Courses						
5	B.Ed. (PC): I.5	Content cum Methodology of Teaching Subject -1	5	25	75	100
6	B.Ed. (PC): I.6	Content cum Methodology of Teaching Subject -2	5	25	75	100
Term Work (Practical/Practice Teaching)						
7	B.Ed. (INT):I.7	Term Work: Microteaching Practice	1	25+25	-	50
8	B.Ed. SDC:I-1	Practice of Communication Skills *Spoken English*	1 1	-	-	-
TOTAL			32	200	425	625

		Specialization –Pedagogical Courses				
13	B.Ed. CCM:2.5	Methodology of Teaching Subject -1	4	25	75	100
14	B.Ed. CCM:2.6	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 Mo T: S-1 Terminal Lesson IT: 1	3	80 20	-	80 20
16	B.Ed. P.T:II-8	Term Work : 2 Teaching Practices Mo T: S-2 Terminal Lesson IT: 2	3	80 20	-	80 20
17	B.Ed. SDC:II-2	*Personality Development*	1	-	-	-
			34	350	425	775
		Total	66	550	850	1400

Sl. No.	COMPULSORY PRACTICUM IN I AND II SEMESTER	GRADES AWARDED IN II SEMESTER	WORK LOAD PER WEEK
1.	Physical and Health Education	A I B I C I D	1
2.	SUPW/WWC	A I B I C I D	1
3.	CCA	A I B I C I D	1

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 with Unit Test Plan/Resource Unit	15	15
Content Test	10	10
Teaching Aid	10	10
Total Marks	100	100

Semester End Written Examination Question pattern:
Core and specialization
Duration: 3 hours, Maximum marks: 75

Section	Type of Questions	Marks	Total
A	Three long answer type with internal choice	3 x 10	30
B	Five short answer type questions out of 7 (At least one question from each unit to be set)	5 x 6	30
C	Five very short answer type questions out of 7 (At least one question from each unit to be set)	5 x 3	15
	Total		75

Compulsory paper/Electives 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)	2 x 10	20
B	Three short answer type questions out of five (At least one question from each unit to be set)	3 x 5	15
C	Five very short answer type questions out of 7	5 x 3	15
	Total		50

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.)

Need assessment:

The assessment strategies maintained by the institution for curriculum revision and update for future requirements.

Student input:

The student input is nothing but the suggestions and feedback collected by students and make necessary actions.

Feedback from practice teaching schools:

The feedback by teaching school is giving the performance of Students by head of the school for their effective teaching and observing.

1.5   Best Practices in curricular Aspects :

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

B.Ed.:

- B.Ed., Students have to prepare projects on the problems related to their personal issues like institution and class room.

- Trainees are given training in power point presentation and audio-visual equipments like OHP, LCD, Projector and other electronic equipment.

1.5.2 What innovations / best practices in 'Curricular Aspects' have been planned/implemented by the institutions?

- The institution has planned to give training and practice in e-mail creation, practice in browsing internet and in Excel, map writing skill.

- In this regard, computer training is given to them along with their course. After training, students are assessed and evaluated.

CRITERION II :
TEACHER LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

Admission process of the B.Ed. course is done by the Centralized Admission cell constituted by the Karnataka Government. This cell determines the criteria and procedure both B.Ed admission every year. Our admission process is transparent. The merit list is displayed and students' choice of place and subject are also made known. Members of B.Ed admission cell and senior staff member of the colleges work in the regulatory body, this remains present during the process of admission. The process of filing application for admission is online. Out of 100 seats 75 seats are filled by the Government and the remaining 25 seats are filled by management. The merit lists are prepared on the bases of the academic achievements of the student in the graduation in the government policy of the different reservation categories. All admissions are approved by the University in accordance with the approved policy. For 25 management seats, the eligible candidates are admitted through entrance test on merit basis. The ranking list is displayed on the notice board of the admission department, and registration is made accordingly.

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

1. Mark Statement of standard X
2. Mark Statement of standard XII

3. Mark Statement of UG Degree

4. Mark Statement of PG Degree

5. UG Degree Certificate

6. PG Degree Certificate

7. Character Certificate (from the Institute last attended)

8. Community Certificate

9. 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 granting admission to any student, the hard copy of the Application Form along with Allotment Letter is to be collected by the admission committee from the student concerned. The candidates are then asked to provide all the certificates in original along with two set of photocopies of each document and two copies of their photograph.

The college organizes orientation programme for students in which ice-breaking sessions and group discussions on various current topics are conducted to familiarize and judge the interest of the student-teachers.

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

Admissions are centralized by state government of Karnataka. Every year the advertisement for B.Ed. entrance test is published by the above authority in National as well as state level news papers. The centralized admission is online supported by Karnataka state government's website i.e.

www.schooleducation.kar.nic.in. The advertisement generally provide the following information: (1) Admission Process (2) Dates of receiving and submitting online application (3) Fees and Processing Fees (4) Contact number, address, and website etc.

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

The documents of each candidate are verified by the institution authorities according to the rules and norms laid down by the SCERT. If lacunae are found, the case is referred by the Principal to the concerned authority of Admission. The documents of admitted teacher trainees are verified by the authorities of the institution. Thus, the institution monitors admission decisions and ensures that the admission criteria are equitably applied to all applicants. The institution regularly keeps in touch with the number of seats filled and left vacant after every counseling. The institution monitor admission decisions are taken by the whole panel not only by the head of the institution itself. The institution involves the whole panel in the admission decision. The decision and guidelines are followed without any biasness.

2.1.4 Specify the strategies if any, adopted by the institution to retain the diverse teacher trainees population admitted to the institution. (e. g. Individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The college admits 100 students belonging to various communities as per the norms of DSERT Karnataka. Admission for 75 seats are filled by the government by on line process as well as counseling and another 25 seats filled by the Institute based on the merit and reservation criteria envisaged by the

Governments. The teacher trainees are admitted to the institution through the centralized admissions process. These teacher trainees are from diverse group regarding their economy, culture, religion, gender, linguistic background and challenged with special needs. To retain all these diverse teacher trainees in the institution we adopt the following strategies according to their need. The institution simply follows the rule of equality for every student who is admitted in our college.

Commonly observed practices adopted by college are:-

1. **Cultural and religious diversified group:** The institution has adopted secular approach in all the practices. All the main festivals of different cultures and religions are celebrated in the institution. The college believes in secularism and celebrates these festivals. The institution mainly celebrates Christmas, Deepawali, Holi, Eid, etc. at the college level. Teacher trainees sing a secular prayer daily. All the teacher trainees are equally treated irrespective of their caste, creed, culture, religion, language, economy, abilities, and gender in the institution. Conducive climate is maintained in the campus.

2. **Gender diversified group:** The institution is a co-educational. There is an increasein female teacher trainees taking admission for B.Ed. course.
Separate common room for women students is provided. There is a cell for Women for anti-harassment. A lady faculty member is the person in-charge of the cell. The problems of women students are discussed with the female faculty and solved accordingly.

3. **Linguistic diversified group**: Here the medium of instruction is bilingual. English and Kannada Languages are used as a medium of instruction for the teacher trainees. Majority of the teacher trainees are from rural areas.

4. **Physically challenged group :** Our institution has provided adequate infrastructure facility for physically challenged student-teachers. A ramp is constructed at the main entrance for the easy movement of physically challenged. The faculty provides separate counseling the teacher trainees, who are disturbed or unable to cope-up with the environment of the institution. There is no such diversion in student population on the basis of religion, culture, gender, linguistic and background. All the students are treated equally without any diversion.

5. **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.**

   The teacher trainees are admitted through the process of Pre B.Ed. entrance test and counseling. This is the provision of assessing teacher trainee's knowledge before the commencement of course B.Ed. Programme. After their admission in the institute, some of the strategies like talent search Programmes are conducted to know their intelligence, interest, adjustment and other traits to know their level of extremities. There is a provision for assessing student's knowledge/needs and skills. We take interview of the students to know their backgrounds, qualification and even theirqualities before the commencement of teaching programmes.

2.2   Catering to Diverse Needs

2.2.1 Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

Orientation Programme: The institution starts the session with the orientation programme for three days in which ice breaking, introduction of staff and students

are done. The teacher trainees are made aware of the syllabus of whole curriculum with learning activities. The orientation programme helps the teacher trainees to rectify their adjustment problems toward curriculum and their teaching-learning environment.

Morning Assembly: To give over all conductive environments, there are co-curricular activities. The day's academic work is started with morning assembly. Each student a day leads the assembly for the particular day. There is much creativity in conducting the assembly. The student generally writes the following information on the bulletin board (1) Thought for the Day, (2) News of the Day (3) General knowledge Questions (4) A Thought provoking skit and birthday wishes for the student teacher. This keeps the environment conducive for learning.

Institution building: - The institution building is conducive for teachers' training programme. It is double storied building. It has properly ventilated structure which keeps the learning atmosphere healthy and live. There are according to NCTE norms sufficient rooms for various needs. The building is well maintained by the institute.

Classrooms: - There are mainly two classrooms i.e. section one and section two for Kannada and English medium respectively. In Kannada medium there are about 77 student teachers and in English medium there are about 12 students teachers are present for the academic year 2013-2014. These classrooms are spacious with a seating capacity of more than fifty teacher trainees. Besides these classrooms there is a big classroom in which 100 student teachers sit together when there is combined class of both the sections. Each classroom is well ventilated with sufficient natural light. Sufficient number of tube lights and fans

are provided in those classrooms. Benches in the classrooms are adult sized and made up of iron, are comfortable to sit. All the facilities in the classroom help to keep the environment conducive for learning.

Library: - It is well equipped with many text-books, good reference books, periodicals, research journals, and dictionaries. Books are available in both English and Kannada. It is also equipped with a photocopy machine. The library is spacious and 100 teacher trainees are accommodated when there is library period of one section. There are sufficient tables and chairs in the library. This library provides an inspiring learning environment for the teacher trainees.

The following facilities such as 1. Barcode 2. E-library 3. Internet facility 4. Separate teacher reading room 5. Epexegetic

Educational Technology Room: - The institution has a well equipped Educational Technology (ET) room. It consists of Smart board with internet connection, Television, Overhead projector, LCD, and Laptop. The teacher educators use these technologies while teaching. It helps the teacher trainees to develop their skills regarding the use of electronic gadgets, so that they can easily handle these equipments during their practice teaching sessions. Teacher trainees also prepare and use various models, PPT, modules and teaching aids required for the teaching sessions throughout the academic year.

Multipurpose Hall: - There is a multipurpose hall available with inbuilt sound system for the teacher trainees to carry various co-curricular activities, cultural programs, annual function and prize distribution. It is also useful to conduct various lectures, workshops, seminars, symposium and conferences. Orientation programme for the teacher trainees takes place in the multipurpose hall.

Psychology laboratory: - Psychological instruments, equipment and tests are available in the laboratory. There are psychology practical prescribed in the syllabus and for all these practical necessary equipments and instruments are available.

Science laboratory: The College has well equipped laboratories for conducting experiments.

Village Camp: Field experiences are also given to the teacher trainees to apply and reflect on their content. Every year all the staff and student teachers go for Citizenship training Camp for community experience to some rural area and stay there for three days. They visit people around that particular place conduct survey of various public facilities by the government. This is meant for the community experience of the teacher trainees. They experience the rural life. Some awareness programmes related to education, health, human rights, etc. are organized.

Educational Tour: Every year educational excursion is arranged by the institution like historical places. The educational excursion widens the perspective of the teacher trainees.

Micro-teaching and teaching practice: Micro teaching session is arranged for the teacher trainees after demonstrations of lessons by the teachers. The student teachers practice the micro teaching skills. After microteaching they go for practice teaching in different neighboring schools. The teacher trainees do their teaching practice in these schools.

Community work: The institution conducts Chalk Making, Gardening, Drawing &Painting, Tailoring & Embroidery, Games and sports. So, there are curricular as well as co-curricular activities for the students for creating over all environments conducive to learning and development of the students.

Various Competitions: Teacher students are also involved in variety of school based activities like organizing Quiz, Essay Competition, Speech Completion, Best out of Waste Competition, Singing Competition, Dance Competition, Debate, Extempore, etc.

All the above mentioned points are helpful in creating over all environments conducive to learning and development of the students. Also the teacher educators and teacher trainees make the environment rich and conducive to all kind of learning and development.

College caters to individual differences among the students such as manifested in their learning styles, needs, socio-economic status etc. Learning needs can be divided into three dimensions-cognitive, affective and psychomotor. Various activities are used for satisfying these diverse learning needs.

Cognitive Learning is promoted through - Various literary competitions like debates, quiz, essay competition, Brain storming, group discussions, seminars, workshops assignments and project work help in satisfying cognitive learning needs. Arranging Extension Lectures is the special feature of this college, which helps in broadening the outlook of the students and instilling in them appropriate thinking skills.

Affective Learning is promoted through - Community services like 'Blood Donation Camp' and Free Health check up camp is organized by the college every year. Educational trip is organized for students to make them honest, reliable, careful and good citizen. Rallies on different current issues like 'Environmental conservation, literacy awareness, Dengue outbreak etc Rally' has been organized by the college.

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

Spoken English programme is organized by the institution. 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 disadvantaged 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 of 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 on 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?

Most of the B.Ed. curriculum is focused on understanding the role of diversity and equity in teaching learning process.

- The first theory paper "The Philosophical and Sociological Foundation of Education" which deals with various basic concepts in relation to society, social interaction, social barriers, various philosophers and their philosophies are discussed.

- In the second theory paper "Psychology of learners and learning process" which deals with units such as learning and motivation, intelligence and

creativity, exceptional children, individual children, personality etc. are incorporated in the curriculum. These units lay the foundation and theoretical background with respect to diversity and equity in the teaching learning process.

- **Different education department and work**
- Besides the above, various practical, practice teaching lessons and activities conducted under the working with community are useful for the teacher trainees to understand the role of diversity and equity in the teaching learning process.
- Practice teaching program gives the teacher trainees an opportunity to apply their knowledge regarding the diversity and equity, which is gained in the classroom. While teaching, they find out the diversity in the classroom and try to create equity through the teaching learning process.
- There are various curriculum activities like Micro-teaching, Rural camp, Educational tour and Internship, Teaching programmes etc. along with this many activities including the celebration of national festivals, organization of games and sports and cultural programs at frequent intervals are organized for student teachers enabling them to understand the role of diversity and equity in teaching learning process.

    In addition to the core subject and the elective subject offered in the emerging areas for improving the teaching learning process we have various process like Oratorical competitions Co- curricular activities, Seminars, workshops and training programme, they are also given challenging assignments asked to handle seminars in their class.

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

The institution ensures that the faculty members are knowledgeable and sensitive to cater to the diverse teacher trainee needs by the following ways:

Qualified and competent teachers are selected through proper selection procedure of college code 28. The experts of the selection committee select the lecturers by testing their knowledge and sensitivity to cater the diverse teacher trainee needs.

Our faculty members participate in the professional development program like seminars, conferences, workshops, at local, regional, national and international levels and gain the knowledge useful for catering the diverse teacher trainee needs.

This keeps them updated regarding new trends and contemporary issues.

- Some of them also participate in these professional development programmes as resource persons and disseminate the knowledge.

- The institution ensures that the teacher educators are knowledgeable and sensitive by taking feedback from the students.

- The institution always motivates its staff members to perform their best. For assessing the   good performance of staff members the institution invites self-appraisal from teaching faculty. The institution analyses their performance throughout the year and also the institution felicitates its efficient staff members in teachers day function.

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 situations?

The various practices are as follows that help teacher trainees develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations:

Developing teaching skills through demonstrations given by the faculty members:

The teacher educators give demonstration just before the micro teaching and macro teaching starts. All the skills of micro teaching are demonstrated by the faculty members. The teacher educators develop the skills of teacher trainees regarding the diversity and inclusion through live demonstration during their teaching sessions.

Providing knowledge and skill through theoretical teaching: All the papers of the B.Ed. syllabus are taught by the faculty members through different teaching method and ICT. While teaching these papers they also provide inputs to develop knowledge and skills of the teacher trainees.

Use of gained knowledge and skills by the teacher trainees: The knowledge gained and skills acquired by the trainee- teachers are used in the classroom situations during practice teaching. In this way, the teacher trainees get an opportunity to apply the required knowledge and skills. Beside this, teacher trainees observe the schools during the practice teaching.

2.3 Teaching Learning Process

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

The institution engages student-teachers, in active learning by giving assignments, journals writing, reading books in library, giving them projects works in group as well as individual, doing peer group teaching in which some talented teacher students teach their peer group, performing some cultural activities etc. The teachers divide the topics themselves then they teach. So it brings interest in them to learn.

Library – There is a digitalized college library. The student teachers as well as the staff members make full use of the library. At a time three books are issued to each teacher student. There are enough tables and chairs where more than 100 students can study together. There are library periods for the teacher students and in library period one section of students goes for library study. Different types of journals and Magazines are available in library. Photocopy facility is also made available in the library for students and staff. Thus library helps active learning.

Websites⊗ (http://www.topedusites.com). Usually the staff members search this website and get the additional and latest information and references time to time. Additional reading material is obtained from the website. The Curriculum of B.Ed. Programme is designed in such a way that the teacher trainees should remain engaged in active learning. The institute makes good efforts to transact the curriculum effectively by implementing the following activities to engage the teacher trainees through active learning:

Micro-teaching and Simulated lessons (peer teaching) – Microteaching 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 various teaching skills which will be useful in simulation lessons and classroom teaching. Therefore, the teacher trainees remain active in this learning process.

Simulation – The core teaching skills are developed in simulated settings. The following core teaching skills are practiced in this college by the students in simulated 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 Illustration 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 plans and for that purpose they have to do a lot of preparation. The lesson plans are first finalized by the subject teacher and then they go for practice teaching which is real teaching in classroom situation. The teacher trainees use 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.

Work Experience: The teacher trainees are engaged in some of the work experiences like Gardening, Bag preparation, Envelop making, Flower making from waste cloths, Garlands preparation from waste cloths, Pine oil preparation, Alphabets making from thermo coal, Broom stick preparation, Greeting card preparation, etc. which make the teacher trainees active in learning. Thus, the teacher trainees are engaged in active learning and develop their competencies and commitments required for would be teachers.

Co-curricular activities – The institution has many co-curricular activities which keep the teacher trainees busy throughout the year. Every Friday 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, handwriting, skit presentation, morning assembly conduct, exhibitions, elocution, celebration of festivals of different religion and culture, cooking, workshop and seminar, gardening, celebration of various important days, 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 and Workshops: A seminar on "Teacher empowerment for quality education: Trends and challenges" was organized on 7th and 8th of May 2012 and State Level Workshop on "Communication Skills for Effective Teaching" was organized by the institution 5th and 6th of April 2014. This seminar and workshops helps the teacher trainees to learn actively.

Focus group

The institution first identifies the slow learners using certain strategies and then provides them with using self learning materials. The advanced learners help them in learning by tutoring.

Debates on social issues

The teacher educators encourage the student-teachers to debate on social issues.

Discussions on lesson plan preparation

The students are encouraged to discuss about the objectives and steps in lesson plan in groups so that they get clarity of concepts.

Role play

The student teachers are asked to perform role plays on the problems of Indian 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 trip and excursion

The student teachers learn a lot of things 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?

Learning is made student centered by the following ways:

- Learning is made 'student centered by utilizing Participatory teaching learning strategies

- It is made teacher trainee centered by lectures, practical and field activities.

- Technological approach makes the learning student-centered.

- Various participatory activities like group discussion, seminar, workshop, micro teaching, practice teaching, assignment etc. make the learning trainees centered.

- Students are provided with the experience of active learning i.e. they are exposed to learning resources like library of the Institute, individual projects as the part of assignments, and practical in the form of psychological tests.

  Learning is made student-centered by performing non-curricular activities such as involving them in gardening, playing different games, having different competitions, conducting assembly in which different group perform different activities such as news, thought for the day, skit etc.

a) Seminar method of teaching: the students will be given some topics and the references including the internet websites and journals. The seminar paper will be corrected and the students will be presenting the paper in the class.

b) Quiz Programme: Quiz programme in the subject and allied subjects beyond curriculum is conducted.

c) Co-Curricular Activities: Formation of association in each subject area and inviting guest lectures.

d) Cultural Activities: By conducting these programmes the students are having knowledge in organizing capacity and leadership.

e) Personality development: Guest is invited to give programme and conduct workshop to develop the personality.

f) Educational trips: Students are taken to educational trips.

g) Citizenship training camp gives students exciting learning experience.

h) Health camp helps students to get their doubts cleared regarding the health problem.

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 effective way. Active learning methods are given much importance. To ensure effective learning various instructional approaches are used to provide them experiences.

Innovative approach / method developed and used: Concept of Active Learning Methods is used in teaching. The teacher trainees are made aware of the Active Learning Methods and they use them in their practice teaching.

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

Institution has provision for training in models of teaching. To orient the students in models of teaching, subject experts 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.

The micro-teaching is vital part of B.Ed. syllabus. The micro-teaching programme is planned at two stages in the college Ist stage Theoretical and IInd stage Practical. Separate work-shop is held to impart training in this important area. Following Micro teaching skills are provided at the college.

Simulation – The core teaching skills are developed in simulated settings. The following core teaching skills are practiced in this college by the students in simulated 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 Illustration 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

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 10-12 students are allotted to each faculty to organize practice teaching skills in simulated situations.
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 mechanism of lesson plans, etc.)

The practice teaching is conducted in ten secondary schools in and around the city of Shikaripura. Available schools for practice are approached by the faculty member with the permission from the Block Education Officer of Shikaripura. 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 30 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. Dr. Rajkumar High School, Anjanapura,
2. Sri Guru Rudramuni Shivayogi High School, Ambaragoppa.
3. Sri JGVVSS High School, Nelevagilu.
4. Government High School Gaama,Issur.
5. Government High School Gaama,
6. Government High School Haregoppa.
7. Sri Veeranjaya High school Shettihalli

URBAN SCHOOLS

1. Kumadvathi High School, Shikaripura (Kannada and English Medium High school)
2. Bapuji High School, Shikaripura
3. Govt. Junior College, Shikaripura, (Kannada and English medium High School)

4. Deenabandhu High School, Shikaripura.

5. Prakruthi High School (English Medium), Shikaripura.

6. Sri Siddalingeshwara High School, Shikaripura.

7. Government Girls Junior College,Shikaripura

Out of these schools, Mythri Higher Secondary School 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 pre plan the lesson under the guidance of his/ her Method teacher, get it checked and signed by Method teacher and present it in the allotted class. Each teacher trainees has to teach 40 lessons i.e. 20 lessons of school subject I including one terminal lesson and 20 lessons of school subject II including one terminal lesson. The Teacher Educator supervises the lesson and writes his/her observations in the Lesson notebook of the student teacher. After the completion of the days lesson in the evening feedback 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 40 practice teaching lessons given in the schools. The students are expected to observe only two lessons in a day. 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 teachers to appreciate and imbibe good teaching skills of their classmates and in overcoming their own inadequate aspects.

Observation of the Practice teaching by the teacher-educators: The practice teaching is supervised by the trained staff members of the college. To avoid subjective observation and to avoid inter and intra discrepancies in the feedback, an analytical observation format is prescribed to all the observers. The observers are expected to write their observation analytically and suggestions descriptively. The lesson observing teacher educator evaluates each components of the practice teaching lesson given by the students. Normally teacher observes all the lessons of the students.

Observation of practice teaching by the school teachers: The subject teacher whose period is taken by the pupil teacher is requested to attend the lesson given by other pupil teachers. The school teachers are requested to observe the teaching of the pupil teacher minutely especially the content part of the teaching. The school teachers are also requested to participate in the feedback session and requested to give their valuable suggestions for the improvement of the lessons given by the pupil teachers. The students are expected to make a note of the feedback given by the supervising lecturer and peer observer. They are required to incorporate the suggestions given by the observers while preparing further lesson plans. The students should reflect on the strength and weakness of their lessons based on the discussion held in the feedback session. The feedback has to be reflected in the future lessons in terms of magnifying their strength and minimizing their weakness.

Feedback mechanism: At the end of the day of practice teaching the teacher educator conducts the feedback session. In this feedback session, the pupil teacher

who has given the lesson, the teacher educator who has observed the lesson, the school teacher who observed the lesson the peer group who observed the lesson participate. The pupil teachers are told about the strength and weakness of the lesson given by him. The suggestions, modifications suggested by the observers are discussed in the session. The pupil teacher is asked to note down the suggestion after thoroughly understanding it. The pupil teacher is expected to modify the lessons accordingly.

Monitoring mechanism: The lesson plans are written by the pupil teachers on the basis of the guidance given in the lesson plan workshop. These rough lesson plans are to be shown to the teacher educator who teaches the subject. The teacher educator goes through the lesson plan and gives suggestions. Based on these suggestions the pupil teacher writes the final lesson plan and once again shows it to the particular teacher educator of the respective subject. The principal gives surprise visit to the practice teaching schools to monitor the practice teaching. In between and after the practice teaching is over, the college conducts mid- term monitoring of the practice teaching. The feedback forms received by the school teachers and head masters are analyzed in the meeting. The pupil teachers and the teacher educators share their experiences on practice teaching. The practical difficulties of the students are also solved in this meeting. In simulated practice teaching, the students are segregated into different groups. Later the students are asked to give lessons for their group members along with subject teachers.

After the successful completion of micro teaching, simulated teaching and optimal use of teaching aids we arrange practice teaching session for our students in various practice teaching schools by the following procedure –

- The process of practice teaching in school, first we give the guidance to the student teacher in college about lesson plan. Practice teaching programme is

conducted for two methods of student's teacher in various schools. They prepare lesson planning under the guidance of faculty. Trainees cannot give more than 2 lessons in every day.

- Division of students is done on the basis of practice teaching schools available.

- Preparation of time table and distribution of classes are done according to the student's expertise.

- Each student prepares maximum two lesson plans per day and delivers one from each teaching subject both are to be duly supervised.

- The teacher educator observes 15 lesson plans from each teaching method of the students. It is compulsory for all the pupil teachers to observe all the lessons of their peers except their preparation and classes.

- Practice teaching sessions are developed in partnership, cooperatively involving the school staff and mentor teachers. Mentor teachers help us by providing the syllabus and conveying the needs of students and subject. The school staff helps in maintaining discipline and provision of other facilities.

- Teacher educators use various instructional materials like Charts, Models Transparencies, and Hand-outs etc. to make their classes interesting.

- Teacher educator provides written as well as oral feedback and suggestions. In some schools teachers also provide additional observations and guidance to the trainees.

2.3.7 Describe the process of Block teaching / Internship of students in vogue. Block teaching is the reorganization of the academic year into working hours. The process of Block teaching/ Internship of students in vogue. : In B.Ed. course, a lot of weight age is given for internship program in terms of marks and time period. Internship is combined with practice teaching. They spent the full

time of the day in the school and take part in every activity of the school. They are part of the staff and school. They conduct morning Assembly; present some skits based on value education and issue. Many cultural programmes based on environmental awareness, and varieties of aspects are conducted. The internship of teaching is of 30 days and 14 schools are included in it. The student teacher is sent to different schools for internship. The student teacher prepares a lesson plan about what to be taught in the school, the plan can be shown to the teacher educators.

When the student teacher teaches in the school, the subject teacher of that school as well as the teacher educator prepares a feedback for them. The teachers in school help the student teacher in every aspect. In school the student teachers even maintain school register. They help in conducting exams. They take part in conducting assembly actively. They motivate the students to participate in co-curricular activities such as sports, cultural programmes.

Besides these activities, the teacher trainees have to observe the lessons of peer trainees and senior teachers. They have to assist the teachers in the school for curricular, co-curricular and extracurricular activities, correction of exam papers and home-assignments.

The process of block teaching / internship is executed in three phases as follows:

1. Preparatory Phase

In this phase, the institution communicates with the school regarding the time table, units and gets the necessary information from the school. On the basis of the received information, the internship department plans accordingly.

2. Actual Internship

Every teacher educator is assigned a group of trainees for the internship program. The teacher educator in charge of these schools monitors the internship program and is in contact with the trainee group leader. The teacher educator in charge supervises the program and follow up action is taken if necessary.

3. Phase of Evaluation

After the program is over, the teacher trainees submit their diary and activity wise report to the teacher educator in charge. The teacher educator in charge corrects the reports and grades are given to teacher trainees. The institution also organizes a feedback session in the school to get inputs regarding the planning, implementation, execution, difficulties, quality and lacunae in the program.

The evaluation is a continuous and comprehensive process. Every lesson of the teacher trainee during internship is evaluated by the teacher educator and sometimes by the school teacher which is the best practice in the internship program. During the observation of these lessons the teacher educator and the school teachers give suggestions to the teacher trainee in written form. There is also a discussion between teacher trainee and school-teachers after the lessons are conducted in which the teacher gives suggestions to the teacher trainees for improvement and make relevant changes the lesson plan. This collaborative partnership between school teachers and teacher educators makes the internship a fruitful experience. After completing these activities, the teacher trainees are evaluated by teacher educators of respective institutions. Feedback is given to the teacher trainees for the improvement.

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.

In teaching practice schools the practice teaching sessions are developed in partnership, co-operatively involving the school staff and mentor teachers.

The college staff meets the head of the institution before the teaching practice and discusses 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 fifteen 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.

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

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.

- 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.

- Technological lessons are conducted in simulation phase as well as in practice teaching phase also.

- 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 digital camera, laptops and LCD projectors usage.

2.3   TEACHER QUALITY

2.4.1 Are the practice teaching plans developed in partnership, cooperatively 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 staff and mentor teachers. The college staff meets the head of the institution before the teaching practice and discusses 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 fifteen 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 is generally 10:1 and it is reliable to the practice teaching in schools. Nearly 10 schools in and around Shikaripura area are chosen for teaching practice. The ratio is on the basis of the followings

- Availability of the schools
- Student teachers' vicinity
- Conducive environment for the student-teachers.
- Student's strength in the schools
- Expectation of the head of the institution and the school teacher
- Medium of instruction
- The transportation facility available to the practice teaching school.
  The Principal 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.

- The institution has developed observation tools in the form of rating scale of 100 marks to observe the school practice lessons,

- At the end of the lesson, the teacher trainees get quantitative and qualitative feedback immediately.

- The written feedback is followed by oral discussions for the improvement in the performance of the teacher trainees.

- The teacher educator as well as the peer group provides feedback to the student teachers Verbal suggestions are given then and there after the class hours

- Observation is shared with the students and they are made aware of the corrections to be made for further improvement The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach

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

Practice teaching forms the core curriculum of the B.Ed program. The institution conducts this in collaboration with schools. The institution makes every effort to comply with the policy directions of the schools in which practice teaching is conducted. The schools convey their policy directions and needs to the institution regarding practice teaching.

The teacher educator in charge gives instructions to all the teacher trainees and displays the instructions on the notice board. Sometimes, the teachers from schools are engaged in orientation programs and express the need for practice

lessons to be conducted. At such times, the institution co-operates and coordinates with the school to fulfill the needs and also ensures that the teacher trainees are updated on the policy directions and educational needs of the school.

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

In respect of keeping pace with the recent development in the school subjects and teaching methodologies, the students and faculty members are regularly apprised of the new developments and innovations in respective subjects and methodologies. Moreover, the faculty members are encouraged to participate in various national/international seminars, conferences and refresher courses to enrich their knowledge, understanding and competencies for applications of innovative measures in respective subjects of study and methodologies of teaching.

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

The college encourages the teacher educators to attend seminars, conferences, workshops and also to do part – time research leading to Ph.D. degrees. The college permits them to carry our research leading to Ph.D. degrees.

The college deputes staff for in-service training programmes and orientation courses by sanctioning 'On Duty'. The teacher educator is encouraged to organize seminars, symposium etc., and the college spends the expenditure. The colleges provide incentives for publication of articles and meet the charges for the presentation of research papers in the seminars.

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

Yes, the institution has transparent policies on faculty incentives and rewards. Faculty Performance Appraisal based on students feedback and Students Performance in University Examinations is made and teachers with best performance are rewarded. Teachers producing 100% pass percentage paper-wise are regularly awarded. Teachers are awarded for their best research papers presented in the seminar.

2.5 EVALUATION PROCESS AND REFORMS

2.5.1 How are barriers to teacher trainee learning identified, communicated and addressed? (Conducive environment, infrastructure, 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 the 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 revealed 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 the administrative staff also takes efforts to create 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 has a provision for continuous feedback. In each and every activity, teacher trainee receives feedback immediately. For microteaching, practice lessons, content cum methodology, internship programs, practical work, tests and tutorials, feedback is given in written and oral form. Teacher trainee receives feedback from peer group, lectures and occasionally from principal also.

The process of feedback is very transparent. All marks are displayed on the notice board.

Assignment

Assignment is evaluated on the following basis of Word limit, References - books and Date of submission

Class tests

They are conducted in between these unit tests as per the need of the teachers and students.

Term end examination

As per the university norms the students undergo the final examination during October/November i.e. up to 2012-2013, but from 2013-2014 on semester scheme has been introduced, so student teachers are appearing for semester-I exam in the month of May/June and semester-II exam in the month of November.

Model examination

The students undergo a model theory examination during the month of April/May covering all the units.

Periodical tests

In each semester periodical tests were conducted as and when the units are covered. Ten marks are allotted for periodical tests. If the students fail to attend any of the tests they are asked to write the test in the allotted week. The low scorers are given special coaching after college hours from 4.00 p.m. to 5.00 p.m. and teachers monitor their studies daily. If they score high in the next unit test they are promoted to the next level of remedial teaching. The students who have scored below average are given remedial coaching. The high achievers are motivated by giving appreciation and encouraged to aim high.

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

Giving prompt and immediate feedback is one of the best ways to communicate the performance, achievements and lacunae. Answer sheets of the internal examination are shown to the teacher trainees and written remarks are given on the answer papers if required. This is supplemented with oral feed back to

the 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 feedback is given to the teacher trainees through teacher and peer group observations. 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.

The names of the teacher trainees and the scores obtained in the first internal test of the first five ranks are displayed on the notice board. Teacher trainees are given inputs to improve their scores to excel in the Kuvempu University semester B.Ed examination. The institution makes it a point to display the results of each and every activity.

All of the above practices help in improving the performance of teacher trainee and curriculum transaction.

2.5.4 How ICT is used in assessment and evaluation processes?

Use of ICT in assessment and evaluation processes:

ICT is used for the assessment and evaluation as follows:

- Preparing all instructions related to 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

2.5 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 institute has been scaling new heights ever since its inception. The college has made several innovations which have helped smoothening the functioning of the college. These innovations are part of the academic, administrative and other levels of functioning the college working.

- The institute has initiated the following specific innovative practices in particular.

- Value based social responsibility and good citizenship training programmes. Democratic approach in decision making processes.

- Access of modern ICT to both teachers and students.

- Co- operation preferred to competition.

- Project based assignments on issues of national relevance and social work.

- Social transformation through academic development.

Interactive board, speaker, digital camera, net facility and LCD Projector are used to reflect best practices in the delivery of instruction. Internal assessments are the basis for the students scoring sheet therefore we have class tests, assignments, models making and seminars for assessing our student learning. Speakers, Micro phone, Digital camera, Web camera, Scanners and

internet facility is used to make the classroom instruction interesting. Other than this, in the institution, national level seminar and state level workshops were organized.

- Two day National level seminar on 7th and 8th of May 2012.
- Two day State level workshops on 5th and 6th of April 2104.

     Good number of people from Different Parts of the country participated.

I : Teacher Empowerment for Quality Education: Trends And Challenges.

     Quality at all levels is the concern of the present day education. The concerns of quality in education have the basis mainly with teacher potentialities. The teacher educators have to take up the task of empowering the teachers along with empowering himself/herself. The recent technological developments and the drastic changes in the societal expectations are continuously posing challenges to teachers at all levels. Especially the elementary, secondary and higher secondary areas of education demand a lot from the teachers. Despite of several attempts in coping up with these challenges they remain unfulfilled and increasing every now and then. This seems to be the right time to think again and again about empowering the teachers to meet these challenges at different levels of education. This seminar focused mainly on such issues with the following sub themes,

1. Trends of quality improvement in school education.
2. Teacher training issues and challenges
3. Research trends in teacher education
4. Methods and strategies of teacher empowerment.

II: A Two Day State Level Workshop on Communication Skills for Effective Teaching on 5ᵗʰ and 6ᵗʰ of April 2104.

About the Workshop

Teaching is generally considered as a blend of knowledge and international skills. For a classroom teacher, it is very important to possess communication skills along with the mastery on the subject mastery. Without any one of the either teachings loses its quality and affects at the reception level of the students, change of attitude among the students. Hence it is inevitable for the teachers to be aware of the importance of communication skills in teaching. Further the teacher educators of colleges of education are facing a tough task in training their student –teachers in communication skills as it needs additional facilities and time. The school sector is expecting a lot from the products of colleges of educational respect of communication skills along with teaching skills. Thus there is a need for the colleges of education to develop skilled staff so as to train the student teachers in communication skills that too in English communication. It is necessary to realize that all students have different levels of strengths and weakness. It is only through communication skills that a teacher can introduce creative and effective solutions to the problems of the students. and can enhance the learning process.

The old saying goes that communication is the key and education is no different. Ineffective communication skills can drastically hinder a teacher's ability to be fully effective. Students are the future of every nation. That is why the role of teachers is so important to the society. Overall improvement in a student can be expected when the communication skills for teachers give importance.

The workshop focused on the following aspects.

1. To orient about the user friendly methods of developing English communication skills.

2. To orient on the availability of open educational resources for developing English communication skills which are self learning in their approach.

3. To help the participation to develop indigenous strategies for training student in English communication skills.

4. To provide training to the participation to enhance their training skills for English communication.

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 & 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 & reinforce the faculty members in their efforts of research work be it Ph.D. or other Research Projects.

v) To facilitate research work broadband with wi-fi connection is made available for all teachers.

vi) Staff members are encouraged to participate in research workshops and national and international seminars and are encouraged to write papers for presentation.

vii) 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)   Quality in Education.

ii)   Health &Hygiene.

iii) Social Problems in Society.

iv)   Innovations in Education.

v)   Environmental Education.

vi)   Psychology of Education.

vii) Women Education.

viii) Study Habits.

ix)   Reading & Writing Abilities.

x)   Communication Skills

xi)   Use of ICT in Teaching Learning

3.1.3 Does the institution encourage taking case study and Mentoring Programme? If yes give details on some of the major 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. Our Institute conducts Case study and mentoring programme in the field of learning difficulties in various subjects.

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	National Level Seminar on Teacher Empowerment for Quality Education :	Kumadvathi College of Education	May 4th and 5th 2012.
02	State Level Workshop on Communication for Effective Teaching	Kumadvathi College of Education	April 6th and 7th 2014

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

Sl. No	Name of the Faculty And Designation	International	National	State	Work shops	Orienta tion	Total
1	Dr. Jayashree V.R, Principal						
2	Mr. Devaraja Y, Lecturer	01	08	05	11	-	25
3	Dr. Kiran Kumar K.S, Assistant Professor	06	15	03	08	01	33
4	Mr. Veerendra Kumar Wali S, Assistant Professor	01	10	02	10	-	23

5	Dr. Shiva kumar G.S Assistant Professor	06	13	02	14	01	36
6	Mr. Yadukumar M Assistant Professor.	02	09	02	10	01	26
7	Mr. Ravi H Assistant Professor.	03	10	04	09	-	26
8	Mr. Nagendrappa S. Assistant Professor	03	06	-	08	-	17
9	Mrs. Vani Nayaki. Assistant Professor						

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 reaching 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 specialisation subjects (Population Education, Environmental 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) Interactive board is used by teachers and students while teaching.

iv) Students have developed self instructional material as an assignment under Method of Teaching of all subjects.

v) The institution has created its own website.

vi) OHP transparencies are used in presentations for all Microteaching Skill.

vii) Educational CD's: ICT Project CDs based on school curriculum, prepared as part of ICT Practical.

viii) Handouts – Handouts of ICT notes in Microsoft office and of other subject's presentations were distributed to students.

3.2.2 Give detail on facilitates 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 37 computers with LAC connections.

ii) Library: Number of books and journals are useful for preparing instructional material. 12550 books, 20 Educational Journals, and online journal facility is also available.

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
01	A Workshop Conducted for High School Mathematics Teachers of Shikaripur, Soraba and Sagara Taluk	Kumadvathi College of Education	23-08-2000 to 27-08-2000
02	One day Workshop on Reconstruction of the B.Ed Curriculum (CCM-Biology & Educational and Vocational Guidance)	Kumadvathi College of Education	03-04-2002

03	One day Workshop on B.Ed Annual Exam Question Paper Pattern & Model Question Paper Preparation (Histroy & Civics, Geography, Kannada & English	Kumadvathi College of Education	10-04-2006
04	One day Workshop on B.Ed Curriculum Construction on the Basis of NCFTE-2009	Kumadvathi College of Education	26-09-2011
05	State Level Workshop on Communication for Effective Teaching	Kumadvathi College of Education	April 6th and 7th 2014
06	National Level Seminar on Teacher Empowerment for Quality Education :	Kumadvathi College of Education	May 4th and 5th 2012.

ii) Attended by the staff :

a) Four weeks orientation programme attended by the Faculty Members of our College.

1. Dr. Shiva kumar G.S participated in Four week Orientation Programme conducted by UGC-ASC, Calicut University, Kerala from 30-10-2012 to 26-11-2012.

2. Dr. Kiran Kumar K.S participated in Four week Orientation Programme conducted by UGC-ASC, Bharathidasan University, Tamil Nadu from 06-11-2013 to 03-12-2013.

3. Mr. Yadu Kumar M participated in Four week Orientation Programme conducted by UGC-ASC, Bharathidasan University, Tamil Nadu from 06-11-2013 to 03-12-2013.

c) List of Faculty Members of our college were attended various training / workshops on Material development

a) Dr. Jayashree V. Rakkasagi, Principal

Sl. No	Nature of Programme	Name of the Programme	Place and Date
1	Work shop	Teacher Training	CTE, Chitradurga. Dated 27-03-1999 to 29-03-1999
2	Work shop	ಬೋಧನಾ ಉದ್ದೇಶಗಳ ಬರವಣಿಗೆ	Kumadvathi college of Education, Shikaripura and CTE, Chitradurga, dated 23-10-1999 to 25-10-1999
3	Work shop	Curriculum reconstruction of CCM Biology	Kumadvathi College of Education, Shikaripura dated 3rd March 2002
4	Work shop	Environmental Education	National College of Education, Shivamogga.dated 26-03-2002.
5	Work shop	ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಬಿ.ಇಡಿ ಪಠ್ಯಕ್ರಮದ ಪರಿಷ್ಕರಣೆ	National College of Education, Shivamogga dated 09-05-2005.
6	Work shop	Training on Adults Education	Karnataka Government, DSERT Department, Chitradurga dated : 14-12-2005 to 17-12-2005
7	Work shop	Reviewing NCTE resource books for teacher educators	Centre for Environment Education, Bangalore dated 31—10-2007 to 01-11-2007.
8	Orientation Programme	Orientation Programme Staff of B.Ed	Kuvempu university colleges of education teacher educators

			association ®, Shimoga dated 07-01-2008
9	Work shop	National curriculum frame work of teacher education 2009	Department education, Kuvempu university and MLMN college of education, Chikkamagalur dated on 05-09-2010.
10	Work shop	NCFTE Curriculum frame work	Kumadvathi college of education, shikaripura. 26th September 2011
11	Work shop	Two day workshop for Implementation of Semester Scheme in B.Ed Course	Organized by the Faculty of Education, Kuvempu University. At kuvempu Shatamanotsava college of Education, Shimoga. 3rd & 4th January 2014
12	State Level Workshop	A Two Day State Level Workshop On "Communication Skills For Effective Teaching"	Kumadvathi college of education, shikaripura. 5th & 6th April 2014.
13	Work shop	A Two Day Work Shop on "Review of Present B.Ed Curriculum"	Kuvempu University B.Ed College Teacher Educations Association In Association With Sagara Gangotrhi Collefe of Education Ullur, Sagara. 11th & 12th October,2014

b) Dr. Kiran Kumar K.S, Assistant Professor

Sl.No	Nature of the Programme	Name of the Programme	Place and Date
1	Workshop Organized by Kuvempu University	National Curriculum Framework for Teachers Education	Kumadvathi College of Education, Shikaripur. 26th September 2011.
2	National Level Workshop Organized by Faculty of Education, Kuvempu University	A Three Day National Level Workshop on "Developing Tools for Research in Education"	Kuvempu University, Dept of P.G Studies and Research in Education, Shankaraghatta. 23rd - 25th May 2012.
3	Workshop Organized by Faculty of Education Kuvempu University	Two day work shop on "Construction of Semester System Curriculum for B.Ed Colleges of Kuvempu University"	Kuvempu University, Dept of P.G Studies and Research in Education, Shankaraghatta. 1st & 2nd February 2013.

4	Workshop Organized by Faculty of Education Kuvempu University	Two day work shop on "Implementation of Semester Scheme in B.Ed. Course"	Kuvempu Shathamanostsva College of Education, Shimoga. 3rd & 4th January 2014.
5	Workshop Organised by Kumadvathi College of Education	Two days State level Workshop on "Communication Skills for Effective Teaching"	Kumadvathi College of Education, Shikaripura. 3rd & 4th January 2014
6	Workshop Organised by DIET, Shimoga, CTE, Chitradurga.	One day workshop on "Continuous Comprehensive Evaluation"	DIET, Shimoga. 31st July 2014
7	Workshop Organised by Sagara Gangothri College of Education, Ullur. Sagara.	A Two Day Workshop on "Review of Present B.Ed., Curriculum"	Sagara Gangothri College of Education, Ullur. Sagara. 11th & 12th October - 2014

c) Mr. Devarja Y, Lecturer

Sl. No	Nature of the Programme	Name of the Programme	Place and Date
01	Workshop on B.Ed Question paper preparation	Workshop on B.Ed Question paper preparation	Kuvempu shathamaosthava college of Education, Shimoga on 11th March 2006
02	Workshop for CCM-History & Civices	Workshop for CCM-History & Civices	Kumadvathi college of Education,Shikaripur on 8th April 2006
03	Workshop on B.Ed curriculum reconstruction	Workshop on B.Ed curriculum reconstruction	MLMN college of Education, Chikmagalur on 25th September 2010
04	Workshop on Changes in B.Ed system & Preparation – Evaluation of Teaching aids	Workshop on Changes in B.Ed system & Preparation – Evaluation of Teaching aids	Sri Tungabhadra college of Education, Tarikere on 28th January 2011
05	Workshop on 'Teaching Models'	A Two Day Workshop on 'Teaching Models'	MLNN College of Education, Chikkamagalore on25&26 February 2012

06	National Level Workshop	A Three Day National Level Workshop on "Developing Tools for Research in Education"	Kuvempu University, Dept of P.G Studies and Research in Education, Shankaraghatta. 23rd - 25th May 2012.
07	Workshop on Implementing of Semester scheme in B.Ed course	Two Days Workshop on Implementation of Semester Scheme in B.Ed Course	Kuvempu Shathamanosthava callege of Education, Shivamogga. On 3rd – 4th Jan 2014.
08	Workshop on "English communication skill."	Two Days Workshop on "Communication Skills for Effective Teaching"	Kumadvathi college of Education, Shikaripur.
09	Workshop on Review of present B.Ed Curriculum	Two Days Workshop on "Review of present B.Ed Curriculum"	Sagara Gangothri College of Education, Ullur, Sagar. On 11th & 12th October 2014

d) Mr. Veerendra Kumar Wali S, Lecturer

SL.N0	NATURE OF PROGRAMME	NAME OF THE PROGRAMME	PLACE AND DATE
1	ಜಿಲ್ಲಾ ವ್ಯಾಪ್ತಿಯ ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಶಿಬಿರ	ಕನ್ನಡ ಮತ್ತು ಸಾಹಿತ್ಯ ರಚನೆ	ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಶಿವಮೊಗ್ಗ. 5ನ್ನಾ ಫೆಬ್ರುವರಿ 2001
2	ಕಾರ್ಯಾಗಾರ	ಮೂರು ದಿನಗಳ ಅವಧಿಯ– "ಹಸ್ತ ಪ್ರತಿ ಸಂರಕ್ಷಣೆ ಮತ್ತು ಮೋಡಿ ಲಿಪಿ ಕಾರ್ಯಾಗಾರ"	ಶ್ರೀಮದ್ ವೀರಶೈವ ಸದ್ಬೋಧನಾ ಸಂಸ್ಥೆ, ಬಾಳೆಹೊನ್ನೂರು, 1ನ್ನ – 3ಡಿಜ ಡಿಸೆಂಬರ್ 2009
3	Work shop	One day work shop on "Psychology Practical's"	Makanur Malleshappa college of Education, Anubhava Mantapa, Davangere, 16th June 2009
4	Workshop	One Day workshop on "NCFTE Curriculum Frame Work 2009"	Kumadvathi College Of Education, Shikaripura 26th September 2011
5	National workshop	A Three Day National Level Workshop On "Developing Tools For Research In Education."	Dept. of PG Studies and Research in Education, Kuvempu University. May, 23 – 25, 2012
6	Workshop	A Workshop on Kuvempu University semester scheme B.Ed. Curriculum	Dept. of P.G. Studies and Research in Education, Kuvempu University. February, 2nd 2013.

7	Workshop	Two day Workshop on "Implementation of Semester Scheme in B.Ed. Course"	Faculty of Education, Kuvempu University, Jnanasahyadri, Shankaraghatta. 3rd & 4th January 2014
8	Workshop	A Two Day State Level Workshop on "Communication Skills for Effective Teaching"	Kumadvathi College of Education, Shikaripura. 5th & 6th April 2014.
9	Workshop	"Continuous and Comprehensive Evaluation"	CTE Chitradurga & Kuvempu university teachers Association, Shivamogga. 31st July, 2014
10	Workshop	"Review of present B.Ed Curriculum"	Sagara Gangotri college of Education, Ulluru, Sagara & Kuvempu university teachers Association, Shivamogga11th 12th October, 2014.

e) Dr. Shivakumar G.S, Assistant Professor

Sl N0	Nature of Programme	Name of the funding Agency	Place and Date
1	Workshop, Faculty Development Programme	PES Institute Shimoga	PES Institute Shimoga. 28th and 29th May 2011.
2	National Summit, National summit on quality Education.	Confederation of Indian Industries	Confederation of Indian Industries, from 23rd to 24th September 2011 at Bangalore.
3	Workshop, NCFTE Curriculum Frame Work	Kumadvathi College of Education, Shilkaripura	Kumadvathi College of Education, Shilkaripura. 26th September 2011.
4	A Three Day National Level workshop, Developing Tools for Research in Education	UGC	Kuvempu University, Dept, of Post Graduate Studies and Research in Education, 23 to 25th May 2012.

5	One Day Seminar on, Online Examination System	Kuvempu University	Kuvempu University 26th March 2013
6	Two Day Workshop, Implementation of Semester Scheme in B,Ed. Course	Kuvempu Shatamanotsava College of Education	KuvempuShatamanotsava College of Education,Shimoga on 3rd and 4th of January 2014.
7	Two Day Workshop, UGC Sponsored National level Workshop on	Sri Narayana Training College Nedugunda	Knowledge management and Instructional technology. THE PRAXIS OF TEACHING AND LEARNING.23rd and 24th of August 2013
8	Two Day Workshop, Implementation of Semester Scheme in BEd Course.	Kuvempu university Teacher educators Association	Faculty of Education ,KuvempuUniversity,Shankaraghatta. 3rd and 4th January 2014

9	Two Days state level Workshop, Communication Skills for Effective Teaching	Kumadvathi College of Education Shikaripura.	Kumadvathi College of Education Shikaripura. 5th and 6th April 2014
10	One day workshop, Continuous and Compressive Evaluation.	District Institute of Education and Training Shivamoga	District Institute of Education and Training 31st July 2014.
11	Two Day Workshop, Review of Present B.Ed Curriculum	Sagara Gangothri College of Education Ullur, Sagar	SagaraGangothri College of Education Ullur, Sagara 2014
12	Two Day Orientation Workshop, Education for Sustainable Development.	WWF	New Horizon College of Education, Bangalore. 26th and 27th September 2014

f) Mr. Yadu Kumar M, Assistant professor

Sl.No	Nature of Programme	Name of the Programme	Place and Date
1	Workshop	NCFTE Curriculum Frame Work	Kumadvathi College of Education, Shikaripura. September, 26th 2011
2	Workshop for Teacher educators	A Two Day Workshop On Lesson Planning	Sri BGS College of Education, Sringeri. April 21&22 2012.
3	National workshop	A Three Day National Level Workshop On "Developing Tools For Research In Education."	Dept. of PG Studies and Research in Education, Kuvempu University. May, 23 – 25, 2012
4	Workshop	A Workshop on Review of 9th Standard Science Textbook	CTE, Chitradurga. October 9th to 12th 2012
5	Workshop	A Workshop on Kuvempu University semester scheme B.Ed. Curriculum	Dept. of PG Studies and Research in Education, Kuvempu University. February, 2nd 2013.
6	Workshop	Two day Workshop on "Implementation of Semester Scheme in B.Ed. Course"	Faculty of Education, Kuvempu University, Jnanasahyadri, Shankaraghatta. 3rd & 4th January 2014

7	Workshop	A Two Day State Level Workshop on "Communication Skills for Effective Teaching"	Kumadvathi College of Education, Shikaripura. 5th & 6th April 2014.
8	Workshop	A Two Day Workshop on "Review of Present B.Ed. Curriculum"	Sagaragongothri College of Education, Ullur, Sagara. 11th & 12th October 2014.

fg) Mr. Ravi H, Assistant professor

Sl. No	Nature of Programme	Name of the Programme	Place and Date
1	Work shop	Karnataka education network vidyashilpa-2	B G V Society,Bangalore. 27th & 28th September 2010
2	Work shop	Faculty Development programme	PEST Institute Shimoga,28th &29th may 2011
3	Work shop	One Day Work Shop on NCFTE Curriculum frame work-2009	Kumadvathi college of education, shikaripura. 26th September 2011
4	Induction programme	Induction programme for newly appointed lecturers.	Davanagere University campus, 26,27&28th November 2011.
5	Work shop	Two day workshop for Techer educators on Lesson planning, Unit Test and Resource Unit.	Sri BGS College of education, Shrungeri. 20th, 21st April 2012

6	National level workshop	Developing Tools for Research in Education.	Department of post graduate studies and research in education,kuvempu university, shankaraghatta. 23rd to 25th may 2012.
7	Work shop	Two day workshop for Implementation of Semester Scheme in B.Ed Course	Organized by the Faculty of Education, Kuvempu University. At kuvempu Shatamanotsava college of Education, Shimoga. 3rd & 4th January 2014
8	State Level Workshop	A Two Day State Level Workshop On "Communication Skills For Effective Teaching"	Kumadvathi college of education, shikaripura. 5th & 6th April 2014.
9	Work shop	A Two Day Work Shop on "Review of Present B.Ed Curriculum"	Kuvempu University B.Ed College Teacher Educations Association In Association With Sagara Gangotrhi Collefe of Education Ullur, Sagara. 11th & 12th October,2014

h) Mr. Nagendrappa, Assistant Professor

Sl.No	Nature of Programme	Name of the programme	Place and Date
1.	Workshop	NCFTE Curriculum Frame Work	Kumadvathi College of Education, Shilkaripura. 26th September 2011.
2.	Induction Programme	Induction Programme for newly appointed lectures.	Davangere University Campus. 26th, 27th and 28th November 2011
3	A Two day work shop	Models of Teaching	M L M N College of Education, chikkamangalore.24th and 25th Februray 2012
4.	A Three Day National Level workshop	Developing Tools for Research in Education.	Kuvempu University, Dept, of Post Graduate Studies and Research in Education, 23rd to 25th May 2012.
5	A Two day work shop	Implementation of semester schme in B.Ed.course	Faculty of Education.Kuvempu university,Jnanasahyadri,shankarghatta.3rd and 4th January 2014

6	A Two day state level work shop	Communication skills for effective teaching	Kumadvathi college of education shikaripura 5th and 6th april 2014
7	One day workshop	Continuous and Comprehensive Evaluation	Government College of T eachers Education ,chithradurga ,and Kuvempu university Teachrs Educatiors Association,at DIET shivamogga.31st july 2014
8	A Two day Work shop	Review of Present B.Ed curriculum	Sagara gangothri College of Education, Ullur, Sagar.11th And 12th October 2014

iii) Training provided to the staff: yes, the staff has given training by the institution.

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

The journals in which the faculty members have published papers in the last five years:

- Research Expo.
- Quest.
- Achme.
- Lokmanya Shikshak.
- Nai Shiksha.
- Indian Journal of Applied Research.

- Indian Streams Research Journal.

- Dimensions of Education

- The international Journal for Research & Development

- Eduquest

- Research Nebula

- Abhinav - National Monthly Reflected Journal of Research in Art and Education

- The Journal of Education and Indian Perspective

- Research Tracks

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

i) Every year our institution gives an award of EXCELLANCE for those teachers who gave 100% results in their respective subject on the eve of Teachers Day Celebration.

ii) Dr. Shivakumar G.S was awarded with Shiksha Ratan Puraskar for the year 2012-13 from India International Friendship Society New-Delhi.

3.2.7 Give detail of the Minor / Major research projects completed by staff members 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 the institution provide consultancy services in last five years? If yes, give details.

Yes, our institution provides consultancy services for PU students for selection their next carrier on the subject of "What Next".after PU studies,Health and Hygiene programs. etc

3.3.2 Are faculty / staff members 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	Dr.Jayashree V.R	Environment Education, Micro Teaching, Instructional Objectives	
2	Devaraja Y	Educational Philosophy	
3	Dr. Kiran Kumar K.S	Blue Print, ICT in Education	
4	Dr. Shivakumar G.S	Counselling, Communication Skills	
5	Veerendrakumar Wali S	Micro Teaching, Kannada Grammar	
6	Yadu Kumar M	ICT	
7	Ravi H	Techniques of Evaluation, Kannada Grammar	
8	Nagendrappa S	Counselling, Models of Teaching	
9	Vani Nayaki D.C	Population Education	
10	Ravi Kumar N.G	Physical Education	

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: Testing of Blood groups, 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 and visit to plant nursery and conducting seminar programmes on Environmental issues like Natural Disasters, Population Awareness etc....

iv) Social awareness for cleanliness.

v) Every year in the month of February we conduct Blood donation camps in our institution.

vi) On Holidays the infrastructure facility available in the institute 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 institute benefitted from community? (Community participation in institutional development, institution-community networking, institution – school networking etc.)

i) The institute in 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 Practioners 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.,.

v) Alumni Association provide act as linkage with the outside community wide across.

vi) Some books are donated by the community to the library.

vii) In the year 2012, May 5th and 6th our college has organised National level seminar on "Teacher Empowerment for Quality Education"

viii) Our institution organised two day State level Workshop on "Communication for Effective Teaching" on 6th & 7th April 2014.

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, visit to Social service institutions like Sutturu Math, with community Networking has created social and civic awareness and 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 organising 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.

3.4.4 Is there any project 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 values 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.

1. Daily assembly which includes Prayer, National Anthem, News Reading and some Value based Stories (Prayer Talk on national issues).

2. Different cultural activities are conducted on every Friday.

3. Celebration of National festivals (Independence Day and Republic Day and other respective celebrations) in the college helps in inculcating citizenship values.

4. Observance of anniversaries and other festivals in the college.

5. 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.

6. Our institution organises a one day (Every Saturday) as a programme of yoga, on that day our trainees attend this programme and involve in it very much.

7. 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 programmes enable the development of social values, Environmental values, cultural values, historical values etc.. among the students.

8. Our institution organises annual sports day where in and we plan different types of games like Kabaddi, Kho-Kho, Volleyball, Throw ball, musical chair and other activities.

3.5 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 it is under process.

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

c) University Level Organization:-

The institution has organised workshops in collaboration with Kuvempu University and B.Ed Teacher's Association.

Sl.No	Name of the Workshop	Date & Place	In collaboration
1	A Workshop conducted for High School Mathematics Teachers of Shikaripur, Soraba and Sagara Taluk	Kumadvathi College of Education 23-08-2000 to 27-08-2000	College of Teacher Education (CTE) Chitradurga
1	One Day workshop on "B.Ed., Annual Exam question paper pattern and model Question paper preparation.	Kumadvathi College of Education 10/04/2006	Kuvempu University B.Ed Teachers Association
2	One Day workshop on "B.Ed Curriculum Construction on the Basis of NCFTE-2009"	Kumadvathi College of Education 26/09/2011	Kuvempu University B.Ed Teachers Association
3	A Two day State level workshop on "Communication Skills for Effective Teaching"	Kumadvathi College of Education 5th & 6th April 2014	Alumni Association

d) Local Level Organization

The institution has organised Datti Upanyasa Programme in collaboration with Taluk Kannada Sahitya Parishath.

Sl.No	Topic of Datti Upanyasa	Date & Place	In Collaboration with
1	Jeevana Moulyagalu (Mankuthimmana Kagga)	15-03-2010	Taluk Kannada Sahity Parishath
2	Rastra Nirmanadalli Vidyarthigala Patra	22-06-2011	Taluk Kannada Sahity Parishath
3	21ne Shathamanadalli Swamy Vivekanandara Chinthanegala Prastutate	09-03-2012	Taluk Kannada Sahity Parishath
4	Bharatha Kattuvalli Vidyarthigala Patra	01-02-2013	Taluk Kannada Sahity Parishath
5	Vidyarth Mattu Naithika Shikshana	13-01-2014	Taluk Kannada Sahity Parishath

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The institution has its linkage with local BEO & BRC office, which resulted a availability of resource persons who demonstrated the creation of various types of new methods of teaching and introduces the new training programmes which is a compulsory part of B.Ed training.

The institution has identified some experienced secondary school teachers who have more than 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 University, shankaraghatta, we are following the B.Ed. syllabus which is framed by the Kuvempu University, Shankaraghatta. 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 through 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 conducted by the various constituent colleges in Shikaripura and also out of shikaripura.

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. Dr. Shivakumar G.S and Dr. Jayashree V.R ., has undertaken Minor Research Projects and submitted the proposal which is under process.

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.

vii) Publication: The research papers of the faculty member are published in the proceedings of conferences organized by different organization.

- Our Principal Dr. Jayashree V.R has published two book for B.Ed Students title of the books are "Jeeva Vigyana Bhodhane" and "Parisara Shikasnana".
- Dr. Shivakumar G.S has published the book "Environmental Awareness and Secondary Students"
- We publish year magazine of our college "Vivekanjali" and "Sugyana" every academic year.

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 teachers also conducted various competitions, cultural activities, environment awareness programmes for school children.

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iv) Few good and relevant teaching aids are donated to the practice teaching schools.

v) Upon retirement the head masters 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 discuss 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 pointed out.

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

Our faculties have good rapport with the practicing schools and the University.

i) Attending various seminars, workshop organized by other colleges.

ii) Faculty of the college is also involved in the work of university examination e.g. BOE members, B.Ed, paper setting & evaluation work etc.

iii) The members of the faculty have rapport with the 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 activates 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) 30% B.Ed. staff are Ph.D. holders, 60% of staff members are K-SET holders. Faculty members are encouraged by the institution to obtain Ph.D.

ii) Provision for leave is made available to staff pursuing Ph.D, and course work.

iii) Institution provides well equipped laboratories, advanced technological amenities to the faculty to pursue research**.**

iv) The college provides easy access to books, internet resources, good infrastructure facilities, good technical assistance.

v) Creating awareness of importance and need of research for professional opportunities.

vi) Motivation for research by the Management & Principal.

vii) Broad Band internet facility is provided in the institution for enhancing research.

viii) Reference books, research journals and periodicals are made available.

Consultancy:

i) The college conduct consultancy for PU students through consultancy is provide regarding What next after PU Studies, 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 Voter awareness, Blood donation camps, AIDS and population awareness programmes, health and hygiene, Road safety and legal awareness programmes.

ii) Every year our college conduct planting programme on the eve of world Environment day

iii) The college through the monthly magazine "Future" is delivered to 17 B.Ed colleges which comes under Kuvempu University with free of cost.

iv) Our college is having huge play ground. We provide local schools to conduct sports meet in that field. This has also helped to local/rural schools to make optimum use of the college infrastructure and resources.

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 skills 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 method 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
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.

Our institution infrastructure is according to the norms laid down by NCTE with the intake of 100 B.Ed students. It is situated in a pollution free natural environment on the way towards Shivamogga district headquarters. Details of infrastructure are as under

Sl No	The NCTE Prescriptions	Yes	No
01	Preamble	✓	
02	Duration and Working Days	✓	
03	Intake, Eligibility & Admission Procedure a) Staff Number b) Qualifications c) Teaching Staff d) Non-Teaching Staff e) Terms and conditions and Service	✓	
04	Facilities a)Infrastructure, b)Instructional, c)Amenities	✓	
05	Curriculum Transaction a) Practical work to be performed by each student b) Supervision of practice lesson and conducting workshop	✓	

The institution has the physical infrastructure as per NCTE norms. The facilities provided are as follows:

- Special guidance rooms: Method labs, well equipped Psychology Lab, Educational and Technology Lab and the Computer Lab.

- Independent library building with rich collection of books and spacious reading hall.

- Spacious multipurpose hall for cultural activities and indoor games like Badminton, Carom, Chess

- Staff room.

- Playground for outdoor games as Cricket, Kabaddi, Basketball

- Science Lab

- Ladies room

- Hostel facility for boys and girls

- Class rooms for curriculum transaction

This infrastructure is very conducive for effective curriculum transaction.

Amount invested:

Maintenance up to Rs 3, 65,176 / per year.

- The expansion of the infrastructure is the index of institutional progress. College ensures utilization of its infrastructural activities to its fullest extent by catering the needs students. Hostel facility is also provided to students.

- The budget allocations and utilization from 2009 onwards are attached.

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

The Governing Council of the institution caters to the needs for augmenting

the infrastructure to keep pace with the academic growth. It conducts meetings, prepares plans, allocates funds and provides facilities whenever need arises. Some of the recently augmented infrastructural facilities are

- LCD projectors for the general class room.

- Well-equipped spacious, airy, bright comfortable rooms.

- College office is equipped with computer and laser printer

- 24 hours free internet facilities is available.

- Smart board and Educational technology room.

- Well-equipped Physical Science, Biological Science lab and Language lab

- Availability of photocopier and Internet facility in the library

- Indoor and outdoor games facilities is provided

- Digital library is available.

- Auditorium with 300 seating capacity with inbuilt sound system.

- Every year renovation and repainting work is done.

    Plan for Infrastructural Augmentation in coming days are

- The institution will have to provide better facilities of ICT to compete in the global context of e-education. For this purpose, e-teacher educators need to train e-teachers which demands   proper mindset and readiness to meet infrastructural challenges of technology.

- The institution plans to make use of the Intel @ teach for transacting the future programmes.

- Taking into consideration the dynamic competition and linkages with notable educational institutions, the institution plans to strengthen the Internal Quality Assurance Cell and make it the driving force. The plan thus consists of developing proper psychological mindset and implementation of new changes with requisite budgetary allocation.

4.1.3 List the infrastructural facilities available for co-curricular activities and extracurricular activities including games and sports.

Co-curricular and extra – curricular activities

- **Sports and Games:** Our parent institution has a huge playground which is shared with the institution for annual sports competitions and outdoor games like Kabaddi, Kho-Kho, football, volleyball and cricket, basketball, Badminton and other indoor games like chess and carom, table tennis, shuttle cock are played in the multipurpose hall. The institution has requisite sports material for the sports and games mentioned above.

- **Multipurpose Hall** : Various curricular and co-curricular activities, indoor games, day celebration and Health program for B.Ed. teacher trainee other recreational activities of Kumadvathi college of Education are held in the multipurpose hall.

- **Classrooms :** The B.Ed English medium and Kannada medium classrooms are spacious with proper ventilation and light. All these activities ensure maximum utilization of infrastructure of the institution. Yoga classes are organized.

- Green clean campus is maintained.

Co-curricular activities :

- Field trip / Educational trip is organized every year

- The institution has organized   seminars / workshops the staff members participate in the seminars / workshops organized by other institutions

- Organizes and participates in curricular and co-curricular activities.

- Department-wise quiz, clubs are organized.

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

The physical infrastructure such as hostel, transport and playground are shared by SVVS Group of Institutions. As far as the infrastructure is concerned the college itself is self-sufficient. There is no need for sharing with other organizations. The institution also on some occasions allows sharing of its physical infrastructure like library facilities and auditorium with our sister institutions.

4.1.5 Give details of 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 center etc.)

The institution has provided the following facilities:

- Separate rest rooms for student teachers (Boys and girls)
- Separate wash rooms for student teachers (Boys and girls)
- Staff room with cubicles for every teacher.
- Common play ground is available for all students and faculty members.
- Cleanliness is ensured in the premises of the institution.
- Canteen is available in the premises of the institution. In the canteen, breakfast, lunch and snacks are available.
- RO Processed water facility is available.
- A first aid box is readily available in the sports room.
- Health education programme, first aid and fire safety awareness is created
- Hospitals are nearby the college and doctor's consultancy is made available easily weekly and as and when needed.
- Sanitation and waste water treatment plant and reuse of waste water for

garden.

- Service of doctors, nurses and trainees during awareness programmes and orientation programmes are made use of.

- Video presentations on health awareness are done

- Talks on Nutrition and Health, Eye donation, Blood donation and First Aid are regularly organized.

- Yoga and Meditation is given to both teachers and students

4.1.6 Is there any hostel facility for students? If yes, give details on capacity – Number of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

Yes, details of the residential facility and various provisions created are given in the following table.

Sl. No		FACILITIES	AVAILABILITY
1.		Hostel facility	For 50 Boys and Girls
	a	Accommodation available	Accommodation for 50 boys and 50 girls is available in two separate hostels situated in the campus
	b	Computer facility including access to Internet in Hostel.	No, There is no computer facility made available in the hostel.
	c	Facilities for medical emergencies	Emergency medical services are made available in the institution which is provided under the supervision of the Doctor. A registered medical practitioner is providing his services to the institute weekly once, in case the emergencies he is all the way made

			available for the students.
	d	Library facility in the hostel	Not available
	e	Internet and Wi-Fi facility	Not available
2.	f	Recreational facility	Indoor games facilities are available
	g	Common rooms	A hall with TV is available in the boys and girls hostels

4.2 MAINTENANCE OF INFRASTRUCTURE

The institution has an adequate infrastructure for quality teaching- learning. It is maintained and upgraded from time to time to retain and to enhance its quality to serve teacher trainees in the best manner.

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.**

Particulars	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Allocation	Utilization	Allocation	Utilization	Allocation	Utilization	Allocation	Utilization	Allocation	Utilization
Building	600,00000	----	6,00,000	2,37,565	6,00,000	56026	1,00,000	63,656	1,00,000	41,828
Laboratories	10,000	----	10,000	-----	12,000	----	5,000	----	13,000	14,248
Furniture	50.0000	93,180	50,000	5,00,000	60,000	----	----	----	----	23,824
Equipments	80,0000	129,153	80,000	80,000	85,000	79558	----	38,600	----	44,643
Computers	10,000	690644	10,000	2,20,839	13,000	1522	15,000	14,243	18,000	58646
Transport / Vehicle	-----	43649	----	1,79,039	---	157134	----	1,14,226	----	1,81,987

- Building
- Laboratory
- Furniture
- Equipments
- Computers
- Transport / Vehicle

Building: The maintenance of building includes minor / major repairs like leakages, plumbing problems, and modifications in the interiors, lighting, ventilation, painting and plastering of the building which is maintained by the management. Safety measures and hygiene issues are also taken into consideration. It improves the life of the building and provides pleasant atmosphere for teaching-learning.

Laboratories: The institution is equipped with the language laboratory, the science laboratory and other special rooms such as the computer room and the educational technology room. The budgetary provisions and utilization for laboratories in the last five years are as follows:

Defects in machinery and electrical connections of laboratory amenities is regularly repaired and replaced regularly. Replacement of out of stock chemicals and broken apparatus is regularly monitored. Addition of some amenities and furniture items if required is done. Importance is given to keep the laboratory amenities in working condition for its smooth functioning.

Furniture: The budget allocations and their utilization for maintenance of furniture during the last five years are as follows:

Budget Allocation and Utilization in the Last Five Years for the Maintenance of the following

The institution is one of the oldest institutions that possess elegant wooden furniture like cupboards, tables in the classrooms, library, staff room and the principal's office. Which are regularly maintained for its safety.

Equipment: The budget allocations and their utilization for maintenance of equipment during the last five years is as mentioned above.
The equipment provided by the institution is used frequently for many academic, curricular and co-curricular activities. The OHP, computers and other electronic devices are maintained regularly.

Computers: There are 43 computers in the institution. They are used for office administration, library work and for curriculum transaction. The ICT lab is in constant use by 100 students of B. Ed and staff members. These need frequent maintenance and up-gradation.

The institution takes adequate care to maintain the utility and quality of its infrastructure to achieve effective teaching-learning, quality research and

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

The institute's available infrastructure includes state of the art building which houses classrooms, ICT lab and library in line with the academic growth and optimum utilization of its resources. The library of the institute is enriched with new and current books, e-Journals and useful reading materials as per the requirement of the affiliating university. All these resources are annually assessed and added with new requisitions based on the growing need of the institution.

The institution plans to ensure that its infrastructure is put to optimal use. There are over 125 members who make use of the institutional infrastructure. They are classified as follows:

Teacher Educators	08+01=09	
Teacher Trainees	100	
Non- teaching staff	Librarian	-01
	Physical Director	-01
	Library Assistant	-01
	Technical Assistant	-01
	First Divisional Clerk	-02
	Clerk Cum Typist	-02
	Attender	-03
	Watch Man	-01
	Peon	-01
	Security	-01
	Scavenger	-01
	Total -15	

Lecture Halls: The B.Ed classrooms are well equipped with projector and white screens. In addition to this laptop and smart board facility is also there to conduct technology based teaching lessons using power point presentations. The institution has a good collection of educational movies and documentaries. There are a total 06 lecture halls. Other than curriculum transaction throughout the year, these halls are used for –

Various Workshops

- Assignment Completion
- Group Discussions and Group Activities
- Preparation / Drilling and Practice of Micro teaching Lessons and Practice Training
- Special Guidance Lectures
- Guest Lectures and Seminars
- Elocution Competitions

Guidance Room / Methodology rooms: There are 05 guidance rooms/methodology rooms which are utilized for individual guidance to teacher trainees for micro lessons, practice lessons, individual feedback for curricular performance, remedial inputs to teacher's trainees and cell meeting for counseling. The faculty members use them for preparation of lectures, personal study, completion of work assigned to them and internal assessment.

Teaching Method Labs: In our institution, there are total 07 teaching methods namely Kannada, English, History, Physics, Mathematics, Chemistry and Biology. Accordingly, method labs were developed with requisite teaching aids and materials.

Science Lab: A well-equipped science lab is used by the students in the institution.

ICT and Computers: There are 43 computers, 1 Portable LCD projector, Technology based training laboratory attached with Smart board, Principal's office, Administration Office and the Library Department. Uses of computers are highlighted as follows:

Use in the Administration Office:

- Administrative Use
- Official Use
- Document Scanning
- Maintenance of Records
- Academic Information Storage
- Result Sheets
- Training and Orientation
- Internet

The computers are used by the following:

- Administrative Staff
- Faculty Members
- Library Staff
- Research Scholars
- B.Ed. student trainees

Library and Reading Room: Please refer to the information presented in 4.3 of criteria IV.

Multipurpose Hall: It is used by the institution for annual social gathering, indoor games, seminars, workshops and conferences and for their various cultural and academic programs.

Teaching Learning Resources: The institution possesses a rich stock of teaching aids which are either purchased or developed by teacher trainees. They are used by the teacher trainees for micro teaching, practice teaching and during internship.

Teaching aids exhibitions are organized and some useful and relevant teaching aids are donated to schools for under privileged.

Psychology Lab: We have a well-developed Psychology Lab with a variety of psychology test equipment's and apparatus.

Staff Common Room A spacious staff common room with elegant furniture is available for the faculties.

Seminar Hall: Spacious well-furnished room with 200 seating capacity is available for the students. Thus, the available infrastructure is optimally utilized and used to the maximum.

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

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 arrangements and have fans. Water problem, sanitary problems, deficient of bench, desk and class rooms are noted and submitted, follow up activities are taken by the in-charge and all requirements are done with the permission of the secretary and chairman.

▪ The infrastructure related environmental issues are not only to do with the physical resources but with the human resources as well. The conducive human environment is equally significant for proper interaction among the teachers and the taught for maintenance of quality in the institution.

▪ Co-ordination between various stakeholders like student, faculty and office staff is ensured through notices which are issued from time to time. These are regarding changes in time-table, changes in seating arrangement and conduct of

co-curricular activities, various workshops including faculty development program to avoid miscommunication and ensure smooth functioning. Thus, a healthy environment and a spirit of team work are ensured.

- Tree plantation is undertaken every year with the help of students in nature.

- Special lectures were organized on contemporary issues and environments are covered by eminent speakers as well as by the staff members.

- Issues related to conservation of environment and environment awareness is presented through organizing awareness programme by the student teachers.

- **Orientation for maintaining proper hygiene**: 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 dustbins, 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 has a qualified librarian and sufficient technical staff to support the library (materials collection and media/ computer services)?

A separate library building is one of the prominent features of our institution. More than hundred student teacher can be accommodated at one time in the reading room. The library is well equipped and spacious with necessary sufficient reading and reference material, cupboards, issuing counter, chairs and tables. The library provides internet facilities to the staff and students and also upgraded with UGC-INFLIBNET's N-LIST Programme. The circulation/exchange section of the library accommodates B.Ed., course books and other related

reference materials. The circulation / exchange counter, reading hall, librarian's office. Xerox machine facility is also available in the library. Library possesses well qualified Librarian (M.Lib.Sc., M.Phil) and Assistant librarian (PUC and D.Ed.,).One technical staff is there to provide help and guidance in the functioning of library works.

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

Following is the list of resources available in the library –

Physical structure of library's various sections (Area and Furniture items)

Carpet Area of Librarian's office 767.59 Sqft

LIST OF LIBRARY BOOKS (SUBJECT WISE)   2013-2014

Sl. No	Subject	Number of Books	New Added books	Total
1	Education in Emerging India	1081	5	1086
2	Psychology	598	10	608
3	Secondary Education & Teacher Function	660	8	668
4	History, Civics & Geography	805	20	825
5	Science	1125	15	1140
6	Kannada	785	120	905
7	General	3790	344	4134
8	English	408	10	418
9	Population Education	195	4	199

10	Educational vocational Guidance	188	0	188
11	Physical Education	236	3	239
12	Environmental Education	207	5	212
13	Dictionaries, Encyclopedia, Atlas, & Yearbooks etc.	171	20	191
14	Computer Education	183	15	198
15	Reference Books	1325	17	1342
	Total	**11757**	**596**	**12353**

JOURNALS

Sl.No	Particulars	Subscription	Subscription
1	Down To Earth	1 year	Fortnightly
2	Quest in Education	1 year	Quarterly
3	Edu-Track	1 year	Monthly
4	Indian Educational Review	1 year	Quarterly
5	School Science	1 year	Quarterly
6	Journal of Indian Education	1 year	Half yearly
7	Primary Teacher	1 year	Quarterly
8	BalaVijnana	1 year	Monthly
9	Shikshanasaudha	1 year	Thrymasika
10	University Career bulletin	1 year	Weekly
11	NAAC News	-	Monthly
12	University News	-	Weekly
13	Education World	1 year	Monthly
14	Educational Technology	1 year	Quarterly
15	English Language Teaching	1 Year	Quarterly

PERIODICALS

Sl.No	Particulars	Subscription	Subscribe
1	Sudha	1 year	Weekly
2	Sakhi	1 year	Fortnightly
3	Kannada Nudi	1 year	Weekly
4	Spardhaspoorthi	1 year	Monthly
5	The Week	2 year	Weekly
6	Sports Star	1 year	Monthly
7	Employment News	1 year	Weekly
8	Vikrama	1 year	Weekly

Internet is available in the library and the teachers and students are given sufficient time to make use of it whenever necessary for reference. INFLIBNET is available. They are given passwords and ids through which they access a lot of e-journals, research papers, etc. and download them for future use. Book bank is made available to the students.

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

The institution has a mechanism to systematically review the various library resources.

A library Advisory Committee is formed under the leadership of the Principal for adequate access, acquisition and effective utilization of library resources.

Library Committee - The Institution has in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions.

Members of the committee –
- Principal
- Librarian
- Two faculty members
- A student representative

Functions of the Library Committee:-

- Library committee supervises and advises the librarian in the policy of book selection and other administrative matters.

- Providing sufficient library materials, text books, reference books,

- Periodicals etc. Organizing & processing it in a way to make it easily available and accessible to the students & the staff.

- Informing the users to the arrivals of new editions to the library and other facilities available.

- Providing adequate furniture & equipment's.

- Laying down sound library rules.

- Making provision for adequate library services.

- Laying down general library policy.

- Book selection & purchase order are made based on the list of books submitted by the heads of the college as per the allotted budget.

- The grievances of the staff and students regarding the use of library are addressed by the library advisory committee.

- Institution library is having availability of computer, internet & Xerox facility. It also provides Computer and Internet facility for the librarian and faculty members. Xerox facility is available for both students & staff members. Display board is frequently updated with latest news and new arrivals in the library.

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

The library is computerized with the help of MODERN LIB software and internet and photocopier facilities are provided.

- Lending of books, purchase of books, lending of audio visual cassettes.

- Book bank.

- Stock verification.

- Circulation control system for maintaining the data regarding book issue and return.

- Serial control system for monitoring the receipt of periodicals.

4.3.5 Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

The Internet, photocopy facilities are available in the library in open mode for the students and staff members.

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

At present library is equipped with Enlist programme, the facilities such as Inflibnet, Delnet and IUC are not available. However, in the near future the institution will try to make it available.

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

The college library opens from 9 am to 5.30 pm at every working day from Monday to Saturday except the Sunday and other declared holiday. However the provision to open the library on Sunday & holiday is made for special circumstances such as examination preparations, seminar, work shop organization etc.

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 latest arrival list also displayed on library Notice Board. The faculty recommends the books for reference to teacher trainees during curricular transaction.

The library staff also introduces the new arrival of books to the teacher trainees according to their subject of interest.

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

Yes, the institution's library has the facility of book bank. It provides books to the students for the whole session after depositing a security in the institute. However, economically weaker and physically challenged students are given book bank facility without security.

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

The library provides personal attention to the physically challenged students. Nearby chairs and tables are provided for them. However, facilities in exchange of books, relaxation in retention of books are also given to them.

4.4   ICT AS A 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 institution ensures the optimum use of the facility.

Our institution has a well-developed computer lab, Language Lab, Smart Class Room, Multipurpose Hall etc. Totally the institution has 43 computers with Internet Connectivity: Language lab, Multipurpose Hall, Library, Office Room and Principal's room. The staff and students are encouraged to take class through power point presentations. The students are given computer training as a part of their co-curricular activities. Internet browsing and web analyzing are also practiced by the student teachers for preparing their teaching learning materials. So both the staff and student teachers used the computer facilities at the optimum level.

The different activities are so systematically planned in the institution that the available ICT infrastructure is optimally used by the college personnel.

The different activities are so systematically planned in the institution that the available ICT infrastructure is optimally used by the college personnel. A set of 5 CDs of Encyclopedia Britannica is available in the reference section. They are as follows:

- Planet Earth
- Quiz Master
- The Universe
- The Human Body
- Ready References

SL NO	SOFTWARE	NUMBERS AVAILABLE
1	Microsoft Office 2000, 2003, 2007	01
7	Adobe Reader	01
8	Adobe Photoshop	01
9	Windows Media Player	01
10	VLC Player	01
11	CD / DVD Writer – Nero Smart	01
12	Microsoft paint	01
13	Sound recorder	01
14	YouTube downloader	01
15	Software for Language Lab	01
16	Smart board software	01
	HARDWARE	
17	Laser Printers B/W	01
18	Colour printer	01
19	Printer cum photocopier and scanner	01
20	Power backup	01
21	Handy cam	01
22	OHP	01
23	Slide projector	01
24	DVD Player	01
25	Television	01
26	Educational CD's	01
27	Smart board	01
28	LCD Projector with white screen	02
29	Slide projector	01
30	Public address system	01

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

Yes. The curriculum imparts the computer skills to all the students as follows.

1. LCD power point presentation

2. The students has to go through different websites relating to the prescribed school curriculum

3. The students are allowed to use the internet facilities during their free hours.

On completion of this curriculum, the student teachers will be able to :

1. Explain meaning, components, functions of computer & computer system.

2. Operating system.

3. Develop skills in handling computer and using MS-Word, MS Excel and MS - Power Point.

4. Become aware of on-line service of computer.

5. Understand the use of computers through school curriculum.

6. Acquire Knowledge of recent and future trends in using a computer in classroom.

4.4.3 How and to what extent does the institution incorporate and make use of new technologies

ICT in curriculum transactional process?

ICT in Curriculum Transactional Process:

ICT knowledge is significant but more significant is its use in practical situations in the teaching learning process. Moreover, it is felt that the teacher trainees need to idealize the application of ICT in teaching. The teaching faculty and teacher trainees make use of the internet for advanced knowledge, model lesson plans, survey of related literature for research work to guide their research students.

The institution gives utmost priority in the use of new technology and ICT for day to day teaching.

• Videos and Power Point presentations are used to transact contents in all the papers effectively.

- Internet is used for updating knowledge.

- Seminar presentations are given through ICT.

- Orientation to prepare slides and files in active inspire is given to teacher educators.

- The students are trained to surf the net and analyze websites.

- Orientation to basics of computer is taught to the students.

- Language laboratory helps the students in learning proper English.

- The microphone facility is used in both core and optional classes.

- Movies with theme are presented through LCD.

- Teachers are encouraged to prepare notes in the form of printed material.

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

Use of ICT for teacher trainees.

a) Developing lesson plan. A lesson plan format is designed by using multimedia projector and projected for the whole class, so that the student teachers takes notes for developing lesson plan in the future practice teaching.

Classroom transaction. The student teachers prepare particular topics using film strips, transparencies which are difficult for the students and also for proper classroom interaction.

b) Evaluation

The achievement and diagnostic test papers are evaluated by manual, and the marks obtained by the school students are stored in the Excel (Microsoft) by the student teacher like rank correlation, arrangement of marks etc.

c) Preparation of teaching aids

In the class the lectures of the concern department presents the models and preparation of teaching aids using LCD, slide projector etc. so, that the students teachers gets idea regarding the preparation of teaching aids for future teaching practice.

The B.Ed teacher trainees are required to demonstrate technology based lessons during the internship programme. This provision makes the application and the use of technology a must for every B.Ed teacher trainee. Thus, using technology in the curricular transaction is a prominent aspect.

- They browse websites for planning their lessons.
- To make innovations in teaching the students are trained get the latest information of their subjects by surfing net so that it reflects in their lesson plans.
- They prepare power point slides for transacting curriculum.
- They download relevant videos for curriculum transaction.
- To make the class interesting and focus the attention of the school students, the student teachers download pictures for the preparation of teaching learning materials.

4.5   OTHER FACILITIES

4.5.1 How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g. serve as information technology resource in education to the institution (beyond the programme) to other institutions and to the community?

Yes. The instructional and infrastructures of the institution are optimally used during various activity organised by institution. The

institution shares its facilities with others. The teaching aids, learning materials, learning resources prepared by teacher educators and student trainees are made available to the schools. The student teachers make use of available lab resources during their internship in the practicing schools for the benefit of their students. Interactive Board is used by teachers of our sister institution Kumadvathi first grade college.

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

Educational Technology Lab consists of OHP's, Slides, Transparencies, Audio and Visual CD's, CTV, LCD & Slide Projector, and Sound System which are shared by all departments of the institution. The students are taught how to use the above audio- visual facilities, practically in teaching – learning process. So that they are encouraged to optimally use them for learning including their teaching practice. Individual assessment of marks is maintained for handling the audio-visual aids in teaching – learning.

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 college has a well-equipped

- Psychology Lab consisting of psychological test of intelligence, aptitude, attitude, creativity, personality, achievement, adjustment, interest, and others: Batteries and Inventories for measurement of various traits amongst

student teachers and their students. These test help in conduct of research and development of instructional material by one and all.

- ICT Lab discussed in ICT as Learning Resource.

- Language Lab consists of Charts, Interactive CD's, Cassettes, Reference books and Language Proficiency Tests to develop language skills.

- Science Lab consists of all the requisite materials for conduct of experiments of primary and secondary science classes. It is also replete with charts and models which can be used by teachers and student teachers during their practice teaching.

In order to enhance the facilities and ensuring maintenance of the equipment and facilities, the following measures are taken:

1. The faculty members are appointed in charge of the laboratories available.

2. One office staff is assigned the task of maintaining a stock register of all the equipment of the laboratories.

3. The teacher in charge of the laboratories also maintains a separate stock register.

4. The Principal regularly monitors the facilities available in the institution.

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

Multipurpose Hall-The Institution has a multipurpose hall which is used for several purposes like induction & felicitation Programmes, cultural Programmes, College week Programmes, Conduct of Seminars and workshops, etc.

Workshop- For activities such as teaching aids preparation the Institution has a working-cum-teaching aids room. In addition, the Institution also has an audio-visual aids room.

Music and Sports-The Institution does not provide music education as such does not have a music room. However, the Institution has sports facilities like indoor games as well as a gymnasium.

Transport-The Institution has independent transport facility for our student teacher.

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

The Institution has one smart classroom which is well equipped with LCD projector, display boards and audio systems. The other classroom is also equipped with LCD projector and display board. This has empowered the teachers as well as the students to be able to execute their technological skills through the use of ICT in the classrooms. To enable effective use of technology in classrooms, all class rooms and the campus is facilitated with uninterrupted power supply to minimize problems that may arise due to power failure.

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?

The faculty of the Institution adopts diverse approaches and methods of teaching ranging from lecture incorporated with ICT to activity and

participative approaches of teaching. To reflect on the best practice of diverse teaching methods student-teachers are encouraged and given opportunity to participate in class discussion and also adopt the ICT approach during seminar presentations. After which student's feedback are obtained. On the basis of the feedback, faculty members review the practices either for retention or improvement. The internet facility is extensively used by the staff and students to get information on related issues from the websites.

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

The following are the innovative practices commonly used for quality enhancement among the student teachers,

- Educational TV programmes
- Teachers transact curriculum using power point presentation.
- Students are asked to prepare power point slides compulsory during seminar presentations.
- Student teachers are asked to prepare self-instructional materials in the respective topics.
- Website Browsing by student trainees.
- Collecting information through internet.
- Educational videos, CDs and DVD
- Laptops are used by the teachers
- OHP and transparency sheets are used
- Charts and models are used during teaching.

4.6.3 What innovations/best practices in 'Infrastructure and Learning Resources' are

in vogue or adopted / adapted by the institution?

The following innovations /best practices are adopted in our college.

- Free browsing facilities for student.

- Using low-cost materials to prepare teaching aids.

- Using of ICT to increase quality of teaching.

- Suggestion / complaint box kept in the corridor.

- Displaying newspaper clippings on the notice board periodically.

- Open access library.

- Well-equipped laboratory.

- Multipurpose hall.

- Chalk and talk to interactive board.

- Well-equipped language lab.

CRITERION V
STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

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

In assessing students' preparedness for the programme, the institution conducts an orientation programme which provides a thorough understanding of the various activities of the institution. The academic year in the college begins with a prayer session followed by self-introduction of the faculty and students. A formal inaugural ceremony is arranged. At the beginning of the academic year, the institution conducts an orientation programme for two days to orient the newly selected student for the programme. Coupled with this, talents day is also organized for the students. This programme helps to maintain a cordial relationship among the students and with the institution. Teachers identify the abilities of students and there will be a mutual awareness among the student teachers. The performance of the students is evaluated through assignments they write, tutorial held, evaluation of test papers, practice of communication skills, microteaching and macro lessons through internal examinations and various Co-curricular activities. The performance of the institution is reflected in the results at the University examinations. This is done to ensure that each student acquire the knowledge and skill to complete the programme. The Institution also provides post admission counseling sessions to guide the students in choosing correct specialization papers.

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

The Campus is environment friendly and spacious and free from the sound pollution. This creates a conducive and peaceful environment for proper curricular transaction. The campus environment is inspiring and conducive for education. For recreation and information there are playground, seminar hall, computer lab and library on the campus. Students are motivated by the posters displayed on the notice board; the names of the achievers are displayed on the notice board.To ensure that the campus environment promotes development and improvement in the performance of the student teachers, the Institution emphasize on maintaining a congenial campus environment through a strong supportsystem by the principal and teaching faculty. Continuous mentoring, emotional support, observation, feedbacks and remedial teaching were provided in order to achieve the goals of the institution to bring about modification in the behaviour of the students and improvement in qualitative performance of the student teachers.

5.1.3. Give gender-wise drop-out 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?

Generally the student teachers drop-out rate is negligible in our institution. Possible reasons for drop-outs are

- Severe Health problems.
- Getting government employment.
- Marriage of girl student trainees.

The Drop-Out Rate in the Last Five years

Academic year	Drop-outs		Total
	Males	Females	
2009-2010	02	00	02
2010-2011	03	01	04
2011-2012	01	02	03
2012-2013	03	01	04
2013-2014	01	03	04

The institution tries to avoid drop-outs as far as possible by adopting the following strategies:

1. The staff members personally meet the student teachers and ask their problem and always try to solve their problem.
2. The College has been continuously giving counseling to those needy students from the beginning and conveys importance of completion of the B.Ed., programme successfully.
3. By consultation and cooperation with parents many of the problems are solved.
4. Conducting orientation program in the beginning of the programme to prepare student trainees for the curricular activities.
5. Teacher show extra care and concern for such students.

5.1.4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students Appeared/Qualified in SLET, NET, Central/State services through competitive examinations in the last two years?

The placements cell of the college gives the student's consistent counseling and enables them to compete for jobs and pursue higher studies. The cell also arranges programmes for personality development, communication skills development and use of multimedia.

Every month, Our College publishes carrier guidance magazine named "FUTURE" to provide information about job opportunities to all student teachers. Felicitation of meritorious student teachers is the tradition of our institution.

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

Majority of teacher trainees opt to continue further studies. Some of them got jobs in teaching and other fields. Details of the Teacher Trainees Who Went for Furthers Studies:

Programme	2011-2012	2012-2013	2013-2014
Higher studies	9	11	16
Employed (Total)	13	10	02
Teaching	12	09	02
Non-Teaching	01	01	00

5.1.6. Does the institution provides training and access to 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.

Yes our institution provides all the facilities to our students – teachers after graduating from the institution. Research guidance is given to the alumni for higher studies. Alumni often visit our college seeking academic guidance for higher studies and job information from our faculty members. Alumni can access the resources from library, e-journals, computer and internet facilities after getting prior permission from the principal.

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

Yes, our institution has a placement cell with the committee members. one faculty member is in charge for placement programme. Majority of the student teachers got benefits from the cell. Campus interview is also arranged. Career guidance and counseling is given to students. Eligible and willing students were guided properly and they have got appointment in private institutions.

The institution announces various vacant jobs list on the notice board. There is also a campus interview arranged by the college with information to different schools. For the last two years 11 numbers of students got benefitted from the placement cell.

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

A major difficulty is related with documentation.

- Calls about vacancy get communicated phone calls which cannot be responded on time.

- Capacity to teach in English medium is also a challenge.

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

- The best students are identified and encouraged to attend interviews in many of the private schools. Some are already working in local schools of Shikaripura.

- The student teachers are allowed to do their practice of teaching in Government & Aided schools with permission of the D.D.P.I.

- The recruitment process in different government aided schools is usually being done by the Education Department and the Public Service Commission of the State. So the Institution is not able to make arrangement for placement of student-teachers in such schools. However, the Institution holds regular discussions with unaided schools in matters relating to placement of student-teachers.

- College brings out Future Magazine every month and it is freely circulated to 16 B.Ed colleges coming under KuvempuUniversity.

5.1.10. What are the resources (Financial, Human & ICT) provided by the institution to the placement cell?

- As such there is no financial resource provided to the placement cell.

- When the schools need teachers for different subjects the college extends help immediately without delay a separate display board there.

- The Institution provides human & ICT facility for the placement programme. Whenever they come to the institute seeking any assistance, the staff members do the best help to them.

- College brings out Future Magazine every month and it is freely circulated to 16 B.Ed colleges coming under Kuvempu University with the collaboration of Alumni association of Kumadvathi College of Education.

5.2 Student Support:

5.2.1 How are the curricular (teaching- learning processes), co-curricular and extra Curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives andeffective implementation of the curriculum?

In order to ensure that the objectives of effective implementation are achieved the following initiatives are taken:

- **Teaching-learning Process**- Faculty members prepare teaching plan and accordingly chalked out the curricular activities and the techniques and strategies to be adopted in transacting the curriculum and submit the plan to the Academic Committee.

- **Co-curricular and Extension Programmes**- As co-curricular activities are part and parcel of the B.Ed. Curriculum; the Academic Committee outlines the schedule for the conduct of the various co-curricular activities and is communicated to all faculty members in the staff meeting.

- **Feedback**- After the conduct of the activities feedback from student-teachers is obtained on the basis of which a decision is taken whether to retain or revise the mode of conduct of the activities.

- Kumadathi College of Education has to follow the curriculum designed by the affiliating university i.e. the Kuvempu University, and within the given framework it has to accommodate the curricular and co-curricular activities of the college.

- For the same, the Academic Calendar is developed by the Principal and faculty members. Please refer to document attached as Academic Calendar of
  2013-14

- The academic activities, co-curricular and extra-curricular activities are planned at the beginning of the academic session within the suggested calendar of the university. It is done by taking consensus of the faculty members who are to implement the same in the upcoming year.

- Similarly, teaching-learning process is also planned at the beginning of the academic session as per the university calendar. Details are worked out at the level of the college in effective consultation with all the faculty members involved in the process of curriculum transaction.

- The practice teaching sessions are planned after taking into account the availability of and accessibility to the concerned practice teaching schools. Besides, practice teaching session starts only after the student teachers have acquired basic knowledge in the theoretical aspects of teaching, matters related

with the transaction of lessons in the classroom and other pre-practice preparedness.

- Once the schedule of the curricular, extra-curricular and such activities is finalized, the formal academic calendar is developed and the student teachers are also notified of the same. Details of the

- Academic Calendar is displayed in the Principal's room, and in the Staff room.

- Tentative dates for-semester exams and other forms of evaluation are also mentioned in the Academic Calendar. It is in accordance with the Calendar that participation in various competitions is planned.

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

The Institution does not have any physically challenged students.

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

Yes. The institution has monitoring arrangements. The teachers act as mentors to a group of 12-14 (pre-assigned) teacher trainees. The mentor keeps the record of the proceedings of the mentoring sessions and documents the problems they state and the solutions that are suggested. The mentors are also in charge of micro teaching of the mentees.

- Every teaching faculty in the institution is being involved in the tutorial system and is allotted a group of 12 to 14 students to find out their strong and weak points. Which they do it through informal contacts with the wards and provide necessary academic and personal counseling.

- Individual requirements to high achievers and slow learners are taken care of.

- The high achievers are given counseling for enhancing their talent by using the library and other resources.

- The talented students in sports and cultural activities are given special attention.

- The slow learners are facilitated with special coaching from the faculty members and also to get the assistance from the high achievers.

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

- Provides access to the various educational resources available.

- Faculty members / mentors may also refer to the guidance and counseling or grievance redressal committee for additional support.

- The Institution gives permission to the faculty members to attend workshops, seminars and conferences for their professional development.

- Regular use of the power point presentation in the classroom by the faculty members makes the teaching-learning process effective.

- There is provision of regular Library access and internet access to the faculty members to update their knowledge.

- Provision is made in the time-table for timely and regular execution of mentoring service.

- Xerox facility for student trainees when necessary.

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 its own website. Which is updated regularly as the need arises. The Website contains information on the following:

- Vision and mission

- Regular courses offered and syllabus

- Members of the Governing council

- About our institution

- Facilities available in the Institution

- Staff details

- Programme Details (Eligibility, details about Exam, Calendar of events)

- Photo clippings

- Co-curricular chapter

- Alumni Association details and

- Roll of Honor

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

Yes, the institution provides remedial programme for academically low achievers. Extra classes and special classes were conducted by the respective faculty members. Repeated tests were conducted; the mark lists are notified on the notice board. All faculty members are involved in students counseling both academically and personally. Tutor in-charge of each student gives counseling periodically based on their progress. Their personal problems are also discussed. Peer groups help in the improvement of slow learners.

5.2.7. What specific teaching strategies are adopted for teaching?

a) Advanced Learners   and   b) Slow Learners.

The special strategies adopted for teaching are:

Advanced learners:

- For advanced learners challenging assignments were given. They were asked to refer library and websites.

- They were asked to conduct seminar classes in their B.Ed., topics.

- Team projects were given to the students. Branch wise club activities were conducted. Competitions are conducted this will help to enhance their knowledge through library reading and using Internet facilities.

Slow learners:

- For slow learners, interaction classes were conducted. Repeated coaching classes were taken by the faculty members. Demonstration classes were conducted. Guidance to prepare for the examination by going through previous year question papers.

- Special attention is paid to them to get over their difficulties and when it is found performance not up to the mark guidance provided to improve their performance.

- Many classes' tests were conducted for the academic development. They were motivated to actively participate in all curricular and extra-curricular activities.

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

A Guidance and Counseling Cell has been set up in the Institution to provide personal guidance, academic guidance as well as career advancement guidance services to the students for their professional, academic growth and enhancement

as follows

- **Academic Counseling Service**

    The low achievers are found out through Internal, Assessment Test and Special are is given to them. Remedial coaching is conducted. Counseling with parents and respective teachers are also conducted.

- **Career guidance service**

    Skill development classes, communication orientation classes and life skill classes are conducted. Employment opportunities are brought to the knowledge of the students.

- **Grievance and redressal cell**

    Understand the problem of individual students through tutor mentor system and rectified the problem through principal and the management.

- **Personal counseling**

    Personal Counseling is conducted with the help of Doctor and reputed persons.

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

    Objectives of Grievance Committee:

- To listen the complaints of the students,
- To think over the complaints,
- To redress complaints
- Suggestion and Complaint Box has been installed on the premises.

<u>**Redressal Committee**</u>

Chairperson	:	Dr.Jayashree V. R Principal
Member Secretary	:	Sri.Devaraj Y
		Smt.Vaniyaki D C

The redressal cell provides settlement services that are exclusive members of staff, principal. The grievance in our college relating to admission procedure, study problem, adjustments, results, payment of fees, assignments and welfare amenities etc are solved through this cell. The system is comprehensive and flexible and has proved effective in promoting harmonious relationship between student and staff, employees and management.

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

The progress of students at different stages of the programme is monitored through class tests, group discussions, seminars, micro teaching and brain storming. As per the University of Kuvempu. The Institution is required to conduct internal assessment during the B.Ed., programme.

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

5.2.11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

In order to enhance students' efficiency in teaching, prepractice preparation is done through simulation and micro-teaching session where students are divided into groups comprising of 10-14 student teachers under a supervisor who is also a mentor throughout the programme. Each student teacher has to master the core teaching skills and also should be able to prepare lesson plans, learning the art of classroom management and optimum utilization of the available resources to make teaching effective and meaningful. The micro-teaching is followed by practice teaching in real classroom situation where the student teachers are deputed to the various schools to execute their skills. The lessons practiced are observed and supervised by the teaching faculty as well as their peers. The suggestions are provided based on the observation feedback of each student teacher.

Pre-Practice teaching:

- For each micro lesson, intensive orientation is provided in the micro skills, their components sub skills, the need and significance of each skill.

- Proper guidance for developing lesson plans is given to the student trainees.

- Lesson plans are carefully corrected and suitable modifications are suggested.

- Micro lesson are observed using observation schedule. Feedback is provided by the faculty and peers.

- After the teach session, re-teach session are conducted only after the re teach lessons indicate desirable improvement, the next skill is introduced.

Practice Teaching:

The student trainees are provide with follow up support during the practice teaching program which includes guidance and feedback from the guide and observers on.

- Each faculty gives demonstration lessons in each method.
- Before going to schools for practical lessons, they have ample practice.
- Quality of lesson plan.
- Planning of different stages of the lesson.
- Proper use of micro-skills.
- Teacher preparation, confidence and delivery of content knowledge.
- Teacher effectiveness.
- Comparison of planning and actual performance.
- During practice teaching in schools, they are observed and given feedback by our faculty members.

5.3. Student Activities

5.3.1. Does the institution have an alumni Association? If yes,

(i) List the current office bearers

(ii) Give the year of the last election

(iii) List Alumni Association activities of last two years.

(iv) Give details of the top ten alumni occupying prominent position.

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

Yes, the institution has an alumni Association. The aims & objectives for which the Alumni Association is established are as under:-

- To encourage leadership in the community by recognizing contributions to the

Institution and the community.

- To create a sense of brotherhood, cooperation, mutual harmony love & affection amongst the members of the association and also amongst the general public.

- To Endeavour towards the development of the Mental, Physical and Moral upliftment of the members connected with the Institution so as the make them good and responsible citizens.

- To maintain links with former students and foster the spirit of loyalty to the Institution as Alma Mater.

- To unite former students in the common interest of the welfare of the Institution.

- To disseminate knowledge and skills through seminars, workshops, conferences, training, community development programs, print & electronic media.

(i)   List of the current office bearers

SL, NO	POSITION	NAME OF THE MEMBER	DESIGNATION
01	President	Mr. Kumar K	Assistant Teacher, GHPS Ennekoppa, Soraba taluk,Shimoga dist
02	Vice President	Mr.Prathibha D	Assistant Teacher, GHPS,Taralaghatta
03	Secretary	Mr. Vidyashankar K S	Principal, KATDC Shikaripura
04	Joint Secretary	Dr. Kirankumar K S	Asst. Professor KCE Shikaripura
05	Convener	Mr. Deveraj Y	Lecturer, KCE Shikaripura
06	Convener	Mr. Raju Patil	Asst Teacher, KHS Shikaripura

07	Convener	Mr. Umesh Kolagi	Asst Teacher GHPS Rattihalli
08	Treasurer	Mr. Ravi H	Asst. Professor KCE Shikaripura
09	Membership Secretary	Mr. Nagendrappa S	Asst. Professor KCE Shikaripura
10	Membership Secretary	Mr. Prabhu R	Asst Teacher, KRCS Shikaripura

ii. Year of last election- 2013

iii. Alumni Association Activities of last two years as follows-

Some of the activities which have been chalked out by the Alumni Association are:

- Workshop on communication skills.
- Blood donation camp.
- Health awareness programme.
- To increase enrolment of the Association
- Regular meetings take place of the members. Record of the same are placed on record.
- Felicitation of the educationists / faculty members / student teachers for their achievements during the academic year

(iii) List Alumni Association activities of last two years.

Year	Date	Programme
2013-14	5th and 6th April 2014	Workshop - Communication Skill for Effective Teaching

iv. Give details of the top ten alumni occupying prominent position.

Sl, No	Name	Designation	Address
1	Dr. Kiran kumar K S	Asst. Professor	KCE Shikaripura
2	Mr. Nagendrappa S	Asst. Professor	KCE Shikaripura
3	Mr.Ravi H	Asst. Professor	KCE Shikaripura
4	Mr. Haleshappa T	Asst. Professor	MMCE, Davanagare
5	Mr. Rajappa	Asst. Professor	GFGC, Anavatti
6	Mr. Vidyashankar K	Principal	KATDC, Shikaripura
7	Mr.Bhavya L	Vice Principal	GJC Lakkur,Kolar
8	Mr. Raja H	Principal	MDR School, Harapanahalli
9	Mr. Takranaik	Principal	MDR School, Chikmagadi,Shikaripura
10	Mr. Prashanth Koli	PSI	Manglore Head Quarters

v. Give details on the contribution of alumni to the growth of the Institution

The Alumni of the Institution has contributed immensely to the growth of the Institution. The Alumni has all along been involved in conducting the activities of the Institution. Some of which are listed below:

- Alumni members have been included as Board Members during the admission interview for new entrants.

- The Alumni has been actively involved in Fund raising activities.

- Some of the Alumni members have continuously extended support in the conduct of-curricular activities.

- Resource persons in the different training programmes and workshops organized by the Institution have also been drawn from the Alumni.

- Alumni offer their suggestions for institutional development in the meeting.

5.3.2 How does the Institution encourage students to participate in extra-curricular activities including sports and games? Give details on the achievement of students during the last two years.

Co-curricular activities have always been part and parcel of the B.Ed. curriculum. Therefore, the Institution organizes these activities in the form of group competitions at regular intervals. Since the Course is a one year course, the students usually do not get the opportunity to participate in any of the inter-college competitions as most of the competitions are being organized during the time when student-teachers are to submit the practical items. The institution considers it essential to provide opportunities and nurture other talents in student trainees along with the training for teaching profession.

The extra-curricular activities are given due importance for the overall development of the student teachers. The cultural programmes are organized with the view that they represent "values, norms and traditions". Kumadvathi College of education believes in the doctrine that cultural competence requires adequate set of values and principles. It demonstrates a behaviour, attitude, and policy structure that enables the student teachers to work effectively across cultural boundaries

- Every year our college celebrates sports day.
- Our students participate in different types of games such as short put, discus throw, and long jump and running race etc.
- Student trainees are encouraged to participate in extracurricular activities.
- The management takes care and appreciates them for participation and good performance.
- The college offers prizes and shields to the winning candidates.
- Everyday each student teacher individually has to take part in different

activities of the college like convening morning assembly, writing news, bringing thought of the day, updating new bulletin board, prayer etc

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

- Every year the institution's annual magazines ' Sujnana' and 'Vivekanjali' are published towards the end of the academic year.
- Student trainees are motivated and encouraged to publish their written material in the annual magazine.
- Wall magazine on different topics are also prepared by student trainees.
- Student trainees are encouraged to write inspiring thoughts for the day on the board daily.

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

Yes, the Institution has an active Student Council. Student Council has been constituted with the aims and objectives of providing support to the students and also to help foster a spirit of cooperation in the Institution. The student council attends to the need of the students and shoulders the responsibility in co-ordination with the faculty to execute the work related to student cultural activities. The major activities of the Students Council are as follows:

1. It looks into the conduct of morning assembly.
2. It assists the different committees in the organizing and conducting of the different activities and programmes of the Institution.
3. The Student Council plan programmes for celebrating important days.

4. It also cooperates with the different committees and ensures smooth conduct of co- curricular activities.

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

The Institution organizes various activities for its student teachers and in order to bring about smooth organization of the activities several committees have been set up. Further, to mobilize the participation of the student-teachers, the Institution have also made provision for student representation in some of the bodies or committees as listed below:

- Social science club,
- Anti-ragging committee
- Library advisory committee
- Language club
- Science club

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 programme and the growth and development of the institution?

In order to gather feedback from the outgoing students regarding ways to improve the preparation of the programme and the growth and development of the Institution, the following mechanisms have been undertaken:

1. Out-going student-teachers are asked to share their holistic experience in respect of the course during the sent off programme organised by the institution at the end of the session.

2. At the end of the academic year, the written feedback from each student teacher is taken. Every student teacher has to fill in the feedback form and

are also asked to respond to the questionnaire which contains questions on the following aspects:

- Syllabus of the B.Ed. Course

- Benefits of the course

- Difficulty level of the course

- Library resources

- Teaching-learning process

- Evaluation methods

- Suggestions for improvement

Based on the feedback, the Management of the College, from time to time, conveys its suggestions to the college. The feedback is also collected by the teacher-in-charge of practice teaching schools. The information so collected is duly analyzed 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 in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

In our institution, the mentoring service as one of the institutional best practices in Student Support and Progression. This practice enabled the teachers to act as mentors to a group of 12 (pre-assigned) teacher trainees. Besides micro-teaching, the mentor also tries to maintain close linkage with the mentees through-out the academic session and provide necessary guidance. As a mentor, a faculty member keeps the record of the proceedings of the mentoring sessions and documents the problems they state and the solutions that are suggested.

Kumadvathi College of education also provides its student teachers with modern infrastructure and timely-effective support needed to complete the B.Ed.

programme. From the beginning of the academic session, care is taken of every student teacher towards his/her overall development and progress. Some of the best practices followed at KCE are as under:

- KCE 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.

- KCE 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.

- KCE maintains a well-equipped library and runs it on model lines. It has textbooks, reference material, journals, encyclopedia, magazines, newspapers, and 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.

- **Remedial Classes**: The practice of remedial classes was adopted by the college. 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.

- **Counseling Services**: KCE 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, classroom management and such other challenging areas. Though there is no formal mentoring in place; yet, the faculty members, Principal and the Management make all efforts to guide the students in every possible manner.

- **Constitutional Values**: KCE 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 KCE 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.

- **Curricular, Co-curricular and Extra-curricular activities**: KCE encourages participation of student teachers in all the activities – extension, cultural, academic and curricular.

- **Placement Services**: The Management of the KCE was 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 (though located in a rural area) has done a wonderful job of providing employment opportunities to maximum number of students from our college. Our college brings out "Future Magazine" every month and it is freely circulated to 16 B.Ed colleges coming under Kuvempu University with the collaboration of Alumni association of Kumadvathi College of Education.

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?

The Institution has well- defined Vision and Mission, displayed in the college at a prime location. They are based on the needs of the society, the students, the traditions of the educational institutions and value orientation.

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

Our Mission :
i) Transforming the hidden potentials of the students into realities

ii) To enable the students to develop a holistic personality with productive thinking.

iii) To enable the students to fulfil themselves with growth, happiness and satisfaction.

Objectives of the Institution

1. To enable the students to be role models and empower them with pedagogical principles for implementing them in schools.

2. To produce sincere and dedicated teachers to teach at elementary, secondary and higher secondary level.

3. To develop cognitive skills among student teachers.

4. To prepare professionals with distinction through academic training and guidance.

5. Develop skills of guidance and counselling in student teachers.

6. Enable student teachers to foster creative thinking among pupils.

7. Prepare student teachers to face the challenges of globalization.

8. Enable student teachers to utilize community resources for the cause of education.

9. Develop communication skills necessary for teaching profession.

10. To develop ethical values among student teachers.

11. To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.

12. To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.

13. To motivate the students for solving their problems related to education with the help of research process.

14. To make the students academically to competent teachers along with both teaching as well as knowledge skills.

15. To realize their full roles and responsibilities as a teacher inside as well as outside the class room.

16. To transfer the students into good citizens with citizenship qualities like patriotism and tolerance.

17. To build leadership qualities and organizing skills of future teachers by making them along with extra-curricular and co-curricular activities.

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 secure 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. This is reflected in the mission, goals and objective of the college.

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.)

Swamy Vivekananda Vidya Samsthe (R) a name in quality education and methodological impartation of knowledge, is running several educational institutions viz., B.Ed College, First Grade College, D.Ed College, P.U. Science and Commerce College, High school, Residential Central School, Nursing School and College and many Hostels. It is known for its selfless service and is continuously involved in social welfare and educational activities since two decades. The mission of the trust is to "Do Best to do the Best".

Sri B.S. Yeddiyurappa, Founder of, Swamy Vivekananda Vidya Samsthe (R) a true educationist and Ex. Chief Minister of Karnataka State is the Chief architect of this trust. Sri. B.Y. Raghavendra, Member, Karnataka Legislative Assembly of Shikaripur constituency, and Secretary, SVVS with his untired efforts has developed the institution in to a great temple of knowledge. There are today various educational institutions from primary to professional level catering to the educational needs of the deprived sections of the society.

Presently, Sri. M.B. Shivakumar, President of Swamy Vivekananda Vidya Samsthe (R), Sri. Raghavendra B.Y., Secretary, Swamy Vivekananda Vidya Samsthe (R), of Sri. Vijeyendra, Treasurer, Smt. Tejaswini Raghavendra, and Smt. Prema Vijendra are the Board of Directors. With their commitment and entrepreneurial qualities are striving continuously for the development of the trust.

Composition and Functioning of various Committees Institutional Development Plans Implementation:

- Guidance and counselling Committee:

- Admission Committee:

- Women's Cell:

- Discipline Committee:

- Educational Tour & CTC Committee:

- Co-Curricular Activity Committee:

- Library Committee:

- Alumni Cell:

- Placement Committee:

- IQAC Committee

- Youth Red Cross Committee

- Anti Ragging Cell

6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated?

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.

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?

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.

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 short-coming/ barriers on their own in achieving the vision. Teachers and students are

free to bring out the shortcomings to be rectified to the notice of the management, and management acts swiftly in alleviating \reducing them. Evaluation from the students gives a clear picture of things to be improved The feedbacks reports received regularly are reviewed and the barriers are identified. The Management also works proactively and anticipates any barriers that can arise and disturb in achieving the vision and mission of the Institution.

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.

- During celebrations and organizing various programmes all the staff are provided equal responsibility without neglecting any one. A duty allotment chart is prepared and the responsibilities are allotted to them on discussion during the staff meeting.

- Faculties are equally involved during stock checking. The management identifies the faculty who have helped to improve the effectiveness and the efficiency for the institutional process and felicitate them by giving Certificate of appreciation them during the teachers day function celebrated in the institution.

- The management collects the suggestions for improvement from the staff and deliberates on them.

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. She serves as a link between management and staff and takes overall responsibilities of supervision, monitor academic and administrative activities of the college. She 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 (Vivekanjali, Sujnana)

- 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 pre-service 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.
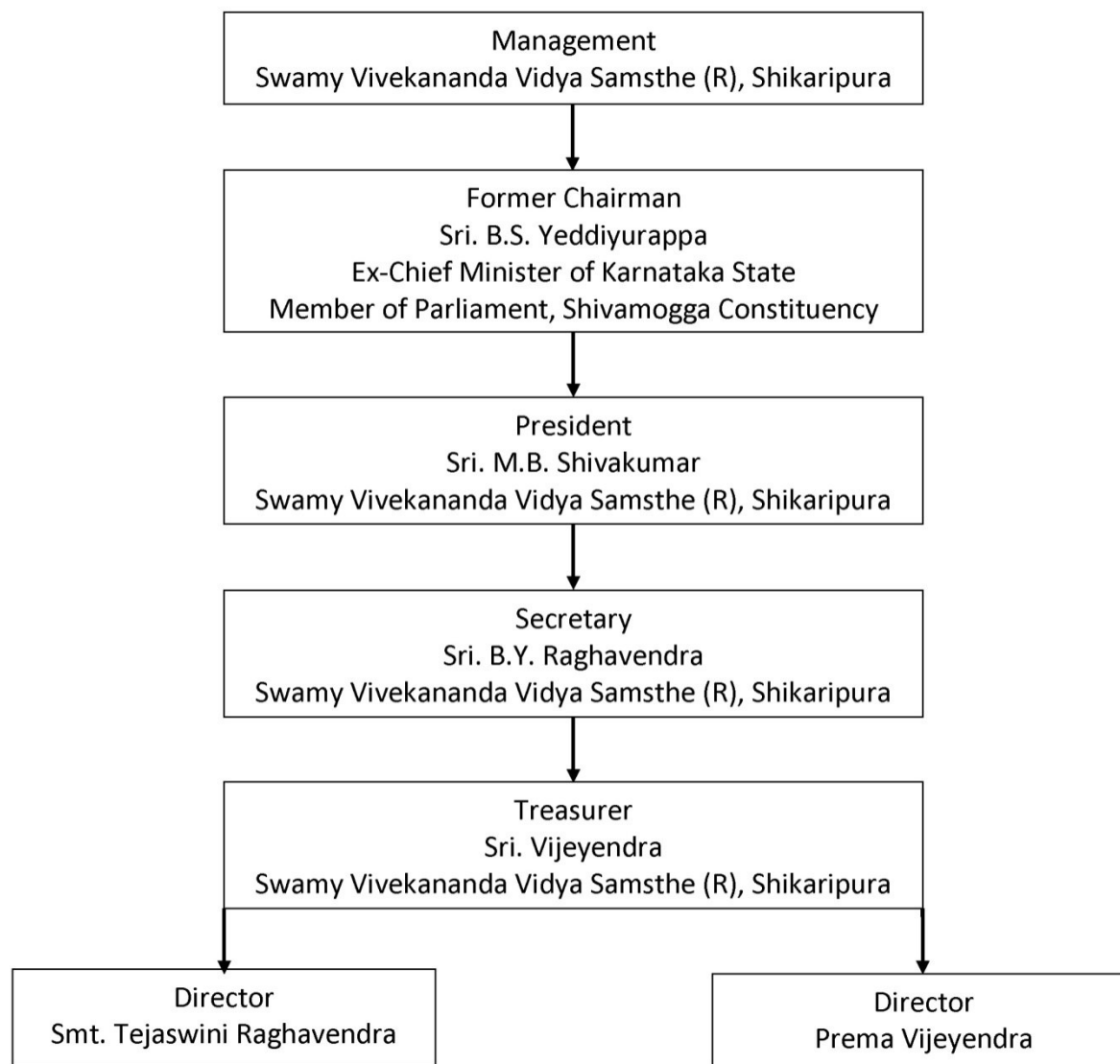
For the effective operation of curricular, co-curricular and extracurricular activities the institution has constituted following different committees with in-charge faculty members.
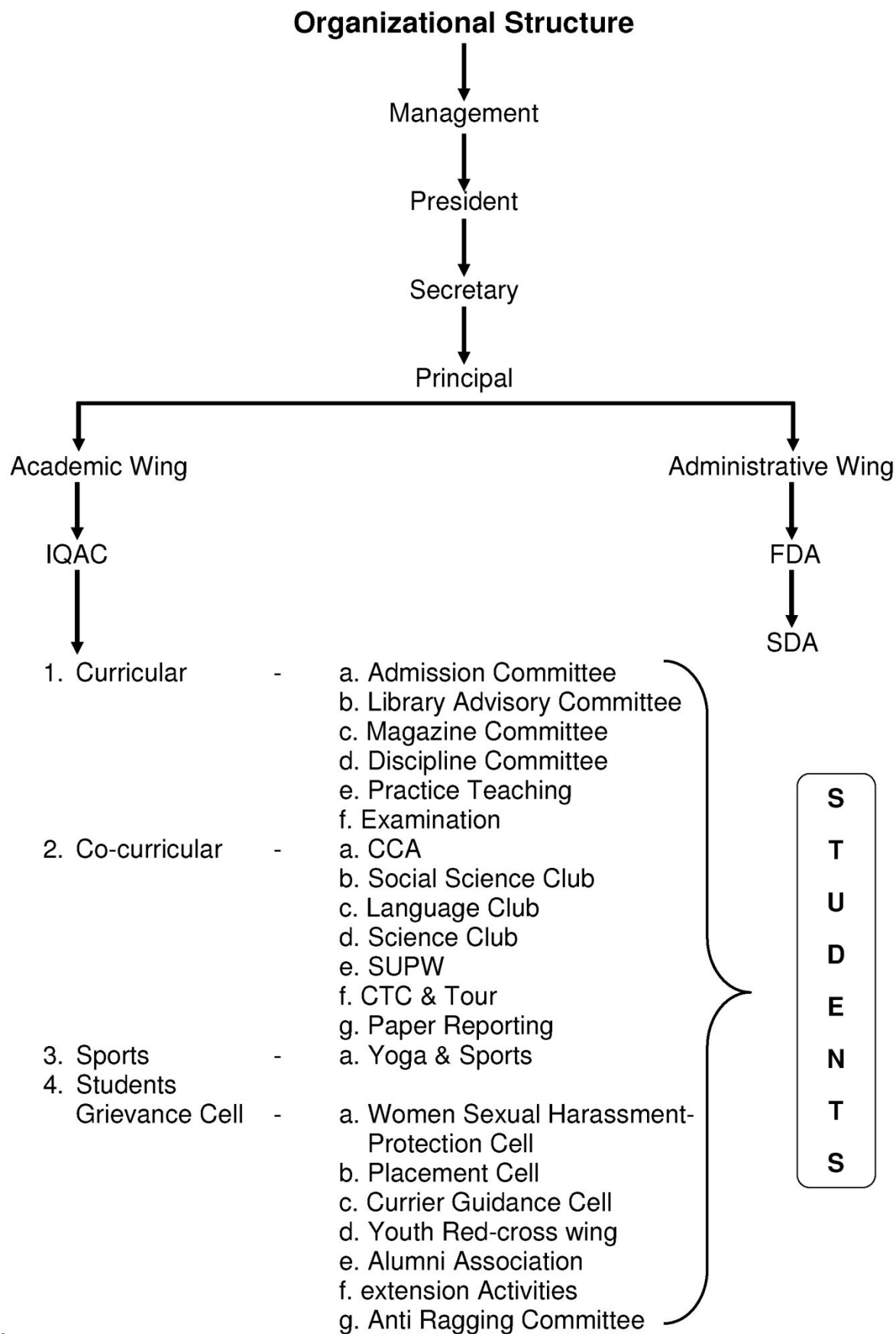
- Guidance and counseling Committee:
- Admission Committee
- Students Council
- Women's Cell
- Library Committee
- Alumni Cell
- Placement Committee
- Anti Raging Committee
- Youth Red Cross Committee

The above stated committees are constituted in joint consultation of head of the institution, faculty members and student teachers. Committees are framed in a democratic and most amicable way. Meetings of various committees are held in order to plan and execute various programmes of the institution.

Committees	No. of meetings	Decisions taken
Admission committee	02	1. It is decided to take admission as per the government rules and university norms and according to the intake strength of the college. 2. Discussion on dropout of students and action plan for next academic year. 3. Conduct Content Examination for management seats
Library Committee	01	1. It is decided to receive indent from the staff and purchase books according to the budget allocation and to issue books. 2. Stock verification of the library books.
Alumni Association	02	1. It is decided to conduct programmes in collaboration with Alumni both semesters

6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.

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│                  Management                      │
│  Swamy Vivekananda Vidya Samsthe (R), Shikaripura│
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                        ▼
┌─────────────────────────────────────────────────┐
│               Former Chairman                    │
│             Sri. B.S. Yeddiyurappa               │
│        Ex-Chief Minister of Karnataka State      │
│   Member of Parliament, Shivamogga Constituency  │
└─────────────────────────────────────────────────┘
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                        ▼
┌─────────────────────────────────────────────────┐
│                  President                       │
│              Sri. M.B. Shivakumar                │
│  Swamy Vivekananda Vidya Samsthe (R), Shikaripura│
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│                  Secretary                       │
│              Sri. B.Y. Raghavendra               │
│  Swamy Vivekananda Vidya Samsthe (R), Shikaripura│
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│                  Treasurer                       │
│                Sri. Vijeyendra                   │
│  Swamy Vivekananda Vidya Samsthe (R), Shikaripura│
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          │                               │
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┌───────────────────────┐   ┌───────────────────────┐
│      Director         │   │       Director        │
│ Smt. Tejaswini        │   │   Prema Vijeyendra     │
│   Raghavendra         │   │                        │
└───────────────────────┘   └───────────────────────┘
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Organizational Structure

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Management

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President

↓

Secretary

↓

Principal

Academic Wing   Administrative Wing

↓   ↓

IQAC   FDA

↓   ↓

                                           SDA

1. Curricular   -   a. Admission Committee
                            b. Library Advisory Committee
                            c. Magazine Committee
                            d. Discipline Committee
                            e. Practice Teaching
                            f. Examination

2. Co-curricular   -   a. CCA
                            b. Social Science Club
                            c. Language Club
                            d. Science Club
                            e. SUPW
                            f. CTC & Tour
                            g. Paper Reporting

3. Sports   -   a. Yoga & Sports
4. Students
    Grievance Cell   -   a. Women Sexual Harassment-
                                Protection Cell
                            b. Placement Cell
                            c. Currier Guidance Cell
                            d. Youth Red-cross wing
                            e. Alumni Association
                            f. extension Activities
                            g. Anti Ragging Committee

STUDENTS

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List of Household tasks of Lecturers : 2014-2015

Patron	:	**Dr. Jayashree V. Rakkasagi** Principal, Kumadvathi College of Education.
Co-Curricular Activities	:	**Mr. Veerendra Kumar Wali S** Lecturer, Kumadvathi College of Education. **Mr. Nagendrappa S** Assistant Professor, Kumadvathi College of Education.
CTC & Tour	:	**Mr. Devaraja Y** Lecturer, Kumadvathi College of Education. **Mr. Veerendra Kumar Wali S** Lecturer, Kumadvathi College of Education.
SUPW	:	**Dr. Kiran Kumar K.S.** Assistant Professor, Kumadvathi College of Education. **Mr. Ravi H** Assistant Professor, Kumadvathi College of Education.
Sports	:	**Mr. Ravi Kumar N. G** Physical Education Director, Kumadvathi College of Education.
Library & Laboratory	:	**Dr. Shivakumar G.S** Assistant Professor, Kumadvathi College of Education. **Mr. Nagendrappa S** Assistant Professor, Kumadvathi College of Education. **Mr. Yadu Kumar M** Assistant Professor, Kumadvathi College of Education.
Paper Reporting	:	**Mr. Ravi H** Assistant Professor, Kumadvathi College of Education. **Mr. Yadukumar M** Assistant Professor, Kumadvathi College of Education.
Attendance & Discipline	:	**Mr. Yadukumar M** Assistant Professor, Kumadvathi College of Education. **Mr. Ravi Kumar N. G** Physical Education Director, Kumadvathi College of Education.
Examinations & Teaching Practice	:	**Mr. Nagendrappa S** Assistant Professor, Kumadvathi College of Education.
College Magazine (Vivekananjali and Sujnana)	:	**Dr. Kiran Kumar K.S.** Assistant Professor, Kumadvathi College of Education.

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 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. Faculty members involve in Research Projects conducted by CTE.

In addition, the college has rapport with Youth Red Cross department.

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.

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 co-operation 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 like Taluk Kannada Sahitya Parishath, Environmental awareness, Swatch Bharath Abhiyana and various knowledge enrichment programmes.

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.

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. At present we have a wi-fi active campus and our classrooms are equipped with LCD projectors, sound systems and smart (inter-active) boards. We have a full fledged computer

laboratory with 40 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 provide

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 non-teaching staffs too have attended computer training programmes to upgrade their skills, from time to time.

- The institution has organized two days state level workshop on Communication Skills for Effective Teaching on 5th & 6th April 2014.

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.

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 encouraged to take up research and also apply for UGC sponsored major and minor research projects.

- 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.

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) is in vogue.

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 work.
- 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, she is the key figure who supervises the process of course design and works as a liaison officer with the management. She interacts with the highest policy making body to ensure appropriate allocation and utilization of resources for the preparation of students.

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 16-04-2014.

Internal quality assurance cell consists of Chairman, Principal, administrative Officer, subject expert, Faculty Members of Management, Nominee from Students, Stake holders, nominee from alumni, subject expert and co-ordinator. Every staff members activity is evaluated by questionnaire method for their ability and skills. Student feedback system is considered. All the staff members co-ordinate 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 & 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 College 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 student 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 are 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 any 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 organized 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 stratums.

- Seminars and workshop provide ample opportunities for self-expression and self-motivation.

- Assignment/problem based learning, projects, 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.

- Students involve in various project works.

- 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.

- Faculty members encourages student-teachers to contribute write-ups like poems, articles, drawing/paintings, puzzles, riddles, etc. towards the Institution magazine.

- 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.

- Faculty members encourage student-teachers to contribute write-ups like poems, articles, etc. towards the Institution magazine.

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 co-ordinated 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.

- Newspapers.

- 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 college shares and uses the information / data on success and failures of various processes, 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 limitations 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.

- Suggestion box is made open in every week in front of the Principal and faculty and the suggestions are filed up to take necessary actions.

- Effective redressal cell to solve the problems of the student teachers.

Mapping of Academic Activities of the Institution
Mapping of Activities Year 2013-2014

	I Sem						II SEM					
	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
Weeks	1 2 3 4	5 6 7 8	9 10 11 12 13	14 15 16 17 18	19 20 21 22	23 24 25 26	27 28 29 30 31	32 33 34 35	36 37 38 39	40 41 42 43 44	45 46 47 48	49 50 51 52

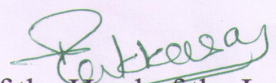| Activity	Weeks (filled)
Admission	1–8
Orientation	3
Theory Class	5–22
Citizenship Training Camp	11
Micro Teaching Orientation	12
Assignments and Data Collection	11–12
Micro Teaching Session	13–14
Workshop	14
Macro Demonstration	16
First Periodical Test	17
Simullated Practice Teaching	18–19
Coordination Board Visit	21
Study Holidays	23–24
First Semester Examination	25–26
Cocurricular Activities, Tutorials, Seminars and SUPW	**SPREAD OVER THE WHOLE ACADEMIC SESSION**
Reopening of the class	27
Theory Class	28–45
Practice Teaching Session	28–32
Assignments and Data Collection	31
Content Test	35
Educational Excursion	43
Second Periodical Test	45
Record Submission	45
Annual Sports	45–46
Study Holidays	47–48
Annual Day Celebration	45
Coordination Board Visit	45
Second Semester Examination	49–50

Note : A Week is of Six working days and a day is of six clock hours

Declaration by the Head of the Institution

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part of this has been out sourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the Institution

Principal
Kumadvathi College of Education
Shikaripura, Shivamogga dist.

With seal :

Place : Shikaripura

Date : 30-03-2015