

Sri Taralabalu Jagadguru Education Society (R) Sirigere
MAKANUR MALLESHAPPA COLLEGE OF EDUCATION
ANUBHAVAMANTAPA, DAVANGERE-577 004



SELF STUDY REPORT
2015

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SECTION – A

INTRODUCTION

The parent institution Sri Taralabalu Jagadguru Education Society, Sirigere

Education plays a very prominent role in the modern society. A man without education will never be recognised and he will be worse than a beast. These ideas are best revealed in the Sanskrit maxims namely "**Nahi gnanena sadrusham pavithramiha vidyathe**"; '**Vidyaviheenah pashuhu**'. Therefore education is of prime importance to everyone in the society. It is most unfortunate that the facilities for imparting proper education to the rural community are much less when compared to those of urban areas. The unique problems in the rural parts might have also contributed to this drawback.

To a great extent it is true that the development of our country entirely depends upon the development of the countless villages. They cannot hope to progress without education and as such the education is quite essential in the fitness of things for the progress of villages. The aspect of providing the required facilities for education in these rural parts, has not been given its due cognizance. As a result, the rate of progress of the country has been slackened to a considerable extent.

Sri Taralabalu Jagadguru Brihanmath, Sirigere in Chitradurga District of Karnataka state is one of the leading religious institutions in South India rendering yeoman service for the upliftment of the mankind in general.

Sri Marulasiddha, the contemporary of Basaveshwara, who was a great saint reformer of 12th Century A.D. in Karnataka. He fought against religious exploitation and social inequalities perpetrated on the innocent and down-trodden in the name of God and Religion. He upheld the lofty principles of social equalities and humanism thereby bringing a new ray of hope to the downtrodden who were condemned for centuries to ignorance and bondage. It is he who founded the "Saddharma Peetha" (The throne of righteousness) on which he installed his disciple Telugubalu Siddheswara on the full moon day of the month of Magha in Ujjaini with the blessings "*Tarala Balu*" i.e., "Long Live, My lad". Thereafter whoever heads this pontifical throne is known as Taralabalu Jagadguru – a religious and spiritual preceptor dedicated to the welfare of the whole humanity. This auspicious full moon day of the month of Magha is celebrated as Taralabalu Hunnime Mahotsava for nine days every year with pomp and glory by the disciples of the Math to exhibit their respect and reverence to the Swamji.

Sirigere was a remote and backward small village deprived of all the facilities during the pre-Independence days. The then Swamiji of this Peetha Sri Gurushantharaja Deshikendra Swamiji who did his best by supporting the starting of a school in Sirigere and even today the stone plaque tells us that the school building was a gift by the Swamiji in the year 1937. Similarly he was responsible in starting Taralabalu Jagadguru Dispensary in Sirigere and having a pakka road from NH4 to Sirigere for the transportation facility of the people.

SRI TARALABALU JAGADGURU HIGH SCHOOL – (The first one started by Sri Taralabalu Jagadguru Brihanmath in the year 1946)

After having studied all these facts Sri Taralabalu Jagadguru Sri Shivakumara Shivacharya Mahaswamiji started an ideal High School by name Sri Taralabalu Jagadguru High School at Sirigere, in the year 1946, prior to the days of Independence. The High School has produced large number of eminent personalities who are serving in the country and abroad in different walks of life. This High School gradually developed as a Multipurpose High School, a Higher Secondary School and now it is a fullfledged Pre-University College.

The dream visualised by His Holiness to disseminate the ideals of education like eradication of ignorance and casteism, and understanding of dignity of labour, equality, co-operation and universal brotherhood, came true during the year 1962 when Sri Taralabalu Jagadguru Education Society ® came into existence as an augury.

VARIOUS OTHER EDUCATIONAL INSTITUTIONS:

The Education Society started functioning in the field of education in rural parts. The Society is now running **244** Institutions spread over 13 districts of the state.

| Description | Qty. |
|-------------------------|------|
| High Schools | 85 |
| Pre-University Colleges | 18 |
| Degree Colleges | 5 |
| B.Ed., College | 1 |
| B.P.Ed., College | 1 |
| Polytechnic | 1 |
| Engineering College | 1 |

| | |
|------------------------------|-----|
| Samskritha & Veda Patashalas | 4 |
| Nursery Schools | 44 |
| Primary School | 39 |
| CBSE Schools | 3 |
| ICSE School | 1 |
| Hostels | 32 |
| Destitute Homes | 8 |
| Anganawadi Training Centre | 1 |
| Total | 244 |

Holding the firm faith in women's education as an essential requisite for social betterment, colleges for women and high schools for girls have been started. The Education Society has also started one College of Education of its own to provide training for teachers working in High Schools. Further, fostering of Samskrita language is also one of the main objectives of this society. Therefore it is running a few of the well established Samskrita and veda pathashalas in different places of the State. In addition, it gives guidance to the needy high schools outside its purview and various training programmes to the farmers as well as self help groups.

The activities of the Education Society are not confined to providing facilities for imparting Education in general course of study. Establishment of an Engineering College at Ranebennur and a Polytechnic Institute at Harapanahalli are the highlights of the enterprise of this Society. These technical courses have been designed to provide very fair professional opportunities to the products of these Institutes.

In this educational society most of the institutions are residential ones. They are having their own hostels which cater to the needs of the rural pupils by admitting them without any discrimination of the caste and creed. Free boarding and lodging facilities are provided in the hostels. Sri Taralabalu Jagadguru Education Society has proved to be only Society in the whole of Karnataka with its largest number of educational institutions serving for the cause of education in rural areas. In the educational society the total number of permanent staff members is about 2,000 and every year the number of students taught by these staff members is about 30,000.

The activities of the society are not restricted to the diffusion of education only. The society has further stretched into the realm of literature, especially Sharana Sahitya. The work that has been done by this society is really worthy of emulation by others. There are a number of Computer Education Centres and the students right

from 8th standard to Final year degree get the knowledge of Computer Science. His Holiness Sri Taralabalu Jagadguru Dr. Shivamurthy Shivacharya Mahaswamiji himself is a Computer scholar who has developed Softwares on the grammar of Panini called **Ganakasthadhyayi**, on Vachanas of 12th century sharanas called **Ganaka Vachana Samputa**, and on women Self Help Groups called **Grihini**.

ADMINISTRATION

Another special feature of the Society is with regard to its administrative set up. The administration of the entire Society is being run in accordance with the democratic pattern. Every institution is governed by the Local Advisory Committee consisting of the elected members. There is one Governing Council at the Head quarter at Sirigere. The local Advisory Bodies function as representatives of the Governing Council at the top.

ASSETS

One may not believe that the Education Society, having multifarious activities with its good number of institutions is financially not so sound. The financial needs are met by the donors and philanthropists. The assets of the Society lie primarily in the donors and secondly in its employees. Its employees consider that an appointment in this Society is not so much a salaried job as it is an opportunity to serve the Society with missionary zeal. They give more importance to their duties than to their rights.

POTENCY OF INSPIRATION

The rapid landslide progress achieved by this Education Society in its various fields is really marvellous. The inspiring dynamic power which works for its accomplishments and achievements is its Founder-President, the Chief Patron Sri Sri Taralabalu Jagadguru Sri Shivakumara Mahaswamiji. In other words, Sri Swamiji has built this ideal Education Society through his foresight, dutifulness, perseverance, patience and adventurous spirit. The public as well as the Government owe devotion, reverence and gratitude to His Holiness.

Sri Taralabalu Jagadguru **Dr. Shivamurthy Shivacharya Mahaswamiji**, the present head of the Education Society since 1979, is widely known for his modern outlook with scientific approach. He is striving hard to achieve academic excellence in the educational institutions under his control. He has been instrumental in starting not only an Engineering college and a Polytechnic but an international religious and cultural centre called Taralabalu Kendra in Bangalore, Taralabalu Rural Development Foundation at Sirigere and an ideal residential school at Davangere.

It is now the primary duty of one and all who believe in the welfare of the state, to further the growth of this Education Society which is being fondled and fed by Sri

Taralabalu Jagadguru **Dr. Shivamurthy Shivacharya Mahaswamiji**, who strives hard every minute to develop it by overcoming innumerable rural problems.

LOCATION

Sirigere is situated on the Poona-Bangalore National Highway (NH4). It is at distance of 227 KM from Bangalore and is located between Chitradurga (27 KM), the District Head Quarters, and Davangere (50 KM). It can be easily recognized while traveling on the National Highway No.4 by the presence of an attractive arch on the western side. Sirigere is just 6 KM from the Arch.

MAKANUR MALLESHAPPA COLLEGE OF EDUCATION :

Sponsored by Sri Taralabalu Jagadguru Education Society® Sirigere, the college was started in 1970 with the objective of preparing quality teachers for Secondary Schools. It has an intake of 100 students and offers a course of one academic year leading to the Bachelor's Degree in the Faculty of Education.

The institution has been included under 12B and 2F of U.G.C. Act, Permanently Affiliated to Davangere University and Recognized by N.C.T.E., S.R.C., Bangalore.

The college owes its existence to the vision, perseverance and dynamism of our Senior Swamiji, His Holiness Sri Sri Shivakumara Shivacharya Mahaswamiji of Sri Taralabalu Jagadguru Bruhanmath, Sirigere, who is responsible for starting a large number of Educational Institutions from Pre-Primary to Professional Courses all over the State.

It is striving for achieving academic excellence under the dynamic guidance of Sri Taralabalu Jagadguru Dr|| Shivamurthy Shivacharya Mahaswamiji, the present President of the Education Society.

The College has highly qualified staff, a good Library, variety of Audio Visual Equipment, Computer Lab and well equipped beautiful building. It is known for its discipline. From its inception, the college has successfully carried out rich and meaningful Curricular and Co-curricular activities. It has continuously secured excellent results in the University Examinations, having 94 ranks so far. It has been considered as one of the few outstanding Colleges of Education in Karnataka State. The college celebrated its Silver Jubilee during June 1999 in a befitting manner. The then Hon'ble Education Minister Sri H.G. Govinde Gowda inaugurated the new building and the Silver Jubilee memorial lecture was delivered by noted Educationist Dr|| D.S. Shivananda. The college has successfully organised Third State Level Conference of Teacher Educators on 19th and 20th of August 2000 and a National Seminar on Intership in Teaching on 6th and 7th September 2014. Under the aegis of Sarva Shiksha Abhiyan the college has trained 500 Secondary School Teachers of Davangere District. The College is regularly organising in-service programmes for the benefit of Secondary School Teachers of S.T.J. Education Society, which is running nearly 85 High Schools in different parts of Karnataka .

Sri Taralabalu Jagadguru Education Society and Alumni Association of the college have instituted two cash prizes in memory of Senior Swamiji Sri Taralabalu Jagadguru Sri Sri Shivakumara Shivacharya Mahaswamiji and Sri Taralabalu Jagadguru Gurushantharaja Deshikendra Mahaswamiji of S.T.J. Bruhanmath, Sirigere. One cash prize is awarded to outstanding Kannada Medium B.Ed., Graduate of Davangere University and the other is awarded to the highest marks holder of the college in the respective Academic Year.

The college has completed its useful existence of 44 years serving for the cause of Teacher Education.

The Davangere is situated in the central part of Karnataka State on the National Highway No.4.(P.B. Road). Which was once known as the Manchester of Karnataka for its famous textile industries. Now it is known as one of the best Education Centres in Karnataka. The College is housed in a spacious building & a serene atmosphere of Anubhavamantapa campus with an area of 29 Acres. The college has a beautiful Garden & sufficient playground for all round development of the students.

IQAC [Internal Quality Assurance Cell]

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

❖ Establishment of IQAC :

The institution has established Internal Quality Assurance Cell on 10th
July 2014.

❖ Composition of IQAC :

The present composition of IQAC is as follows ;

- | | | |
|---------------------------|---|--|
| 1. Chairman | : | Dr.H.V.Vamadevappa, Principal |
| 2. Administrative Officer | : | Prof.S.B.Ranganath Administrative officer |
| 3. Teachers | : | Dr.H.Mallikarjunappa Smt.G.M.Shashikala Sri. R. Santhosh Kumar Sri. T. Haleshappa |
| 4. Member of Management | : | Prof.B.Siddalingaiah |
| 5. Nominees from students | : | Sri.Manjunath Tumminakatti |
| 6. Stake holders | : | Prof.C.G.Parameshwarappa |
| 7. Nominees from Alumni | : | Dr.M.M.Pattanashetti |
| 8. Employer | : | Prof. S . Halappa |
| 9. Subject Expert | : | Dr. K Siddappa Sri. Surendranath Nishanimath |
| 10. Co-ordinator | : | Dr.K.T.Nagaraja Naik |

SECTION – B

**QUANTIFIABLE
INSTITUTIONAL DATA**

PART – I

A. Profile of the Institution

1. Name and address : **Makanur Malleshappa College of Education,
Anubhavamantapa, Davangere.**

2. Website URL : [http:// mmced.stjesociety.org](http://mmced.stjesociety.org)

3. For communication :
Office

| Name | Telephone Number with STD Code | Fax No | E-Mail Address |
|-------------------------------|--------------------------------|----------------|-----------------------------|
| Head/Principal | 08192 - 264512 | 08192 - 264512 | vamadevhv@gmail.com |
| Vice-Principal | - | - | - |
| Self - appraisal Co-ordinator | 9480024130 | 08192 - 264512 | dr.mallikarjuntvg@gmail.com |

Residence

| Name | Telephone Number with STD Code | Mobile Number |
|--|--------------------------------|---------------|
| Head/Principal Dr.H.V.Vamadevappa | 08192 – 261222 | 94483-17451 |
| Vice-Principal | - | - |
| Self - appraisal Co-ordinator Dr.H.Mallikarjunappa | 08192 - 264789 | 94800-24130 |

4. Location of the Institution :

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres :

2.30 acres

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution

: Month & Year

| MM | YYYY |
|----|------|
| 06 | 1970 |

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

Davangere University

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

Month & Year

| 2f | MM | YYYY |
|----|----|------|
| | 06 | 1970 |

Month & Year

| 12B | MM | YYYY |
|-----|----|------|
| | 02 | 1992 |

10. Type of Institution

a. By funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

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 and indicate)

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

Yes

No

If yes, has the institution applied for autonomy?

Yes

No

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

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

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

| Level | Programme | Order No. & Date | Valid upto | Sanctioned Intake |
|----------------------------|---------------|---|------------|-------------------|
| Pre-primary | | | | |
| Primary/Elementary | | | | |
| Secondary/ Sr.secondary | B.Ed., | FKAR/B.Ed/14/SRO/NCTE/ 2000-2001/1291, dated 19-7-2000 | | 100 |
| Post Graduate | | | | |
| Other (specify) | | | | |

PART - II

B. 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)?

| | | | |
|-----|--|----|---|
| Yes | | No | ✓ |
|-----|--|----|---|

If yes,

a) How many programmes?

| |
|----|
| -- |
|----|

b) Fee charged per programme

| |
|----|
| -- |
|----|

3. Are there programmes with semester system

| |
|---|
| ✓ |
|---|

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.

| |
|---|
| 6 |
|---|

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

D.Ed.

| |
|---|
| - |
|---|

B.Ed.

| |
|----------|
| 7 |
|----------|

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 | 1 |
|--------|---|

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

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

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

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

CRITERION - II : TEACHING - LEARNING AND EVALUATION

1. How are students selected for admission into various courses?
- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) **Merit at the qualifying examination**
- f) Any other (specify and indicate) :
- Students are selected through Centralized Admission Cell based on merit & roster system.

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

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

3. Total number of students admitted

| Programme | Number of students | | | Reserved | | | Open | | |
|-----------------------|--------------------|-----------|------------|-----------|-----------|-----------|----------|-----------|-----------|
| | M | F | Total | M | F | Total | M | F | Total |
| D.Ed. | - | - | - | - | - | - | - | - | - |
| B.Ed. | 27 | 73 | 100 | 24 | 55 | 79 | 3 | 18 | 21 |
| M.Ed. (Full Time) | - | - | - | - | - | - | - | - | - |
| M.Ed. (Part Time) | - | - | - | - | - | - | - | - | - |

4. Are there any overseas students ?

| | | | |
|-----|--|----|---|
| Yes | | No | ✓ |
|-----|--|----|---|

If yes, how many ?

| |
|----|
| -- |
|----|

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

a) Unit cost excluding salary component

| |
|---------------|
| 10,326 |
|---------------|

b) Unit cost including salary component

| |
|---------------|
| 51,327 |
|---------------|

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

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

| Programme | Number of students | | Reserved | |
|--------------------|--------------------|------------|---------------|--------------|
| | Highest (%) | Lowest (%) | Highest (%) | Lowest (%) |
| D.Ed. | - | - | - | - |
| B.Ed. | 89.34% | 51% | 89.34% | 52.8% |
| M.Ed. (Full Time) | - | - | - | - |
| M.Ed. (Part Time) | - | - | - | - |

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

Yes

| |
|---|
| ✓ |
|---|

 No

| |
|--|
| |
|--|

8. Does the institution develop its academic calendar?

Yes

| |
|---|
| ✓ |
|---|

 No

| |
|--|
| |
|--|

9. Time allotted (in percentage)

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

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

| | |
|-----------|--|
| 12 | |
|-----------|--|

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

| | |
|-----------|--|
| 10 | |
|-----------|--|

11. Practice Teaching at School

a) Number of schools identified for practice teaching

| | |
|-----------|--|
| 10 | |
|-----------|--|

b) Total number of practice teaching days

| | |
|-----------|--|
| 45 | |
|-----------|--|

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

| | |
|-----------|--|
| 26 | |
|-----------|--|

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. | No. of Lessons Pre-Practice teaching | No. |
|-------------------------------------|-----|---|-----|

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

Yes No

14. Does the institution provide for continuous evaluation ?

Yes No

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

| Programme | Internal | External |
|--------------------|------------|------------|
| D.Ed. | - | - |
| B.Ed. | 39% | 61% |
| M.Ed. (Full Time) | - | - |
| M.Ed. (Part Time) | - | - |

16. Examinations

a) Number of sessional tests held for each paper

| | |
|----------|--|
| 1 | |
|----------|--|

b) Number of assignments for each paper

| | |
|----------|--|
| 1 | |
|----------|--|

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

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

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

| | | | | | |
|-----|-------------------------------------|----|--|--------|----------|
| Yes | <input checked="" type="checkbox"/> | No | | Number | 1 |
|-----|-------------------------------------|----|--|--------|----------|

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

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | 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 | % | 37.5% |
|--------|---|---|---|-------|

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 |
|----------------|-------------|------------------|-----------------------|
| UGC | 1,10,000/- | 18 Months | |

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

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

| |
|----|
| 01 |
|----|

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
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate
 - Library and Internet facilities
 - Research Guidance by Senior staff (Research Guides)

| |
|---|
| × |
| × |
| ✓ |
| ✓ |
| ✓ |

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes

No

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

| | Yes | No | Number |
|--|-----|----|--------|
| International journals | ✓ | - | 03 |
| National journals – referred papers Non referred papers | ✓ | - | 12 |
| Academic articles in reputed magazines/news papers | ✓ | - | 08 |
| Books | ✓ | - | 14 |
| Any other (specify and indicate) Articles published in books with ISBN | ✓ | - | 23 |

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

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

| | |
|--------|-----------|
| Number | 08 |
|--------|-----------|

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

| | Faculty | Students |
|--------------------------|---------------------------------|--------------------------------|
| National seminars | <input type="text" value="24"/> | <input type="text" value="-"/> |
| International seminars | <input type="text" value="08"/> | <input type="text" value="-"/> |
| Any other academic forum | <input type="text" value="18"/> | <input type="text" value="-"/> |

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

Self-instructional materials

Print materials

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

04

16. Does the institution provide consultancy services ?

Yes

No

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

-NA-

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

| | |
|---------------------|---|
| Local level | ✓ |
| State level | ✓ |
| National level | ✓ |
| International level | X |

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

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

1035.68 sq.mt.

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

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

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

45

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

3,20,000/-

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

13,360/-

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

24,050/-

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

8.25 lakh

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

Yes

No

9. Total number of posts sanctioned

| | | Open | | Reserved | |
|--------------|--|------|---|----------|---|
| | | M | F | M | F |
| Teaching | | 3 | 2 | 5 | 1 |
| Non-teaching | | 8 | 1 | 4 | - |

10. Total number of posts vacant

| | | Open | | Reserved | |
|--------------|--|------|---|----------|---|
| | | M | F | M | F |
| Teaching | | 2 | 1 | 2 | |
| Non-teaching | | 7 | 1 | 4 | - |

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

| | | Open | | Reserved | |
|----------------------|--|------|---|----------|---|
| | | M | F | M | F |
| Assistant Professors | | - | 1 | 3 | - |
| Associate Professor | | 1 | - | - | - |
| Professor | | 1 | - | - | - |

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

| | Open | | Reserved | |
|------------|------|---|----------|---|
| | M | F | M | F |
| Lecturers | | 1 | 1 | |
| Readers | | | | |
| Professors | | | | |

c. Number of teachers from

| | |
|--------------|----------|
| Same state | 8 |
| Other states | - |

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

| | Open | | Reserved | |
|-----------|------|---|----------|---|
| | M | F | M | F |
| Permanent | 1 | - | - | - |
| Temporary | 3 | - | 1 | - |

b. Technical Assistants

| | Open | | Reserved | |
|-----------|------|---|----------|---|
| | M | F | M | F |
| Permanent | - | - | - | - |
| Temporary | - | 1 | - | - |

14. Ratio of Teaching – non-teaching staff

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

16. Is there an advisory committee for the library ?

Yes No

17. Working hours of the Library

| | |
|---------------------|--------------------|
| On working days | 9.30 am to 5.30 pm |
| On holidays | - |
| During examinations | 9.00 am to 6.00 pm |

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

| | |
|------------------------------|--------------|
| a. Books | 15041 |
| - Textbooks | 900 |
| - Reference books | 1600 |
| b. Magazines | 10 |
| c. Journals subscribed | |
| - Indian journals | 12 |
| - Foreign journals | - |
| d. Peer reviewed journals | - |
| e. Back volumes of journals | 100 |
| f. E-information resources | |
| - Online journals/e-journals | - |
| - CDs/ DVDs | 60 |
| - Databases | - |
| - Video Cassettes | 5 |
| - Audio Cassettes | 10 |

| | |
|---|--------------|
| 20. Mention the Total carpet area of the Library (in sq. mts.) | 1325 sq.mts. |
| Seating capacity of the Reading room | 50 |

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 (Television)

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 75

Maximum number of days books are permitted to be retained

by students 15 days

by faculty 30 days

Maximum number of books permitted for issue

for students 5

for faculty 10

Average number of users who visited/consulted per month 200

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled 1:138

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

5 %

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

| | 2011-12 | | 2012-13 | | 2013-14 | |
|---------------------------------|---------|---------------------|---------|---------------------|---------|---------------------|
| | Number | Total cost (in Rs.) | Number | Total cost (in Rs.) | Number | Total cost (in Rs.) |
| Text books | 62 | 7112=00 | 13 | 3010=00 | 282 | 48,081=00 |
| Other books | 05 | 125=00 | 02 | 100=00 | 04 | 390=00 |
| Journals/ Periodicals | 10 | 2916=00 | 10 | 2916=00 | 10 | 3598=00 |
| Any others specify and indicate | - | - | - | - | - | - |

CRITERION- V : STUDENT SUPPORT AND PROGRESSION

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

| Programmes | Year 1 2011-12 | Year 2 2012-13 | Year 3 2013-14 |
|-------------------|-------------------|-------------------|-------------------|
| D.Ed. | - | - | - |
| B.Ed. | 01 | 01 | 04 |
| 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 ?

| |
|----|
| 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 | | | PG | | | M. Phil | | |
|---|---------|---------|---------|----|----|-----|---------|----|-----|
| | 2010-11 | 2011-12 | 2012-13 | I | II | III | I | II | III |
| Pass percentage | 100 | 100 | 98 | | | | | | |
| Number of first classes | 9 | 3 | 17 | | | | | | |
| Number of distinctions | 91 | 96 | 81 | | | | | | |
| Exemplary performances (Gold Medal and university ranks) | 04 | 02 | 03 | | | | | | |

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

| | 2011-12 | 2012-13 | 2013-14 |
|----------------------------------|---------|---------|---------|
| NET | 01 | 01 | 02 |
| SLET | 01 | 02 | 05 |
| TET | - | - | 32 |
| Any other (specify and indicate) | - | - | - |

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

| Financial Aid | I | II | III |
|--|---------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| Merit Scholarship | - | 01 | - |
| Merit-cum-means scholarship | 27 | 21 | 24 |
| Fee concession | 31 | 36 | 41 |
| Loan facilities | 06 | 03 | 05 |
| Any other specify and indicate Physical Handicapped scholarship | 3 | 1 | |

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 | 4 |
| Women | - |

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/organized.

| | Organized | | | Participated | | |
|-------------------------|-----------|----|--------|--------------|----|--------|
| | Yes | No | Number | Yes | No | Number |
| Inter-collegiate | ✓ | | 2 | ✓ | | 2 |
| Inter-university | | ✓ | | | ✓ | |
| National | | ✓ | | | ✓ | |
| Any other Inter-School | ✓ | | 2 | ✓ | | 2 |
| (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) |
|---------------|--|------------------------------|
| State | - | - |
| Regional | - | - |
| National | - | - |
| International | - | - |

18. Does the institution have an active Alumni Association ?

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

If yes, give the year of establishment

| |
|---------|
| 1973-74 |
|---------|

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

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

20. Does the institution regularly publish a college magazine ?

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

21. Does the institution publish its updated prospectus annually?

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

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

| | 2010-11 (%) | 2011-12 (%) | 2012-13 (%) |
|--------------------|----------------|----------------|----------------|
| Higher studies | 7% | 16% | 12% |
| Employment (Total) | 27% | 31% | 30% |
| Teaching | 19% | 25% | 26% |
| Non teaching | 8% | 6% | 4% |

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.

| 2010-11 | 2011-12 | 2012-13 |
|---------|---------|---------|
| 27 | 31 | 30 |

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

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

CRITERION - VI : GOVERNANCE AND LEADERSHIP

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

Yes No

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

| | |
|--|----|
| Governing Body/management | 10 |
| Staff council | 5 |
| IQAC/or any other similar body/committee | 3 |

| | |
|---|----------------|
| Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) 1. Local Advisory Committee 2. Library Advisory committee 3. Research Advisory Committe | 10 03 03 |
|---|----------------|

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 (Anukampa Nidhi) | Yes | ✓ | No | |

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

| | | |
|---|---|---|
| 0 | 0 | 2 |
|---|---|---|

5. Furnish the following details for the past three years

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

Organization

| |
|----|
| -- |
|----|

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 | 2 |
|---|---|---|

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

| | | |
|---|---|---|
| 0 | 1 | 2 |
|---|---|---|

- e. Research development programmes attended by the faculty

| | | |
|---|---|---|
| 0 | 0 | 6 |
|---|---|---|

- f. Invited/endowment lectures at the institution

| | | |
|---|---|---|
| 0 | 1 | 0 |
|---|---|---|

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

| |
|-------------------------------------|
| 1 or 2 hours per week as per demand |
|-------------------------------------|

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

| | |
|--------------|-------------|
| Grant-in-aid | 39,68,039/- |
| Fees | 6,62,630/- |
| | - |

Donation

Self-funded courses

-

Any other (UGC Grants)

4,22,000/-

9. Expenditure statement (for last two years)

| | Year 1 | Year 2 |
|---|------------|------------|
| | 2012-13 | 2013-14 |
| Total sanctioned Budget | 9775437.00 | 6664797.00 |
| % spent on the salary of faculty | 46.1 % | 50.7 % |
| % spent on the salary of non-teaching employees | 11.2 % | 8.8 % |
| % spent on books and journals | 0.1 % | 0.8 % |
| % spent on developmental activities (expansion of building) | - | - |
| % spent on telephone, electricity and water | 0.9 % | 1.4 % |
| % spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc. | 0.1 % | 0.1 % |
| % spent on maintenance of equipment, teaching aids, contingency etc. | 11.39% | 2.7 % |
| % spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.) | 4.43 % | 4.1 % |
| % spent on travel | - | - |
| Any other (all type of fee) | 4.43 % | 6.1 % |
| Total expenditure incurred | 7687578.00 | 4982323.00 |

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

Surplus in Rs.

Deficit in Rs.

2011-12

7,78,524/-

-

2012-13

1,37,130/-

-

2,18,770/-

-

2013-14

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 Counselling

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Aptitude Testing

| | | | |
|-----|--|----|---|
| Yes | | No | ✓ |
|-----|--|----|---|

Examinations/Evaluation/
Assessment

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Assessment

| | | | |
|-----|---|----|--|
| Yes | ✓ | No | |
|-----|---|----|--|

Any other (specify and indicate)

| | | | |
|-----|--|----|--|
| 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 ?
(in the year 2013-14)

| | Category | Men 27 | % | Women 73 | % |
|---|-----------------------|-------------------|----------|---------------------|----------|
| a | SC | 8 | 29.63 | 5 | 6.85 |
| b | ST | 1 | 3.70 | 3 | 4.11 |
| c | OBC | 10 | 37.05 | 47 | 64.38 |
| d | Physically challenged | 4 | 14.81 | 1 | 1.37 |
| e | General Category | 4 | 14.81 | 17 | 23.29 |
| f | Rural | 20 | 74.07 | 28 | 38.36 |
| g | Urban | 07 | 25.93 | 45 | 61.64 |
| 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 | 25.00 | 1 | 16.6 |
| b | ST | 2 | 25.00 | - | |

| | | | | | |
|---|-----------------------|---|-------|---|------|
| c | OBC | - | - | 1 | 16.6 |
| d | Women | 2 | 25.00 | 1 | 16.6 |
| e | Physically challenged | - | | 1 | 16.6 |
| f | General Category | 2 | 25.00 | 2 | 33.3 |
| 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 | |
|-----------------------|--------------|---------|-----------------------------|---------|
| | 2011-12 | 2012-13 | 2011-12 | 2012-13 |
| SC | 70.4362 | 75.8371 | 77.1062 | 78.3843 |
| ST | 67.5647 | 77.3068 | 72.2666 | 80.0000 |
| OBC | 77.5548 | 79.9142 | 79.0945 | 79.1198 |
| Physically challenged | 69.8691 | 60.3529 | 76.0500 | 77.0700 |
| General Category | 70.3453 | 72.2253 | 76.2052 | 76.8724 |
| Rural | 73.9363 | 76.9178 | 77.8220 | 78.0218 |
| Urban | 74.8253 | 79.2862 | 77.5200 | 79.8659 |
| Any other (specify) | - | - | - | - |

SECTION – C

CRITERION WISE EVALUATIVE REPORT

PART - I

❖ **Executive Summary**

This college is sponsored by Sri Taralabalu Jagadguru Education Society ®, Sirigere. The college was started in 1970 with the objective of preparing quality teachers for secondary schools. The college is affiliated to Davangere University. It has intake of 100 students and offers a course of two semesters leading to the Bachelor's Degree in the Faculty of Education.

The college owes its existence to the vision, perseverance and dynamism of our senior Swamiji, His Holiness Sri Shivakumara Shivacharya Mahaswamiji of Sri Taralabalu Jagadguru Bruhanmath, Sirigere, who is responsible for establishing a large number of Educational Institutions from pre-primary to professional courses all over the state.

The college is striving for achieving academic excellence under the dynamic guidance of Sri Taralabalu Jagadguru Dr.Shivamurthy Shivacharya Mahaswamiji, the present president of the Education society.

The college has a highly qualified staff, a good library, a variety of audio-visual equipments and well equipped beautiful building. It is known for its discipline. From its inception, the college has successfully organised rich and meaningful curricular and co-curricular activities. It has continuously secured excellent results in the university examinations, having 94 ranks so far. It has been considered as one of the few outstanding Colleges of Education in the Karnataka state. The college celebrated silver jubilee during June 1999 in a befitting manner. The then Hon'ble Education Minister Sri H.G.Govinde Gowda inaugurated the new building and the silver Jubilee memorial lecture was delivered by noted educationist Dr.D.S.Shivananda. The college has successfully organized third state level conference of Teacher Educators on 19th & 20th of August 2000, Ten SSA workshops for school teachers, Head Masters and non teaching staff and a National Seminar on 6th & 7th September 2014.

Sri Taralabalu Jagadguru Education Society and S.T.J.Bruhanmuth, Sirigere have instituted two cash prizes of Rs. 5000/- each in memory of senior Swamiji

Sri Taralabalu Jagadguru Sri Sri Shivakumara Shivacharya Mahaswamiji and Sri Taralabalu Jagadguru Gurushantharaja Deshikendra Mahaswamiji of S.T.J.Bruhanmutt, Sirigere one cash prize as awarded to outstanding Kannada medium B.Ed., graduate of the college and the other is awarded to the highest marks holder of the college in the respective academic year.

The college has completed its useful existence of 43 years serving for the cause of Teacher Education.

It has Administrative body consisting members covering Educationists, social workers, lawyers and Rtd., Govt., officers which controls and supervise the college activities. It has Local Advisory Body also consisting of Rtd., professors and Local Social workers which works as a supervisory body and conducts monthly meetings.

It has one demonstration school in the campus and is in good relationship with 15 practice teaching schools through Assistant Teachers meeting and Head Masters meeting to get suggestions for conducting better practice teaching. During practice teaching Teacher trainees conducts variety of programmes like Human right awareness programme, Environmental awareness programme, job opportunity awareness programme by inviting experts.

The college is conducting parent teacher meetings to know the problems of parents and to make them aware of the variety of activities of the college.

PART – II

❖ Criterion – Wise Analysis :

Criterion - I : Curricular Aspects

1.1 Curricular Design Development

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

The objectives of the institution are -

- To impart value based education
- To prepare competent and committed teachers.
- To prepare efficient administrators.
- To prepare researchers
- To ensure the all round development of student teachers
- To develop sensitivity towards emerging issues i.e population, environment, gender equity and Human rights.
- To promote inclusive education
- To develop awareness and attitude towards global trends.
- To develop IT knowledge and develop e-culture in the institution.

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).

Institution is running only B.Ed., programme. The entire curriculum is developed by the regulating bodies and assigned to the institution. The hierarchy of the regulating bodies is given below curriculum framing committees formed by the university to each subject, Board of Studies, Academic Council of Davangere University.

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

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

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

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

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

| Sl.No | Course | Unit | Content of the curriculum |
|-------|--|------------|---|
| | I Semester | | |
| 1 | Philosophical & Sociological Perspectives of Education | 1.4 | Changing aims of Education in the context of Globalization. |
| | | 3.2 | Education and Culture; Role of Education in promoting culture and values. |
| | | 4.5 | Education for national development. |
| 2 | Psychology of the Learner & Learning Process | 2.1 to 2.6 | Developmental Psychology |
| | | 3.1 to 3.7 | Modern theories of learning |
| 3 | Instructional Technology | 2.1 | Principles of Emblem |
| | | 3.5 | Action Research |
| | | 4.4 | Co-operative and collaborative |

| | | | |
|---|---|------------|---|
| | | | learning |
| 4 | Information and Communication Technology | 4.5 | Challenges of Integrating ICT in Education, E-learning, web-learning etc. |
| | II Semester | | |
| 5 | Current Trends and Challenges in Indian Education | 1.6 | Universalization of Education |
| | | 3.2 | National Integration & International understanding |
| | | 3.5 | Life Skills |
| | | 3.6 | Inclusive Education |
| | | 3.7 | Value Education |
| | | 4.2 | Education & Environment (both local and global) |
| | | 4.4 | Globalization |
| | | 4.5 | Global Peace |
| 6 | Psychology of Learning & Evaluation | 2.1 to 2.5 | Personality development |
| | | 3.1 | New trends in evaluation |
| 7 | Educational Management | 1.1 | Qualities and responsibilities of teacher |

In addition to these the institution made provisions for elective subjects like Guidance and Counseling, Action Research, Inclusive Education, Physical and Health Education and Value Education as optional subjects.

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

The National issues are adequately incorporated and reflected in the B.Ed., curriculum as shown below.

- Environment
- Protection of Environment

- Causes of Environmental pollution
- Control of Air pollution
- Control of Sound pollution
- Control of Water pollution

- Values

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

- ICT

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

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

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

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

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

1.2 Academic Flexibility

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

College is organizing micro-teaching and communication skill programme , before sending them to secondary schools for practice teaching. Institution provide lecture, Demonstration by staff members and student teachers practice micro-teaching skills and communication skills individually in small groups. Ten important micro teaching skills and four communication skills (both oral and written) are practiced. Then orientation of writing lesson plan and preparing learning aid is made. After wards student teachers will be sent to schools to bring units to teach and time table for practice teaching before a week. Then student teachers write lesson plan in rough. That will be corrected by method masters. Then they write it in fair copy of lesson plan. There will be demonstration lessons in actual classroom by method teachers and experienced secondary school teachers in their respective method subjects. They will be oriented about observation of lessons with observation schedule which will help student

teachers to observe others lessons as they are supposed to observe the lessons in different subjects. They will be supplied with learning aids from the college side in all subjects in advance. In this way they are prepared to go to practice teaching with the intention to make reflective teaching practice.

1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field ?

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

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

Institution organizes communication skill programme before sending them for teaching practice in schools. (as mentioned in cri-I, 1.2) one compulsory subject in the I semester is introduced by the institution on ICT skills with practical. Assignment is given to students with orientation, another special optional subject is introduced i.e value education where in students will be oriented about community and social responsibility

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

- i) **Interdisciplinary / Multidisciplinary** : All general papers are almost interdisciplinary subjects
ex: Paper-1 – Philosophy, Sociology and Constitution, Environment etc.,
Paper – 2 – Educational psychology – Psychology, Evaluation and Statistics
Paper – 3 – Educational Management, Educational administration, instructional Technology.
- ii) **Multi-skill development** : Institution organize variety of co-curricular activities, such as - Talents exhibition programme compulsory, Garden maintaining, campus cleaning, Debates, quiz competition, Essay competition, singing competition, Mono-act competition. Pick & Speak competition etc.
- iii) **Inclusive education** : In the previous curriculum there was one special subject called EEC that was introduced by the college. Now there is one chapter is introduced in paper-1 i.e., Inclusive Education and Education of Exceptional children.
- iv) **Practice teaching** : Each student teacher is asked to give 12 lessons and one terminal lesson in each method. As the college has introduced 2 methods of teaching, totally each student teacher has to give 26 lessons in actual classroom. In addition, they have to observe 80 or more lessons of their friends, they have to conduct unit test and organize one value oriented programme in their respective school in group.
- v) **School experience / Internship** : Student teachers will get school experience in organizing various co-curricular activities during block teacher practice.
- vi) **Work experience / SUPW** : Institution arrange workshops and guest talks on SUPW and Each student teacher is asked to prepare variety of materials and to take part in different activities such as chalk piece, pot planting, flower making, glass painting, soaps and detergents, cream biscuits, herbal hair oil, phenyle, maintaining garden.

vii) **Any other** : Red cross, voting awareness, blood donation, survey of socio-economic status, women empowerment programme , pulse polio etc.,

1.3 Feedback on Curriculum

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

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

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

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

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

Institution at college level has incorporated in connection with practice teaching and excursion and college uniform. At university level institutions waiting for review of syllabus form university side.

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

All the permanent staff members are involved in the curriculum development programme in their respective subjects. Two staff members have worked as BOS and BOAE, BOE members.

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).

Earlier there was an annual system in B.Ed., course and since two years semester system is introduced with many changes in curriculum.

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

1. Out dated concepts are deleted.
2. New concepts are introduced
3. Content examination is made as university examination.
4. Content syllabus is revised.
5. More ICT concepts are introduced and one paper is made compulsory.
6. Communication skills are added to practice.
7. Models of teaching are introduced.
8. Tutorial is incorporated
9. Value education paper is introduced.
10. Inclusive education is introduced.
11. Personality Development programmes are added.
12. Spoken English is introduced.
13. Education and national development
14. Human Rights.
15. Life Skills

16. Global Peace & harmony
17. Women empowerment
18. RTE & RTI
19. Karnataka Education Act-1983
20. NCF – 2005, NCFTE – 2009

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

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

1. Students feedback relating to need of the curriculum.
2. Feedback from practice teaching schools relating to the practice teaching.

1.5 Best practices in curricular Aspects :

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

1. Institution is concentrating on the following measures to quality sustenance and enhancement
 - a. Activity based assignment
 - b. Conducting workshops
 - c. Seminar
 - d. Talks
 - e. Tutorials
 - f. Mentoring – grouping of students.
2. What innovations / best practices in 'Curricular Aspects' have been planned / implemented by the institution?

Activity – oriented practicum is assigned to student teachers. Individually they go to field work like study of school laboratory, community centers, power production plants, etc.,

Criterion II : Teaching – Learning and Evaluation

2.1 Admission process and Student Profile

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

75% of students are getting admission through Centralized Admission Cell and remaining 25% of students are getting admission on the basis of priority i.e whoever comes first will get admission because sometimes it is not possible to get required number of students as there are 8 B.Ed., colleges in Davangere city and 27 colleges in jurisdiction of Davangere University.

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

Institution information is updated in the web-site <http://mmced.stjesociety.org> and it is well known college in the state with history of 43 years good achievements and senior students are carrying good information and propagate & propose to prospective students. Details of the college is also available in the website of Karnataka Education Department (Schooleducation.kar.nic.in). The information regarding the admission to the B.Ed., course is announced in the notice board of the feeding degree colleges in the city.

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

Admission cell monitors the regulations about the admissions usually there will be 50% science students and 50% Arts students allotment and roster system of reservation is followed in allotment of students. The same is updated in the website. And remaining 25% of seats will be filled in the college by giving appropriate weightage to Science and Arts.

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

Admission cell follows the reservation based admission fixed by the Government. All diverse background students are admitted. Reservation is given to SC, ST, C-I, II A, II B, III A, III B, Women category and Hyderabad Karnataka category and Physically Handicapped. Hence, provision is given to all diver back ground students.

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

In the beginning institution give 3 days orientation about the subjects and medium of instruction to help them to chose subjects and medium of instruction as there is both the medium of instruction in the college.

Content test is conducting in their respective methodology to assess the entry behaviour relating to their CCM subjects and students who are poor will be remedied through activities , seminars, assignments and tutorials.

2.2 Catering to Diverse Needs

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

The institution was started in 1970 and has a great heritage of teaching learning. It helps to create the conducive environment for learning by providing following

Institution building : The institution building is an ideal model for teacher education institution built in the year 1987. The vision of the management is reflected through the various excellent achievements till today. Even after 27 years the building is well-maintained and is an ideal model of architecture. It is a spacious three storied, properly ventilated structure which assists in keeping the learning atmosphere healthy and lively.

Classrooms : The classrooms are spacious with a seating capacity of more than 100 teacher trainees. Each classroom is well ventilated with sufficient natural light. Sufficient number of tube lights and fans are provided in the classrooms. Benches in the classroom are adult sized and made up of teakwood and in use since 15 years. They are comfortable to sit for more than hours in the classroom. In each classroom there are fixed LCD projectors and sound system. This is a unique feature of these classrooms . All the facilities in the classroom help to keep the environment conducive for learning. There is separate classroom for English medium division and Kannada medium division.

Separate guidance rooms : Separate rooms for one to one interaction and guidance are made available to the staff and teacher trainees. The teacher –student ratio is 1:10 for group activities such as , content cum methodology, workshops, guidance for practice lessons, tutorials and many other curricular and co-curricular activities such as practice of cultural activities, SUPW work are conducted in these guidance rooms. These rooms provide for individual attention, motivation, guidance and counseling to the

teacher trainees from time to time. In this way these rooms create conducive environment for teaching and learning.

Library : The institution library with separate big hall which can accommodate 50 students to read and refer is a unique feature. It is well-equipped with 16,000 books in which many good reference books, periodicals, research journals, encyclopedias, dictionaries and various C.Ds. . It is also equipped with a photocopy machine. The library reading hall is spacious where nearly 50 trainees can be accommodated at a time. This library provides an inspiring environment for the trainees.

Computer Laboratory : A separate computer lab is available for the computer practicals . It consists of 12 computers along with an internet connection. Through this well-equipped net connected laboratory the teacher trainees get connected with the world and complete their practical as well as they can. They search for the related articles, reviews, researches, proceedings, encyclopedias, reports and related audios and videos. Thus the institution provides a suitable environment to interact with the world and helps to update the knowledge of the teacher trainees.

Educational Technology Laboratory : The institution has a well equipped ET lab. It consists of radio, television, tape recorders, overhead projector, slide show projector, LCDs computer with internet connection and smart board slides, CDs. 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 and in their future profession.

Conference Hall : There is a multipurpose hall available for the teacher trainees to carry various activities such as yoga, health practice, cultural programmes. It is also useful to conduct various lectures, workshops, seminars and conferences.

Methods Laboratory wing : The following labs are available in the building.

1. Science methods laboratory
2. English method laboratory
3. Mathematics method laboratory
4. Kannada method laboratory
5. History method laboratory

The teacher trainees learn to utilize the facilities efficiently in these method labs according to their methods. These method labs give the teacher trainees an opportunity to prepare and use the teaching aids required for teaching sessions throughout the academic year.

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

Conducive Environment : The institution situated in the heart of city free from pollution. It is situated in a 35 acres campus where from kinder-garten to pre-degree classes are also running in different buildings which belongs to the same management i.e Sri Taralabalu Jagadguru Education Society, Sirigere . The college has its own garden, drinking water facility, washrooms, Indoor games facilities, play grounds, hostel, vehicle parking and more than 4000 trees in the campus. All these facilities create energy among the teacher trainees as they try to excel in the curricular transaction process.

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

The institution takes care of the teacher trainees with diverse learning needs such as gifted teacher trainees, academically weak teacher trainees, physically challenged teacher trainees, socially and economically backward teacher trainees and the rural and urban teacher trainees by using the following strategies as per the learners needs.

Gifted teacher trainees : The gifted teacher trainees are identified by the teacher educators and they are encouraged to participate in the various activities such as Intel technology content, Discovery, Essay competition and other inter college competitions. They are also asked to give seminars in front of the peer group members in the content enrichment programmes. They are asked to participate at the local, state level and National conferences, seminars and workshops. They are given the responsibility of planning and execution of some programmes and co-curricular activities in the institution as well as in the practicing schools during the internship programme.

Academically weak teacher trainees : Special attention is given towards the academically weak teacher trainees. These teacher trainees are identified, their problems are diagnosed and sorted out in the staff meeting and solved at the teacher-educator level or Principal level according to the nature of the problem. The institution provide special coaching, practice and guidance to these teacher trainees. They are also trained with the gifted teacher trainees to raise their level. The institution conducts a special classes. The new trends in education such as models of teaching lessons, team teaching and technology based lessons, value based lessons and environmental education lessons are included. Spoken English programmes and content enrichment programmes are also organized for the low achievers

Socially and economically deprived teacher trainees : Most of the teacher trainees admitted in the institution are economically and socially deprived. They have many difficulties to cope up with the urban environment. The faculty identifies such teacher trainees and provides guidance and counselling so that they cope up with the situation and learn efficiently to overcome their inferiority complex. Poor students will be given books from library, different scholarships are made provision and help from different NGO's, staff members and through ' Dathi Nidhi' to overcome the economical problem.

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

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

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

methodology practicals develop the insight among the teacher trainees regarding the diversity and equity in teaching learning process and their role in the schools.

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

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

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

1. **Selection of the faculty** : The institution grantable and aided. Therefore highly qualified candidates apply for the post of lectures. Among these knowledgeable candidates the experts of the selection committee select the lecturers by testing their knowledge and sensitivity to cater the diverse teacher trainees needs.
2. **Training of the faculty under experienced teacher educators** : These selected lectures are trained under the able guidance of the well experienced teacher educators of this institution by discussion sharing views, clarifying the doubts, feedback of the teacher trainees and experiences of the teacher educators in the staff meetings formally and informally.
3. **Participation in professional development program** : All the faculty members participate in the professional development programmes like attended induction training programme, attended conferences, workshops, seminars , refresher courses, orientation courses and gain the knowledge useful for catering the diverse needs of teacher trainees. This

keeps them updated regarding new trends and contemporary issues. Some of the staff members also participate in these professional development programmes as resource persons and disseminate, their knowledge and expertise. Our faculty members also write conceptual, empirical and research articles.

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

2.2.5 What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations

The institution make efforts to help the teacher trainees to develop their knowledge and skills related to diversity and inclusion. It also make efforts to provide opportunities to the teacher trainees for applying this knowledge and skills effectively in classroom situations. The efforts are as follows –

1. **Providing knowledge through theoretical component** : Through the theory components of curriculum the knowledge regarding diversity and inclusion is provided to the teacher trainees in course-I, course-II and course-III of the I semester and course-I, course-II and course-III of the II semester and content cum methodology subjects. Many such situation are taught from application point of view which are useful for developing the knowledge.
2. **Providing knowledge through practical component** : The knowledge regarding diversity and inclusion is provided to the teacher trainees through practical assignments and visits related to the theory course I, II, III & CCMs and elective courses.

The institution also organizes visits to various special schools (schools for physically challenged & certified school) to get first hand information and experience regarding diversity and inclusion.

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

Our teacher trainees observe the lessons of experienced secondary school teachers and peers. Such experience will give them an idea about the proper interaction with diverse teacher trainees and nature of inclusion.

4. **Actual use of knowledge and skills** : The knowledge gained and skills acquired by the teacher trainees are used in the classroom situations during practice teaching and internship. In this way they get an opportunity to apply the required knowledge and skills. Besides this teacher trainees observe all the activities of schools from morning to evening and also observe the infrastructure facilities provided to the special children.

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.)

Institution engage students in “ active learning ” through use of learning resources in the following –

- a. Students are asked to visit the college library and make references as institution is having huge number of reference books, Journals, Newsletters and news papers. Library is kept open from morning 9.00 AM to evening 6.00 PM with lunch break.

- b. Students are provided well equipped computer lab with internet. They are asked to go for preparation of programmes for power point presentations and Internet reference after demonstration.
- c. Student teachers are asked to practice micro-teaching skills in simulated condition in small groups.
- d. Students are asked to undertake variety of projects as practicum in all the subjects individually and some practicums which are field work-oriented. Some experimental oriented some survey oriented and some administration, analysis and interpretation.
- e. Preparation of learning package, self learning, seminar paper presentations, presentation through Power point, OHP transparencies. News papers article collections etc.,

2.3.2 How is 'learning ' made student-centered ? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students ?

Institution is providing many student centered learning situations through variety of learning activities.

- a. Organising variety of programmes to school students when they are in practice teaching.
- b. Study of laboratory facilities in schools.
- c. Collection of educative articles like science articles, from news papers and presenting in the class.
- d. Seminar paper presentation on the interest of their own topic.
- e. Visit to historical places, state and central government offices to collect information.
- f. Engaging in socio-educational survey in a village.
- g. Preparation of question Bank in their own school Subjects.
- h. Preparation of diagrams in OHP sheets.
- i. Administer psychology tests to school children.

- j. Analysis of question papers.
- k. Operations of public address system. OHP , LCD and digital camera.

2.3.3 What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning ?

Institution is providing knowledge and demonstrating different models of teaching ex: such man's Inquiry training model, Brumer's concept attainment model.

Various CDs are preparing by teacher trainees regarding micro-teaching, visits, conducting practicals in the lab, SUPW preparations.

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.

The institution has also provided the facility of video shooting for the proper feedback of lessons to teacher trainees. The workshop on teaching – aids and exhibition are organized by the institution.

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

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

- a. Skill of Introducing a lesson
- b. Skill of Explaining
- c. Skill of Fluency in questioning
- d. Skill of probing questioning

- e. Skill of illustrating with examples
- f. Skill of using reinforces
- g. Skill of stimulus variation
- h. Skill of using Block Board.
- i. Skill of using non-verbal ones.
- j. Skill of writing instructional objectives.

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

Each student teacher is asked to give one lesson effectively in a day and observe some 4 to 5 lessons in a day. Teacher educator is supposed to observe minimum 6 lessons of each student out of 12 lessons. Whenever teacher educator is not observing the lessons due to some genuine reason school teachers, of practicing secondary school with particular subject will observe on the guidelines given in assistant teachers meeting. 10 to 12 students will be allotted to particular school depending upon the sections available. One teacher educator will be present for full day to observe the lessons. Every day in the evening there will be feedback session to give feedback to teacher trainees on lesson presented and observed. Drawbacks of each lesson will be brought to the notice of the student so that those mistakes can be avoided in the next lesson. Constructive suggestions will be given by the teacher educators for the improvement and some will be incorporated in the later lessons.

2.3.7 Describe the process of Block Teaching / Internship of students in vogue.

In the second semester it is prescribed to have a block teaching by the University. The micro-teaching will be over in I semester we start with orientation about syllabus and conduct school content test and then assistant teachers meeting and head masters meeting held where in discussion will be made about practice teaching commencement and other matters. School teachers give suggestion, about the better and effective practice teaching then we will have orientation of writing lesson plan, then the allotment of students to different schools in the city considering their convenience. Then they will go to their allotted schools along with one teacher educator and get units and time-table. Student teachers are asked to write lesson plan to their units received from the school. That will be corrected by respective method teachers then they write it into fare copy of lesson plan and they will be guided to prepare learning aids in advance. As per the schedule student teachers will be sent to the schools for six weeks. They will be asked to be in the school from morn to even regularly. Every day they have to give one lesson as per the timetable given from school. In this six weeks they have to get every experiences either by doing or by observing along with their scheduled programme of giving lessons and observation of peer lessons. They will be given maximum help in providing learning aids.

Each student is asked to conduct unit test after their unit is taught in both the methods they have to complete the process of unit test as per the guidance given teacher educator.

During their block teaching all the student teachers together have to arrange any one awareness programme by inviting experts along with teacher educators, to school children in their practice teaching school. Such as Human right awareness programme, Environment Awareness programme, Job opportunity awareness programme.

Once in a week all the student teachers from all the school have to gather in the college conference hall along with progress report to discuss the progress and difficulties if any.

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

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

2.3.9 How do you prepare the student teachers for managing the diverse learning needs students in schools ?

On the basis of the knowledge of individual differences discussed in psychology, student teachers are informed to study the needs and problems of students accordingly they have to teach them to learn. And also through demonstration lessons by teacher educators and experienced school teachers they will be guided about how to manage the needs of diverse students. They will be informed different situations to be managed on the day's feedback sessions.

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

Variety of initiatives are introduced to use / adopt technology in practice teaching ex: L C D and Laptops are using to make clear the concepts. It is compulsory for the teacher trainees to conduct technology based lessons. Which entails them to make use of different electronic

gadgets such as tape recorder, mobile, M P players, TV, VCDs, L C D, O H P and internet.

2.4 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.

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

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

Student teachers are identified on the basis of their school subject, residential address, ability and number of sections in the school, medium of instruction chosen and demand of school staff, physical fitness. More or less 1:10 ratio basis decision will be taken.

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

Everyday in the evening feedback will be given in group to all the lessons given by student teachers on the basis of observations made by teacher educator, school teachers and peer teachers.

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

2.4.4 How does the institution ensure that the student teachers are updated on the policy directions and educational need of the schools ?

Institution is discussing with school staff and school children and get the opinion about their sincerity, regularity work commitment their behaviour etc., If any negative things received that will be brought the notice of the concerned student teacher not repeat. Head master will address the teacher trainees on the first day of the practice teaching and orient about policies of the school and education department to follow and they will be monitored by the mentors.

2.4.5 How do the students and faculty deep pace with the recent developments in the school subjects and teaching methodologies ?

In the I semester student teachers are assigned with the practicum work called pedagogical analysis of present syllabus of 8th, 9th & 10th and also comparative study of State, CBSE and ICSE syllabus and conduct test to student teachers as mentioned earlier. Institution will have discussion with school staff about the changes in the curriculum so that all the teacher educators will come to know then that will be communicated to student teachers to incorporate in their practice teaching. Teacher trainees are guided to update about their knowledge by collecting sources from different websites.

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

Institution is encouraging teaching staff to undertake any professional development programmes. Most teachers are with highly qualified upto Ph.D and working as resource persons at different levels.

Institution is encouraging the teaching staff to improve their qualification as a result of that three staff members awarded with Ph.D., and other three are registered and working for their Ph.D degree.

Very recently institution has organized national seminar sponsored by UGC successfully.

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

All the staff members are members of different professional organizations.

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

Institution and management felicitate and appreciate by giving mementos.

2.5 Evaluation Process and Reforms

2.5.1 How are the barriers to student 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 trainees to over come 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 present lessons in English medium despite having opted for English medium. Some trainees lack confidence and cannot adjust to the urban environment.

The mentor teacher with principal and staff conduct meeting and discuss about the difficulties of teacher trainees related to their personal

educational and vocational problems. And give guidance to overcome their problems.

The drawbacks in learning are revealed from the results of the internal exams. The examination in charge and concerned subject teacher educator conduct 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 teacher trainees. Not only does the institution faculty but also the administrative staff 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 and evaluations, external evaluation) used for assessing student learning ?

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

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

The B.Ed course has a continuous feedback. In each and every activity, teacher trainees receive feedback immediately. For micro-teaching, practice lessons, content cum methodology workshops on writing lesson plans, internship programs, practical work, tests and tutorials, feedback is

given in written and oral form. The process of feedback is very transparent. All marks are shown to teacher trainees.

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

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

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

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

2.5.4 How is ICT used in assessment and evaluation processes ?

ICT is used for the assessment and evaluation as follows –

1. Preparing all instructions related assessment.
2. Preparing question banks.
3. Typing question paper.
4. Typing assessment schemes.
5. Typing evaluation charts for various activities.
6. Recording marks secured by all teacher trainees.
7. Preparing result sheets.
8. Analysis of results.

2.6 Best Practices in Teaching – Learning and Evaluation Process

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

The B.Ed., course curriculum is changed from annual system of examination to semester system of examination in Davangere University since 2012-13. New trends in education were incorporated in this two semesters curriculum. These new trends include models of teaching, demonstration lessons, team teaching, internship, Environment, value and technology based lessons. The teacher trainees are expected to conduct lessons based on these new trends. The institution initiated special orientation program for teacher trainees on new trends in education. This program includes the concept of models of teaching, types of models of teaching, team teaching, technology based lessons and the guidance for conducting these lessons. This program is conducted by all the faculty members of the institution. The attendance of teacher trainees was made compulsory.

Students are asked to visit the college library and prepare notes in different subjects other than the class hours. Absentees are asked to prepare notes on the class they missed and show.

Unit tests are conducting to know the level of achievement of students on each units, remedial teaching are given to low achievers.

Unit test is conducted by all the faculty members in their respective subjects.

These programmes are conducted after the college hours ensuring that additional time was allotted for the program. The attendance of teacher trainees is made compulsory.

Criterion III : Research, Consultancy and Extension

3.1 Promotion of Research :

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

The institution motivated teachers from the beginning to take up research in education. Presently there are six permanent teachers in the college. Out of that 3 senior teachers are Ph.D., holders and one of them is working as research Guide of Davangere University. The other three staff members are presently registered and continuing their research studies in Ranichennamma University, Belgaum and Karnataka University, Dharwad. Institution is encouraging the newly recruited teacher educators to take up research for their professional development. Our educational society has given permission to continue their research study on part-time basis.

- To promote research among its teachers college provided an opportunity to participate in various seminars / workshops / orientation programmes relating to educational research.
- Research scholars have an easy access to various physical resources such as library, research surveys, periodicals, internet facility and Xeroxing.

- Library is equipped with research journals and back volumes for reference. Advanced level textbooks are also available for reference.
- Members of the faculty are encouraged to undertake individual research projects in various thrust areas.
- College encouraged its teachers to take up major and minor research projects from UGC. One staff member has taken up a minor research project form UGC.
- Senior teacher educators provide guidance for different stages of research work right from presenting a research proposal to report writing and attending viva-voce.
- Internet facilities can be used by the teacher educators for their research work.
- College encourages teachers to take up action research for remedial purposes.

Since the beginning college encouraged its teachers to take up research in education. Six teacher educators have secured their research degree while they were in service.

Following teacher educators of the college secured research degree (while in service)

| Sl.No | Ph.D., | Ph.D., awarded in |
|-------|-----------------------|------------------------------|
| 1 | Dr. H. V. Vamadevappa | 2000 [Present Principal] |
| 2 | Dr.H.Mallikarjunappa | 2009 [Associate Professor] |
| 3 | Dr.K.T.Nagaraja Naik | 2007 [Assistant Professor] |

Following staff members are pursuing their research studies : [Ph.D]

| Sl.No | Name | Part time research scholar of |
|-------|----------------------|-----------------------------------|
| 1 | Smt. G M Shashikala | Ranichennamma University, Belgaum |
| 2 | Sri. R Santhoshkumar | Ranichennamma University, Belgaum |
| 3 | Sri. T Haleshappa | Karnatak University, Dharwad. |

Faculty member recognized as guide and referee by different Universities.

| Sl.No | Staff | University | Program |
|-------|--------------------|--|----------------------------|
| 1 | Dr.H.V.Vamadevappa | Kuvempu University and Davangere University | Ph.D., M.Phil., and M.Ed., |
| | | Worked as referee of Ph.D adjudication of - | |
| | | 1. Kuvempu University, Shankaraghatta | |
| | | 2. Calicut University , Calicut, Kerala [two times] | |
| | | 3. Madras University, Chennai | |
| | | 4. Karnatak University, Dharwad [two times] | |
| | | 5. University of Mysore, Mysore [two times] | |
| | | 6. Nagarjuna University, Andhra Pradesh [M.Phil., examiner] | |

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

The thrust areas prioritized by the institution for research in education are -

1. School Education
2. Teacher Education

3. Science teaching
4. Educational Psychology
5. Language Teaching
6. Life skills Education
7. Educational Evaluation
8. Educational technology

3.1.3 Does the institution encourage Action Research ? If yes, give details on some of the major outcomes of the impact.

The institution has introduced Action Research as one of the elective paper in the B.Ed., programme. A batch 20-30 students opt for this course every year. Every student teacher of this course has to conduct action research in his specialized subject area. The student teachers will prepare action research proposal and Action plan to take up action research. Certainly it has good impact on the functioning of the students in their classroom.

The college promotes and encourages the faculty members to undertake action research projects. Teacher educators are able to solve many of their classroom problems through action research projects.

Action research projects of the institution have made a major contribution to improve our teaching – learning process.

- It has developed and inculcated positive attitude towards research amongst students and teachers.
- It helped in the professional growth of faculty members.
- Extended their research expertise to school teachers.
- Helped to improve teaching-learning effectiveness.
- Identified and nurtured creativity among students through innovative activities.

Thus, action research is an activity that has benefitted students, teacher educators and the institution in general.

3.1.4 Give details of the Conference / Seminar / Workshop attended and / organized by the faculty members in the last five years : (staff wise)

1. Dr.H.V.VAMADEVAPPA, Principal :

➤ PRESENTATION OF PAPERS :

A. INTERNATIONAL LEVEL

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|---------------|--|--|---|
| 1 | “Impact of Life skills Education on Problem Solving Ability in Mathematics” | International seminar cum Annual Conference on Teacher Empowerment and Institutional Effectiveness organized by M. M. First Grade College Chitradurga. | Chitradurga November 1,2 & 3, 2010 |
| 2 | “Impact of Life skills Education on Attitude, Self concept and Problem Solving Ability in Mathematics among secondary school students” | 15 th International seminar and 46 th National Conference of the Indian Academy of Applied Psychology ,organized by University of Mysore, Mysore | Mysore February 4 th to 6 th ,2011 |
| 3 | “ Environmental Awareness Among Secondary School Students ” | International Conference of AIAER on Learning Community for Global Education Reform, organized by Institute of Professional Studies, Gwalior | Gwalior.MP November 18 to 20 th ,2011 |
| 4 | “Study of the Attitude of D.Ed students towards Value Oriented Education” | ‘Towards Excellence in Education’. International Conference. Organized by St. Christopher’s College of Education, Chennai | Chennai 16 th & 17 th August 2012 |

B. NATIONAL LEVEL

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|---|---|---|
| 1 | “Developing Internet Research Skills among University Students” | National Seminar on Assimilating recent developments of ICT in Education organized by Kuvempu University, Shankaraghatta | Shankaraghatta 8 th & 9 th October 2010 |
| 2 | “Organizing Psychology Practicals in Colleges of Education” | National Workshop organized by Department of P.G. Studies in Education, Gulbarga University, Gulbarga | Gulbarga 22 nd to 25 th March 2010 |
| 3 | “Use of Internet by Post Graduate Students “ | National Seminar on Innovative Trends in Education organised by St.Paul’s college of Education, Bangalore | Bangalore 5 th & 6 th May 2012 |
| 4 | “ Role of ICT in improving the Quality of Education” | National Seminar on Teacher Empowerment for Quality Education :Trends and Challenges organized by Kumadvathi College of Education, Shikaripura. | Shikaripura 7 th & 8 th May 2012 |
| 5 | “ Construction of a Questionnaire ” | National level workshop on Research methodology organized by Department of PG Studies in Education, Kuvempu University, Shankaraghatta | Shankaraghatta 25 th May 2012 |
| 6 | “A Study on Awareness of Computers and Computer Skill among Secondary Students” | Universalisation of secondary education: Prospects and Challenges. National Conference Organized by Amrita School of Education, Mysore. | Mysore 11 th & 12 th December 2012 |

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| 7 | “ Diagnostic and prescriptive teaching and learning ” | National Seminar on Integration of innovative Teaching Practices in Teaching and learning process organized by Sri Sarvajna College of Education, Bangalore. | Bangalore 29 th & 30 th April 2011 |
| 8 | ಅಜ್ಞಾನವು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಉಪಯುಕ್ತವಲ್ಲ | 2ನೇ ಅಂತರರಾಷ್ಟ್ರೀಯ ಅಜ್ಞಾನವು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಉಪಯುಕ್ತವಲ್ಲ ಎಂಬ ವಿಷಯದ ಮೇಲೆ 2012-13 | Davangere 10 th & 11 th Nov 2012 |
| 9 | Role and responsibilities of Secondary Teacher Educator in Internship | National Seminar on Internship in Teaching Organized by M.M.College of Education,Davangere | Davangere 6 th and 7 th Sept 2014 |
| 10 | Mentor-Pivot of Internship | National Seminar on Internship in Teaching Organized by M.M.College of Education,Davangere | Davangere 6 th and 7 th Sept 2014 |
| 11 | Development of Values through CCA among Student teachers | National Seminar on Internship in Teaching Organized by M.M.College of Education, Davangere | Davangere 6 th and 7 th Sept 2014 |
| 12 | Prevalence of Job stress among primary school teachers. | National seminar on sustainable development of education organized by Christ University, Bangalore | Bangalore 5 th Feb 2015 |

C. STATE LEVEL

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|---|--|--|
| 1 | “Role of ICT in Education” | State level seminar organized by State level Pre university Education Lecturers Association Bangalore organized in Ranebennur | Ranebennur 24 th & 25 th December 2010 |
| 2 | “ Education and Human Resource Development ” | UGC Sponsored one day state level seminar on education and Human Resource Development organized by Department of Education, HCBM First Grade College, Jagalur | Jagalur 3 rd Sept 2010 |
| 3 | “ Higher Education in 21 st century : Vision and Mission” | UGC Sponsored one day State level seminar organized by Department of Education SJVP College Autonomous, Harihar. | Harihar 18 th March 2011 |
| 4 | “ Preparation and use of unit plan for teaching different school subjects ” | UGC Sponsored one day State level seminar on preparation and use of Innovative plans for teaching different school subjects, organized by Sri Adichunchangiri College of Education, Channarayapatna. | Channarayapatna 31 st July 2014 |
| 5 | “ Continuous Assessment and Grading pattern in CBCS B.Ed., program ” | One day State level Seminar on Choice based credit system in B.Ed., program A paradigm shift, Organised by BES College of Education, Bangalore. | Bangalore 27 th Oct 2014 |
| 6 | “ Tools and techniques of continuous and comprehensive evaluation ” | One day state level seminar on Issues and challenges of continuous and comprehensive evaluation in the present scenario, organized by MLMN College, Chikmagalur | Chikmagalur 23 rd Jan 2015 |

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| 7 | Key Note address : Interests , Goals values and problems of ad descents in present society | One day State level seminar organized by ADB First Grade College, Harapanahalli | Harapanahalli 7 th March 2015 |
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REGIONAL / UNIVERSITY LEVEL :

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|--|---|---|
| 1 | Universalization of Elementary Education | One day Seminar for CRP's and BRP's organized by DIET, Haveri | Haveri 13 th February 2007 |
| 2 | Research Methodology | One day special lecture for lecturers of degree colleges organized by Government First Grade college and P.G. Center, Channagiri | Channagiri 27 th August 2011 |
| 3 | Setting of Question papers and Evaluation of Answer books. | One day Workshop for Davangere University Affiliated college teachers organized by HCBM First Grade College, Jagalur and Davangere University Teachers council of commerce of management. | Jagalur 27 th February 2013 |
| 4 | Implementation of semester scheme in B.Ed., course | Two days workshop on Implementation of semester scheme in B.Ed Course organized by the faculty of education, Kuvempu University, Shankaraghatta | Shankaraghatta 3 rd and 4 th January 2014 |
| 5 | Revision of B.Ed curriculum – 2014 | Two days workshop on Revision of B.Ed curriculum organized by Davangere University Teacher Educators Association, Davangere. | Davangere 8 th and 9 th February 2014 |
| 6 | Time Management and preparation for the examination | Orientation for the students and staff of Government first grade college, Harihar, Organised by IQAC of the college. | Harihar 18 th March 2014 |

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|---|---|---|---|
| 7 | Continuous and Comprehensive Evaluation in B.Ed., Course. | One day workshop on continuous and comprehensive evaluation, organized by Government CTE, Chitradurga and Davangere University Teacher Educators Association, Davangere | Chitradurga 21 st and 22 nd July 2014 |
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2. Dr.H.MALLIKARJUNAPPA, Associate Professor :

➤ **PRESENTATION OF PAPERS :**

A. INTERNATIONAL LEVEL

| Sl. No | Paper Presented | Seminar/Conference | Dates |
|--------|-----------------------------------|---|--|
| 1 | “ Teacher Empowerment ” | AIAER & Maharaja College, Chitradurga [International level Seminar] | 1 st to 3 rd October 2010 |
| 2 | “ Dimensions of future classroom” | AIAER & LPU, Punjab [conference] | 6 th to 8 th April 2012 |

B. NATIONAL LEVEL

| Sl. No | Paper Presented | Seminar/Conference | Place / Dates |
|--------|----------------------|--|---|
| 1 | “ ICT in Education ” | Department of Education, Kuvempu University, Shimoga [Seminar] | 8 th & 9 th October 2010 |

➤ **PARTICIPATED IN NATIONAL SEMINAR :**

| Sl. No. | Participated | Seminar/Conference | Place / Dates |
|---------|--------------|---|---|
| 1 | Participated | National Seminar on “ Trends and techniques in Educational research ” organized by St’ Ann’s College of Education, Mangalore. | Mangalore 7 th to 9 th October 2011 |

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|---|------------------------|---|---|
| 2 | Participated | National Seminar on Super partnership Canada-India organized by D.R.M. College, Davangere . | Davangere 26 th & 27 th December 2011 |
| 3 | Participated | National Seminar on “ Superconductivity – Nano – Sciences ” organized by D.R.M. College, Davangere. | Davangere 7 th January 2012 |
| 4 | Participated | National Seminar on “ Ramanujam Mathematics Awareness Programme” organized by B I E T College, Davangere | Davangere 1 st March 2013 |
| 5 | Participated | National Seminar on “ Need for civil society engagement ” organized by AVK College, Davangere | Davangere 9 th March 2013 |
| 6 | Participated | National Seminar on “ Continuous & comprehensive Exam” organized by CTE & M M College of Education, Davangere | Davangere 21 st & 22 nd July 2014 |
| 7 | Worked as Co-ordinator | National Seminar on “ Internship in Teaching ” organized by M M College of Education, Davangere | Davangere 6 th & 7 th September 2014 |

C. STATE LEVEL

➤ PARTICIPATED

| Sl. No. | Participated | Seminar/Conference | Place / Dates |
|---------|--------------|--|---|
| 1 | Participated | Seminar on “ Human values its relevant to Higher Education” organized by AVK College, Davangere. | Davangere 25 th & 26 th February 2011 |
| 2 | Participated | Seminar on “ Inclusive Education” organized by Department of Education, Davangere University. | Davangere 28 th March 2011 |

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|---|---------------------------------|---|--|
| 3 | Participated as resource person | Seminar on “ Examination reforms and Question paper preparation ” organized by M B R College, Sirigere | Sirigere 13 th September 2011 |
| 4 | Participated | Seminar on “ Innovative research problems ” organized by Maharaja First Grade College, Chitradurga | Chitradurga 14 th October 2011 |
| 5 | Participated as resource person | Workshop on “ Preparation of research proposal ” organized by Maharaja First Grade College, Chitradurga | Chitradurga 14 th October 2011 |
| 6 | Participated | Seminar on Practical Physics – New approach organized by D R M College, Davangere | Davangere 2 nd March 2013 |

D. UNIVERSITY LEVEL / DEPARTMENT LEVEL

| Sl. No. | Participated | Seminar/Conference/ Workshop | Place / Dates |
|----------------|--------------------------------|---|---|
| 1 | Worked as Resource Person | Workshop on Review of 6 th std., Science Text book organized by DIET, Tumkur | Tumkur 1 to 2 nd October 2012 |
| 2 | Worked as Resource Person | Workshop on Orientation of B.Ed., Semester Scheme New syllabus organized by Department of Education, Davangere University | Davangere 19 th to 20 th January 2013 |
| 3 | Worked as member for committee | Workshop on “ Content Curriculum ” organized by Department of Education, Davangere University | Davangere |

3. DR.K.T.NAGARAJA NAIK, Assistant Professor :

A. INTERNATIONAL LEVEL

➤ **PRESENTATION OF PAPERS :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|---|---|---|
| 1 | “Professional Growth of teachers in Higher education” | International seminar cum Annual Conference on Teacher Empowerment and Institutional Effectiveness organized by M.M.First Grade College Chitradurga | Chitradurga November 1, 2 & 3 rd , 2010. |

➤ **PARTICIPATED :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|--|---|
| 1 | Participated | UGC Sponsored International Seminar on “ Current Trends in Teacher Education” organized by Post-Graduate Department of Studies in Education, Karnatak University, Dharwad. | Dharwad 25 th March 2013. |

C. NATIONAL LEVEL

➤ **PRESENTATION OF PAPERS :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|--|--|--|
| 1 | “ICT and Capacity building in teacher education” | National Seminar on “ Assimilating Recent Developments of ICT in Education ” organized by Kuvempu University, Shankaraghatta. | Shankaraghatta, 8 th & 9 th October 2010 |
| 2 | “ Human values in higher education ” | UGC sponsored one day National Seminar on “ Human Values – It’s Relevance to Higher Education ”. organized by A.V.K. College for women, Davangere. | Davangere 25 th February 2011. |

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|---|---|--|---|
| 3 | “Study on relationship between Self efficacy and Teaching Competency of student teachers” | National Seminar on “ Teacher Empowerment for quality Education : Trends and Challenges ” organized by Kumadvathi College of Education, Shikaripura. | Shikaripura May 7 th and 8 th 2012. |
| 4 | “ Internship in Secondary Teacher Education” | UGC sponsored National Seminar on “ Internship in Teaching ” organized by M.M.College of Education, Davangere. | Davangere 6 th and 7 th September 2014. |

➤ **PARTICIPATED :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|--|---|
| 1 | Participated | “ Rashtriya Samshodana Kammata ” organized by Kannada Sahitya Parishattu, Bangalore held at M.M. College of Education, Davangere. | Davangere. 23 rd and 24 th July 2011. |
| 2 | Participated | National Seminar on “ Inclusive Education in India in India : Implementation, Issues and constraints ” organized by Department of Studies in Education, Davangere University, Davangere. | Davangere 28 th March 2011. |
| 3 | Participated | National level Symposium Cum Seminar on Canadian Studies “Super Partnerships-Canada and India”, organized by D.R.M Science College, Davangere. | Davangere. 26 th and 27 th Dec 2011. |

| | | | |
|---|--------------|---|--|
| 4 | Participated | National level Seminar on “Human Resource Development: Prospects & Challenges”, organized by Government First Grade College, P.G. Centre, Channagiri. | Channagiri. 25 th , Feb 2012. |
| 5 | Participated | National level Seminar on “The Relevance of Gandhi and Ambedkar to the Contemporary Society ”, organized by M.S.B.Arts and Commerce College, Davangere. | Davangere 18 th October 2014. |

D. STATE LEVEL

➤ PARTICIPATED :

| 1. No | Paper Presented | Seminar/Conference | Place and Dates |
|-------|-----------------|--|---|
| 1 | Participated | UGC Sponsored one day State Level Seminar on ‘Higher Education in 21 st Century : Vision & Mission ’ organized by Department of Education, SJVP College Autonomous , Harihar. | Harihar 18 th March 2011. |

E. NATIONAL LEVEL WORKSHOP

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|--|---|
| 1 | Participated | National level Workshop on “Emotional Competence and Psychological Counselling”, organized by M. S, Ramayya College of Education, Bangalore. | Bangalore 20 th and 21 st Nov 2009. |

F. STATE LEVEL WORKSHOP

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|---|---|
| 1 | Participated | UGC Sponsored State level Workshop on “ Kannada Language : Possibilities – Nature ” organized by A.R.G. Arts and Commerce College, Davangere. | Davangere 1 st and 2 nd March 2013. |

REGIONAL / UNIVERSITY LEVEL :

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|---|--|
| 1 | Participated | Workshop on ‘ Curriculum Construction of B.Ed course’ organized by Davangere University Teacher Educators Association held at M.M.College of Education, Davangere | Davangere 6 th March 2011. |
| 2 | Participated | Workshop on ‘ Research Study Proposal ’ organized by Department of State Educational Research and Training, Bangalore. | Bangalore 17 th April 2012 |
| 3 | Participated | Workshop on ‘ Revision of B.Ed., curriculum’ organized by Davangere University Teacher Educators Association. Davangere held at S.V.College of Education, Chitradurga and M.M.College of Education, Davangere. | Davangere 8 th and 9 th February 2014. |
| 4 | Participated | Workshop on “ Continuous and Comprehensive Evaluation ” organized by Department of Public Instruction, Government College of Teacher Education, Chitradurga held at CTE, Chitradurga and M.M.College of Education, Davangere. | Davangere 21 st and 22 nd July 2014 |

4. Smt. G.M.SHASHIKALA , Assistant Professor :

A. NATIONAL LEVEL

➤ **PRESENTATION OF PAPERS :**

| Sl. No | Paper Presented | Seminar/Conference | Dates |
|---------------|---|--|---|
| 1 | “ Women Education ” – Theoretical Analysis Karnataka State. | National Seminar on Women Empowerment During 21 st century in India organized by ICSSR, New Delhi | Rani Channamma University, Belagavi 22 nd & 23 rd November 2013 |
| 2 | “ Evaluation of Internship in the context of RTE Act ” | National Seminar on Internship in Teaching organized by M M College of Education, Davangere | Davangere 6 th & 7 th September 2014 |

➤ **PARTICIPATED :**

| Sl. No. | Participated | Seminar/Conference | Place / Dates |
|----------------|---------------------|---|---|
| 1 | Participated | Third IACS National Symposium cum Seminar on Canadian studies – “ Super partnerships – Canada and India ” organized by Indian association for Canadian studies, Vadodara and D.R.M Science College, Davangere | D.R.M. Science College, Davangere 26 th & 27 th December 2011 |
| 2 | Participated | National Seminar on “ Recent advances in Mathematics and their implications ” organized by D.R.M. Science College, Davangere | Davangere 8 th March 2014 |
| 3 | Participated | National Seminar on “ The Relevance of Gandhi and Ambedkar to the contemporary society ” organized by M S B College , Davangere | Davangere 18 th October 2014 |

B. STATE LEVEL WORKSHOP**➤ PARTICIPATED :**

| Sl. No. | Participated | Workshop | Place / Dates |
|----------------|---------------------|---|--|
| 1 | Participated | Workshop on Practical Physics – A New Approach organized by D.R.M. Science College, Davangere | D.R.M. Science College, Davangere 2 nd March 2013 |
| 2 | Participated | Workshop on Communication Skills for effective teaching organized by Kumadvathi College of Education, Shikaripura | Shikaripura 5 th & 6 th April 2014 |

C. UNIVERSITY LEVEL / REGIONAL LEVEL**➤ PARTICIPATED OF WORKSHOP :**

| Sl. No. | Participated | Seminar/Conference/ Workshop | Place / Dates |
|----------------|---------------------|--|--|
| 1 | Participated | Enhancing Teaching Skills [WIPRO] organized by Bapuji Hi Tech College, Davangere | Davangere 20 th to 22 nd June 2013 |
| 2 | Participated | Workshop on continuous and comprehensive evaluation, organized by Department of Public Instruction, CTE, Chitradurga and Davangere University Teacher Educators Association, Davangere | M M College of Education, Davangere 21 st and 22 nd July 2014 |
| 3 | Participated | Induction Programme for newly appointed faculty of aided degree college and universities organized Karnataka State Higher Education Council and Davangere University | Davangere University 26 th to 28 th November 2011 |

| | | | |
|---|--------------|--|---|
| 4 | Participated | Orientation Programme for Ramanujan Mathematics Awareness programme organized by Indian Society for Technical Education, New Delhi | B.I.E.T College, Davangere 1 st March 2013 |
|---|--------------|--|---|

5. SRI.R.SANTOSH KUMAR, Assistant Professor:

A. INTERNATIONAL LEVEL

➤ **PRESENTATION OF PAPERS :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|--|---|---|
| 1 | “ The Role of language lab in enhancing the teacher and learning process of languages secondary school students ”. | International Conference on “Enhancing, excellence, equality and efficiency in Higher Education ” (EEEHE 2014), organized by Tamil Nadu Open University, School of Education, Chennai | Chennai November 7 th & 8 th 2014 |

➤ **PARTICIPATED :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|--|--|
| 1 | Participated | International Conference on “ Current Trends in Teacher Education ”, organized by Karnataka University, Graduate Department of Studies in Education, Dharwad | Dharwad 25 th March 2013 |

A. NATIONAL LEVEL

➤ **PRESENTATION OF PAPERS :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|--|---|---|
| 1 | “ A Road map to ensure Right to Education Act ”. | National Conference on “ Right to Education : Issues Challenges ” Organized by Department of Education, Osmania University, Hyderabad | Hyderabad 4 th January 2014 |

| | | | |
|---|---|---|---|
| 2 | “ Development of life skill during internship ”. | UGC sponsored two day National Seminar on “ Internship in Teaching ” organized by M M College of Education, Davangere | Davangere 6 th & 7 th September 2014 |
| 3 | “ Institutional planning for quality education ”. | UGC sponsored two day National Seminar on “ Academic Leadership-Pedagogy and Innovation the day to future ”. organized by New Horigon College of Education, Bangalore | Bangalore 22 nd & 23 rd November 2014 |

➤ **PARTICIPATED :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|--|--|
| 1 | Participated | National level Seminar on “Super Partnership – Canada & India”, organized by Indian association for Canadian studies vadodara, Gujarat and Bapuji Educational Association, D.R.M. Science College, Davangere | Davangere. 26 th & 27 th December 2011 |
| 2 | Participated | National Seminar on “ Teacher Empowerment for quality education : trends and challenges” organized by kumadvathi College of Education, Shikaripura. | Shikaripura 7 th & 8 th May 2012. |
| 3 | Participated | National Seminar on “Women Empowerment during 21 st century in India ”, organized by Rani Channamma University, Belagavi | Belagavi 22 nd & 23 rd 2013 |
| 4 | Participated | National Seminar on “ The relevance of Gandhi and Ambedkar to the Contemporary society ”, organized by M.S.B. Arts and Commerce College, Davangere. | Davangere 18 th October 2014. |

REGIONAL / UNIVERSITY LEVEL :

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|---|--|
| 1 | Participated | Workshop on ' Induction programme for newly appointed faculty of aided degree colleges & universities' organized by Karnataka State Higher Education Council & Davangere University, Shivagangothri, Davangere | Davangere 26 th & 28 th November 2011 |
| 2 | Participated | Workshop on ' Revision of B.Ed., curriculum' organized by Davangere University Teacher Educators Association. Davangere held at S.V.College of Education, Chitradurga and M.M.College of Education, Davangere. | Davangere 8 th and 9 th February 2014. |
| 3 | Participated | Workshop on " Continuous and Comprehensive Evaluation " organized by Department of Public Instruction, Government College of Teacher Education, Chitradurga held at CTE, Chitradurga and M.M.College of Education, Davangere. | Davangere 21 st and 22 nd July 2014 |

6. SRI.T.HALESHAPPA, Assistant Professor:**A. NATIONAL LEVEL****➤ PRESENTATION OF PAPERS :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|---------------------------------------|---|--|
| 1 | " Design of An effective internship " | UGC sponsored two day National Seminar on " Internship in Teaching " organized by M M College of Education, Davangere | Davangere 6 th & 7 th September 2014 |

| | | | |
|---|--|--|---|
| 2 | “ Enhancing the leadership competencies among teachers ” | UGC sponsored two day National Seminar on “ Academic Leadership- Pedagogy and Innovation the day to future ”. organized by New Horigon College of Education, Bangalore | Bangalore 22 nd & 23 rd November 2014 |
|---|--|--|---|

➤ **PARTICIPATED :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|---|--|
| 1 | Participated | National Seminar on “ Assimilating Recent Development of ICT in Education ” Organized By Department of PG Studies and Research in Education.Shankarghatta, Shimoga. | Shimoga 8 th and 9 th October 2010 |
| 2 | Participated | National Seminar on “ The Veerashiva Religion And Culture During Different Dynasties In India ” organised by SMFGC College Of Arts And Commerce. Honnali | Honnali 20 th & 21 st September 2011 |
| 3 | Participated | National Seminar on “ Super Partnerships Canada And India ” organised by Indian Association For Canadian Studies and BEA Societies, DRM College, Davangere | Davanagere 26 th and 27 th December 2011 |
| 4 | Participated | National Seminar on “ Teacher Empowerment for quality education : trends and challenges” organized by kumadvathi College of Education, Shikaripura. | Shikaripura 7 th & 8 th May 2012. |
| 5 | Participated | National Seminar on “ The relevance of Gandhi and Ambedkar to the Contemporary society ”, organized by M.S.B. Arts and Commerce College, Davangere. | Davangere 18 th October 2014. |

B. STATE LEVEL WORKSHOP

➤ **PARTICIPATED :**

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|--|--|
| 1 | Participated | State level workshop on “ Developing 21 st Century Skills ” UGC Sponsored organized by IASE, R V.Teachers College, Bangalore. | Bangalore 19 th , 20 th and 21 st December 2013 |

| | | | |
|---|--------------|--|---|
| 2 | Participated | State level workshop on “ Communication Skills For Effective Teaching ” organised by Kumadvati College of Education, Shikaripura | Shikaripura 5 th & 6 th April 2014. |
|---|--------------|--|---|

REGIONAL / UNIVERSITY LEVEL :

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|---|--|
| 1 | Participated | Workshop on ‘ Revision of B.Ed., curriculum’ organized by Davangere University Teacher Educators Association. Davangere held at S.V.College of Education, Chitradurga and M.M.College of Education, Davangere. | Davangere 8 th and 9 th February 2014. |
| 2 | Participated | Workshop on “ Continuous and Comprehensive Evaluation ” organized by Department of Public Instruction, Government College of Teacher Education, Chitradurga held at CTE, Chitradurga and M.M.College of Education, Davangere. | Davangere 21 st and 22 nd July 2014 |

INDUCTION PROGRAMME.

| Sl. No | Paper Presented | Seminar/Conference | Place and Dates |
|--------|-----------------|---|--|
| 1 | Participated | Induction Programme For Newly Appointed Faculty Of Aided Digree Colleges And Universities.Karnataka State Higher Education Council And Davanagere University. | Davanagere 26.27&28 November 2011 |

| | | |
|------------------------------|-------------------------------|----------------------------------|
| KANNADA SAHITYA SAMMELANA | DISTRICT SAHITYA SAMMELANA | 22,&23 JUNE 2013. DAVANAGERE. |
|------------------------------|-------------------------------|----------------------------------|

3.2 Research and Publication output :

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

Instructional material developed in the institution can be classified into two main categories.

- Materials required for teaching – learning in the institution
- Materials for teaching – learning in schools.

The following faculty members have developed their own teaching material for teaching the curricular courses and subjects and published in the form of reference books to B.Ed., students and staff of B.Ed., colleges.

| Sl. No | Name of the faculty | Books published |
|--------|---------------------|--|
| 1 | Dr.H.V.Vamadevappa | Shaikshanika Manovignana (Educational Psychology) 2012, ISBN: 978-93-5126-549-8. |
| | | Shikshanadalli Moulyamapana mattu Sankhyashastra (Evaluation and Statistics in Education)- 2010 |
| | | Kalika Prakriyeya Manovignana mattu Moulamapana (Psychology of Learning Process and Evaluation) 2013, ISBN: 978-93-5126-551-1. |
| | | Psychology of Learning and Instruction, 2013, ISBN: 978-93-5126-554-2. |
| | | Underachievement in Biology, 2006, ISBN: 8108356-0085-7. |
| | | Educational Psychology – Question bank for competitive exams - 2010 |
| | | Shaikshanika Manovignana Prashnakosha - 2009. |

| | | |
|---|----------------------|---|
| | | Child psychology and Pedagogy - 2014 |
| | | Maguvina Manovignana Mattu Bodanashastra - 2014. |
| | | Editor of Internship in Teaching – 2014 |
| 2 | Dr.H.Mallikarjunappa | CCE Margadarshi - 2005 Editor of Internship in Teaching - 2014 |
| 3 | Dr.K.T.Nagaraja Naik | Secondary Education and Teacher Functions - 2010 |
| | | Educational Management - 2013 |
| | | Bodhana Tantragnana - 2014 |
| | | Shaikshanika Nirvahane - 2014 |
| 4 | T . Haleshappa | Moulya Shikshana (Value Education) - 2013 |

In addition to books, teachers have also developed transparencies and power point presentations for their regular day to day teaching of B.Ed., classes.

The other type of instructional material prepared by teacher trainees for teaching in schools during their practice-teaching program. Student teachers also prepared self instructional materials, power point slides and transparencies to make their lessons interesting and effective.

They have prepared number of teaching aids in the form of charts, maps, pictures, puzzles and models which are used during microteaching and practice teaching in schools. The use of such learning materials ascertains and enhance the effectiveness of the learning process.

Lesson plans are prepared by students using different methods of teaching such as different models of teaching, dramatization etc.,

3.2.2 Give details of the facilities available with the institution for developing instructional materials.

The facilities available for developing instructional materials are as follows

1. The college provides technological hardware and software materials for developing instructional materials.
2. Computers, laptop, CD's, Transparencies, Internet facility, Drawing papers and stationary are made available to the faculty to develop instructional materials.
3. Faculty can get any number of books from library for their references. Library is well equipped with more than 15,000 books, research journals and periodicals.
4. Digital interactive board and LCD projector are available for the use of faculty members.
5. Financial help will be provided to staff members to purchase required materials for developing instructional materials.
6. Workshop on preparation of teaching aids is organized in the college every year by inviting resource persons to orient teacher trainees and faculty to develop useful, interesting and attractive instructional material and teaching aids.

3.2.3 Did the institution develop any ICT / technology related instructional material in the last five years ? give details.

ICT related instructional materials have been developed by the faculty and teacher trainees for teaching their subjects in college and schools respectively. College teachers have developed power point slides and CD's on different topics of B.Ed., syllabus.

Teacher trainees developed CD's on different topics of content cum methodology subject to make use of them during their teaching practice.

Power Point slides and CD's helped them to present their lessons in an effective and interesting manner.

| Course | 2011-12 | 2012-13 | 2013-14 |
|--------|---------|---------|---------|
| B.Ed., | 20 | 30 | 176 |

Training was given to teacher trainees to prepare PPT slides and CD's in the computer lab by using internet facilities.

3.2.4 Give details of various training programs and / or workshops on material development. (Both instructional and other material)

- One day workshop on preparation of teaching learning materials in science is organized for the benefit of teacher educators and teacher trainees.
- One day workshop on preparation of teaching learning materials to teach languages is organized in the college for the benefit of teacher educators and teacher trainees.
- One day SUPW workshop was organized in the college on 13th November 2014 to train the teacher trainees to prepare socially useful products at a lower cost , preparation of chalk piece, Duster, file, envelopes, phenyl, candle making and toy making are demonstrated and scope given for the pupils to prepare the same.
- One day workshop on use of multimedia package was organized in the college for the teacher educators and trainees.

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

The faculty members have published their papers and articles in the following journals.

| Sl. No | Name of the faculty | List of journals |
|--------|---------------------|---------------------------------|
| 1 | Dr.H.V.Vamadevappa | 1. Perspectives in Education |
| | | 2. Indian Educational Abstracts |

| | | |
|---|----------------------|---|
| | | 3. Journal of All India Association for Educational Research |
| | | 4. New Frontiers in Education |
| | | 5. Journal of Educational Research and Extension. |
| | | 6. Indian Stream Research Journal |
| | | 7. Edutracks |
| | | 8. Dimensions of Education |
| | | 9. An International Research Journal of Philosophy and Social Sciences |
| | | 10. Journal Global values. |
| | | 11. Innovative trends in education |
| | | 12. Teacher Empowerment for quality Education : Trends and challenges. |
| | | 13. Towards Excellence in Education |
| | | 14. Universalization of Secondary Education : prospects and challenges. |
| | | 15. Internship in Teaching |
| | | 16. Jeevana Shikshana |
| | | 17. Shikshana Darshana |
| | | 18. Shikshana Vishwakosha |
| | | 19. Taralabalu –quarterly magazine |
| 2 | Dr.K.T.Nagaraja Naik | 1. Dimensions of Education |
| | | 2. Internship in Teaching |
| | | 3. Teacher Empowerment for quality Education : Trends and challenges. |
| | | 4. ICT and Capacity Building in Teacher Education |

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

The Awards, honors and patents received by the faculty members is as follows –

| Sl. No | Name of the faculty | Awards / honors / patents |
|---|---------------------|---|
| 1 | Dr.H.V.Vamadevappa | 1. Broad Outlook Learner Teacher Dist winner Award – 2004 (Air India and Prajavani) |
| | | 2. BOLT State Runners up Award – 2004 (Air India and Prajavani) |
| | | 3. Shikshana Bhushana Award – 2005 (Khagola Veekshakara Sangha, Shimoga) |
| | | 4. Best Research Paper Award – 2012 (In a National Seminar, Bangalore) |
| | | 5. Zilla Rajyotsava Award – 2014 (Davangere Dist., Authorities) |
| | | Patents : |
| | | ISBN for four books on education |
| | | 1. Underachievement in Biology ISBN : 8108356-0085-7 |
| | | 2. Shaikshanika Manovignana ISBN : 978-93-5126-549-8 |
| | | 3. Kalika Prakriyeya Manovignana mattu Moulyamapana ISBN: 978-93-5126-551-1 |
| 4. Psychology of Learning and Instruction ISBN : 978-93-5126-554-2 | | |

3.2.7 Give details of the Minor / Major Research projects completed by the staff members of the institution in the last five years.

| Sl. No | Faculty | Funding Agency | Year | Title of the Minor project |
|--------|--------------------|------------------|---------|---|
| 1 | Dr.H.V.Vamadevappa | DSERT, Bangalore | 2012-13 | “ A Study of Job stress and Job Satisfaction among primary School Teachers. ” |

| | | | | |
|---|----------------------|-----|---------|---|
| 2 | Dr.K.T.Nagaraja Naik | UGC | 2013-14 | “ Environmental Awareness and Environmental Responsibility behavior of teacher trainee towards Environmental protection.” |
|---|----------------------|-----|---------|---|

3.3 Consultancy :

3.3.1 Did the institution provide consultancy services in last five years. If yes, give details.

The institution provides consultancy services to secondary schools, teacher training institutions, DIET , CTE and other educational institutions.

Consultancy Services to Teacher Education Institutions :

The institution’s experienced and qualified teachers have provided guidance in all areas of B.Ed., curriculum. As ours is the senior most and reputed college in the district, all the new teacher education colleges in the university consult our faculty to know about practicums relating to the compulsory courses in B.Ed., how to conduct practicals in psychology and science subjects, conduct of microteaching classes and its evaluation. Communication skills, personality development and also for conducting block practice – teaching.

Consultancy Services to degree colleges :

Senior faculty of the institution provide consultancy services to degree college lecturers regarding modern methods of teaching in colleges and evaluation procedure. Training is given to degree lecturers to prepare balanced question papers to university examinations.

Consultancy Services for conducting research :

The college has 3 senior faculty with Ph.D., one of them is an approved guide for Ph.D., and M.Phil and other is an approved guide for

M.Phil., program of the university. Three senior faculty members are consulted for research methodology, approval of proposals and research procedures by faculty of teacher education institutions and research scholars of Davangere and Kuvempu Universities. Eight research scholars for Ph.D., and 3 students for M.Phil., are working under the guidance of Dr.H.V.Vamadevappa and Dr.K.T.Nagaraja Naik has 3 students for M.Phil., program. Dr.H.V.Vamadevappa worked as consultant to finalize research proposals of M.Ed., students of PG Department of Education of Srisaile College of Education, Harihar.

Consultancy Services for project works of DIET and CTE :

Principal and 2 senior faculty of the college worked as consultants and guides for the project works taken up by the staff of DIET, Davangere and CTE, Chitradurga.

- | | | |
|----------------------|---|---|
| Dr.H.V.Vamadevappa | - | guided one project of CTE, Chitradurga and five projects of DIET, Davangere |
| Dr.H.Mallikarjunappa | - | one project of CTE, Chitradurga |
| Dr.K.T.Nagaraja Naik | - | one project of CTE, Chitradurga |

Consultancy Services to Distance Education students of IGNOU and other open universities :

The faculty of our college are providing consultancy services to B.Ed., and M.Ed., students of IGNOU and KSOU for their teaching practice, project works and M.Ed., Dissertations.

Consultancy Services to Schools :

The staff of our college provide consultancy services to schools to organize science and arts exhibitions at the school level, taluk level and district level, Teachers of the practicing schools consult our teachers regarding action research projects, preparation of models, preparation of

balanced question papers and preparing their students for NTSE and NMMS examinations.

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

The institution has very competent and well qualified faculty. The following faculty members are competent to provide consultancy in the areas mentioned below –

- | | | |
|---|---|-----------------------|
| 1. Research, Extension, Evaluation and psychology practicals | : | Dr.H.V.Vamadevappa |
| 2. Research, Extension and preparation of models | : | Dr.H.Mallikarjuanappa |
| 3. Research and Social Science | : | Dr.K.T.Nagaraja Naik |
| 4. ICT & communication skills | : | Sri.R.Santhoshkumar |
| 5. Mathematics content & preparation of models, Educational and vocational guidance | : | Smt.G.M.Shashikala |
| 6. Value Education | : | Sri.T.Haleshappa |

The principal recommends the names of the above faculty members as resource persons to orientation programs, seminars, workshop and special lecturers in different schools, colleges, departmental or university level programs.

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 ?

As our Education Society is service oriented, no consultation fees are charged by the institution for the consultancy provided. Teachers

volunteered to provide consultancy to schools, teacher education institutions, degree colleges and research scholars, without charging any fees. Only travelling allowance will be collected from the institution, whenever the staff visits the other institutions for consultancy.

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

Not applicable as no revenue is generated.

3.4 Extension Activities

3.4.1 How has the local community benefitted from the institution ? (contribution of the institution through various extension activities, outreach programs, partnering with NGO's and Go's)

The institution organized number of extension programmes with the help of NGO's and Go's

- The college organises Blood donation camp in the college every year in the month of September in memory of our Founder president of S.T.J. Education Society , Sri Shivakumara Shivacharya Mahaswamiji of STJ Bruhanmutt, Sirigere, Blood donation Camp is organized with the help of Bapuji Blood Bank, Davangere. Every year 20-25 students donate blood to the needy people.
- Voting Awareness Jatha was organized by the college in different extensions of the city at the time of parliamentary elections to develop awareness among the public for voting. [11.4.2014 Friday]
- Human rights awareness programs were organized by our teacher trainees in different practice teaching schools to develop awareness of Human rights among secondary students of Davangere city.
- Career guidance program was organized in St.Johns High School and PU college to develop awareness about different careers for the higher secondary students.
- NET / KSET Coaching classes were conducted for paper I for the benefit of the postgraduates in the locality to appear for NET / KSET exams. Sixty

postgraduate applicants participated in the coaching program. Training was given to students in 10 different sessions (5 Sundays) during August – September 2014.

- Election unit of District Administration, Women and Children welfare department and child development project, Davangere and M M College of Education, Davangere. Jointly organized Awareness program to prevent women and children trafficking and voters awareness programme in the college on 15.4.2014.
- The college organizes citizenship training camp every year for 3 days in rural locality. During these days trainees are involved in cleaning, environment awareness programs and cultural exchange programs with the rural community.
- Some of the staff members are involved in social service organizations of the community.
- Institution has provided infrastructure facilities for competitive examinations and meeting of teacher organizations.
- Infrastructure facilities for central valuation of Davangere University.
- In collaboration with road transport offices road traffic awareness program was organized by giving knowledge of different signs followed in traffic signals.
- Interschool cultural competitions were conducted for the students of practice teaching schools, rolling shield is given to a winning school.

Dr.H.V.Vamadevappa

- Director of Karuna Jeeva Kalyana Trust ®, Davangere - A social service organization which works in health, environment and education fields to help the community.
- Member, parisara Jagruthi Samudaya, Davangere which is organizing environmental awareness programs in and around Davangere city.
- Upa poshaka member : All India Veerashaiva Mahasabha ®, Bangalore.
- Member, Governing Council, S T J Institute of Technology, Ranebennur.

- President, S.T.J. Employees Housing Co-operative Society, Sirigere.
- Four staff members are life members of Kannada Sahitya Parishat.

The neighbourhood Communities are supported and strengthened by our institutions extension activities.

3.4.2 How has the institution benefitted from the community ? (Community participation in Institution's development, Institution-community networking, Institution-School networking)

The Institution is benefitted from the community having very good networking with schools and community. Different organizations in the community have organized number of programs for the benefit of teacher trainees and institution.

- Zilla and Taluk Kannada Sahitya Parishat units have organized endowment lecturer series on public issues and literature. Endowment program was organized on 21.3.2014.
- Bapuji blood bank authorities have organized a special talk on importance of blood donation.
- In collaboration with Bharatha Sevalal committee of Davangere District, training program on significance of National flag and National Anthem was organized on 14-11-2014. Resource persons have trained our students about the use of National flag.
- ' Viveka Shikshaka ' program was Jointly organized by Sri Ramakrishna Vivekananda Ashrama, Harihar and 3 B.Ed., colleges of the city at Nutan College of Education, Davangere. Dr.R.Balasubramanian Spoke on ' Swami Vivekananda's ' views on Education on 26.11.2014.
- Karnataka Janapada Parishat, District and Taluk units of Davangere conducted Inter B.Ed., Colleges competition on " Samuha Janapada Geetha Gayana " on 31st October 2014.
- Karuna Jeeva Kalyana Trust, Davangere conducted a personality development program to B.Ed., trainees.

- District Legal Service authority organized a special program “ Kanunu vidyaprasra ” to develop awareness about different legal provisions and Human rights to our trainees and staff on 24.5.2014.
- In collaboration with Karnataka Rajya Vignana Parishat “ Pavadagala Rahasya Bayalu ” (unfolding the mysteries) was organized on 28.2.2013.
- Karuna Jeeva Kalyana Trust organized a program on “ World antisuicidal Day ”. In which Dr.Sudarshan, Psychiatrist spoke on suicidal tendency and suggested ways to prevent suicidal tendency among adolescents, on 10.9.2013.

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

The institution has the following future plans and major activities for community orientation of students –

- Environmental awareness programmes
- Development of Eco-friendly life styles in the community.
- Value oriented co-curricular activities in schools and the villages.
- Planting and preserving trees in the garden.
- Public awareness programs through skits and street plays.
- Adopting a nearby village to improve its socio-educational status.
- Organizing medical camps in villages by Red cross society of the college.
- Working as volunteers in different camps organized by different NGO's.
- To take part in literacy programs to educate illiterates.
- To make the public aware of various provisions and the schemes of the Government and NGO's.

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.

- Nil -

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

The institution develops social and citizenship values and skills among our teacher trainees through curricular and co-curricular activities of the institution.

1. Through curriculum transaction of the following topics in B.Ed., syllabus.
 - (i) Socialization.
 - (ii) Role of Education in promoting culture and value.
 - (iii) Education for development of responsible citizens.
 - (iv) Education for development of Individual capabilities.
 - (v) Education for enhancement of quality of life.
 - (vi) Constitutional provisions for education.
 - (vii) Human rights Education.
 - (viii) Life skills education.
 - (ix) Value education
 - (x) Global peace and harmony.
 - (xi) Education for sustainable development
 - (xii) Women empowerment etc.
2. Through co-curricular / extracurricular activities organized in the college campus.
3. By involving student – teachers in community oriented social activities.
 - (i) Maintaining cleanliness of the campus.
 - (ii) Maintaining a college garden.
 - (iii) Environment awareness programs.
 - (iv) Health awareness program.
 - (v) Literacy activities.
 - (vi) Volunteering
 - (vii) Voting awareness Jatha.
4. By organizing citizenship training programme in a rural locality.
 - (i) Values of equality and secularism are developed.

5. Through students union activities.

Students teachers are exposed to various experiences by above mentioned activities. This enables them to reflect and think on how they could contribute to society.

3.5 Collaborations

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

The institution has established linkages with University Grants Commission, National Council for Teacher Education, Centre for Environment Education, DSERT, Kuvempu and Davangere universities, Academic staff colleges and IASE.

- Dr.K.T.Nagaraja Naik has taken up a minor research project from UGC. It is one of the ongoing project in the college.
- 3 senior faculty members worked as expert committee members of NCTE peer team to asses and report on the academic credibility of teacher training institutions.
- The institution has linkage with centre for Environment Education, SRC Bangalore in its project on development and tryout of Environmental Education Curriculum for pre service teacher education (B.Ed) – Dr.H.V.Vamadevappa and Dr.H.V.Shivashankar are involved in the project of CEE-SRC, Banglaore.
- The college has linkage with DSERT in many of its projects.
- Dr.H.V.Vamadevappa worked as resource person in different activities of DSERT.
- NTSE and NMMS Examination Boards.
- Curriculum review committees.
- Review committee of High school text books of state syllabus.

- Completed one minor research project
- Preparation of life skills training manual
- Preparation of NMMS examination Hand book
- Satellite program on NTSE exam (2013)
- The institution has linkage with Kuvempu university in research work. Kuvempu University recognized Dr.H.V.Vamadevappa as research guide of the education department and worked as visiting faculty of the department to guide research activities of the department. He has successfully guided 6 students for Ph.D and 5 students for M.Phil., degree in Education.
- The college has linkage with Davangere University P.G. Department of Education. Dr.H.V.Vamadevappa is a recognized guide of Davangere University and 7 students are working for Ph.D and 3 students for M.Phil., in education under his guidance. Dr.K.T.Nagaraja Naik is a recognized guide for M.Phil., program. 3 students are working for M.Phil., degree in education under his guidance.
- The institution has linkage with Academic Staff College of Karnataka University , Dharwad.
Dr.H.V.Vamadevappa worked as resource person in many refresher courses and orientation programs of Academic Staff College, Dharwad.
- The institution has linkage with IASE, Bangalore. Our staff are involved in academic programs of IASE as resource persons. Dr.H.V.Vamadevappa involved in the preparation of science resource material for 10th standard students.

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

The institution has established linkages with only National and state level organizations and it is yet to establish international linkages.

3.5.3 How did the linkages, if any contribute to the following ?

The linkages established with National and State level organizations helped in the following activities :

- **Curriculum Development** : As our staff members are involved in the curriculum development and text book development programs of DSERT and Education Curriculum and textbooks of pre-university education organized by PUE Board, Bangalore helped our teachers to contribute their ideas and prepare new B.Ed., curriculum of Davangere University based on NCF 2005 and NCFTE 2009.
- **Teaching** : Our linkage with DSERT and IASE helped us to use modern approaches of teaching based on constructivism. Eminent scholars from different institutions are invited to deliver guest lectures.
- **Training** : Our linkage with NCTE, DSERT, CTE and IASE helped us to design our training program with Advanced Courses and Technology to achieve our goals and objectives during the training program.
- **Practice teaching** : linkage with NCTE, DSERT, and IASE helped us to revise our practice teaching program. Now students are able to make use of Internet resources and technology during practice-teaching program.
- **Research** : our linkage with Kuvempu and Davangere University education departments, UGC and DSERT helped us to take up minor research projects from UGC and DSERT. University Education Department linkage helped us to guide Ph.D and M.Phil researches in education. Our linkage with CTE and DIET, Davangere helped us to guide action research projects of school teachers and lecturers of DIET and CTE.
- **Consultancy** : Our linkage with resource persons in universities, DSERT programs and CEE programs helped us to give consultancy services to schools, colleges and other teacher education institutions in the locality regarding teaching, evaluation and research activities.

- **Extension** : Our linkage with CEE, SRC Bangalore helped us organize environment awareness programs and our linkage with many voluntary organizations helped us to organize community oriented programs such as Blood donation camps, voting awareness Jatha, Traffic awareness program, Human rights awareness program, programs to develop scientific attitude etc.
- **Publication** : Our linkage with UGC, NCTE, IGNOU, DSERT and Universities helped us to publish books and research articles, and to present papers in National and International Seminars.
- **Student Placement** : Our linkage with schools and colleges in the state helped us to provide placement opportunities to our students to work as teachers and lecturers.

3.5.4 What are the linkage of the institution with the school sector ? (Institute – School – Community networking)

Our parent organization Sri Taralabalu Jagadguru Education Society ®, Sirigere runs about 85 high schools, 12 pre-university colleges, 5 degree colleges and 3 teacher training centres and our college has established linkage with local high schools to depute our trainees for practice-teaching program. Teacher trainees conduct community oriented programs during practice-teaching in their respective schools.

The college organize short term training programs / workshops on teaching and evaluation to teachers of our education society on Sundays and holidays with the help of our education society. Our teachers work as resource persons in training programs.

The institution's faculty is invited to observe the teaching practices and give valuable suggestions and inputs for enriching the curriculum transaction and methodology of teaching. Faculty are invited as subject experts to conduct interviews for recruitment of college teachers and high school teachers.

The college have organized NTSE / NMMS training program for high school teachers and cultural competitions for high school students.

Faculty of the college worked as resource persons in training programs organized by secondary teachers professional organizations in the District.

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

To organize practice-teaching in an effective manner, the faculty interacts with school head master and teachers regarding planning, execution and evaluation of the practice lessons. The practice-teaching in charge staff member of the college acts as a liaison between the college and school head master and teachers. During pre practice session one of the college teachers takes a batch of students to the respective practice-teaching school to introduce them to head of the institution and teachers. The concerned teachers allot the units for practice teaching and class wise time table are procured for teaching. The trainees thus undertake practice-teaching with proper planning in an effective manner.

During the internship program, the trainees actively participate in all the school activities and teaching the allotted classes. The school teachers and the faculty observe and evaluate the lessons and give feedback to teacher trainees at the end of the day. Trainees consult teachers to seek guidance regarding content enrichment, handling the classes and also to organize some activities for the students. Thus, the school personnel, and faculty of the college co-ordinate the practice-teaching activity ensuring that quality in lesson planning and teaching is maintained.

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

The faculty collaborate with school faculty during the practice-teaching program of the institution. The institution provides extension

services to primary and secondary school teachers by organizing in-service programs in respect of new curriculum, new trends in education, use of technology, continuous and comprehensive evaluation in schools.

The institution's faculty collaborate with faculty of other colleges and university. Our faculty members are invited as resource persons and experts by other colleges to share their expertise in teaching methodology, curriculum, planning, accreditation, evaluation and research. They are also contacted by other institutions to present special lectures, organize seminars, workshops, symposia and panel discussions.

School teachers consult our faculty to undertake action research projects. Different college lecturers seek research guidance from our faculty members.

The faculty members are also invited for curriculum development, paper setting and evaluation of papers. They are also invited as experts for Selection Committees, members and Chairman of Co-ordination Committee, Local Inspection Committees, Board of Examinations, Doctoral Committee etc., Thus contributing and collaborating with Davangere University.

3.6 Best practices in Research, Consultancy and Extension :

3.6.1 What are the major measures adopted by the institution to enhance the quality of Research, consultancy and extension activities during the last five years ?

➤ **The major measures adopted by the institution to enhance the Quality of Research are –**

1. Teacher educators are advised to select need based problems and priority areas for their research work.
2. The internet facilities is made available to all the researchers. They can procure information on related literature and studies.

3. The research scholars are required to present their research proposals before the research committee. It discusses the proposals and suggests the modifications if required. Such modified proposals are sent to registration in the university.
4. The library is updated with research methodology and statistics books for reference. The institution has subscribed more than 10 professional journals to help the researchers.
5. Action research proposals are discussed and modified by the research committee and then they are asked to continue their action research.
6. Teacher educators who have taken up the research work are encouraged to attend workshops / orientation programs / seminars relating to research methodology. OOD facility is extended to teacher educators to attend research methodology and statistics oriented programs.

➤ **Measures to enhance the quality of consultancy are –**

1. For providing qualitative consultancy services – the institution's IQAC has database and area of expertise of all the faculty.
2. Based on the need for consultancy services, Principal assigns the responsibility of consultation to the staff members based on the area of their expertise.
3. Three senior faculty are assigned with research guidance.
4. Orientation on mentoring service helped the teachers to improve their consultancy services.
5. Consultancy is taken up as a service.

➤ **Measures to enhance the quality of extension services :**

1. The institution tries to provide need based extension services, for example voting awareness Jatha at the time of parliamentary elections.
2. Extension programmes are organized with systematic planning and allocation of funds.
3. NGO's , GO's and other voluntary organizations are contacted well in advance to plan and execute the extension program.

4. While preparing the annual calendar of events we plan for workshops, seminars and orientation programs for teachers of primary and secondary schools.

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

Good practices of the institution in respect of research, consultancy and extension are –

Research :

- The institution motivated its teacher educators to take up research in education. All the permanent faculty are involved in research work.
- The college encouraged and assisted its teacher educators to publish research articles in National and International Journals.
- All the teacher educators are presenting research based papers in National and International seminars / conferences.
- Library is equipped with research journals and back volumes for reference. Advanced level textbooks are available for reference to teacher educators, who want to take up research in education.
- Internet facility is available to teacher educators.
- Research proposals of teacher educators are scrutinized and discussed by the research Advisory Committee and suggestions will be provided for the researchers.
- Action research by the teacher educators and student teachers is a regular feature of the college.
- College encourages teacher educators to take up minor and major research projects from UGC.

Consultancy :

Good practices in terms of consultancy in the institution are – mentoring and Tutorial classes, consultancy services to other institutions. Our college is considered as a resource centre in the locality for new B.Ed.,

colleges, D.Ed., Colleges, Degree Colleges and schools. The college and faculty are providing consultancy services to other institutions in the area of Research, Teaching, Evaluation, Project works, Personality Development and Communication Skills.

Extension :

Good practices in terms of extension services are –

- The college organizes blood donation camp every year in the month of September.
- Citizenship training camp is organized every year in a rural locality with community oriented programmes.
- Faculty are involved in social service organization of the community.
- Human rights awareness programmes are organized every year in practice teaching schools.
- Need based programs are organized for example voting awareness Jatha, Awareness about children and women trafficking, career guidance etc.,
- Inter collegiate co-curricular competitions.
- Inter school cultural competitions are the regular programmes organized by the college.

Criterion - IV : Infrastructure and Learning Resource

4.1 Physical Facilities

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

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

- a) Seven classrooms.
- b) Library – cum Reading Room.
- c) Physical science and life Science method lab.

- d) History room (Method lab)
- e) Psychology lab
- f) Language lab
- g) Education technology / computer lab
- h) Principal office
- i) Staff room
- j) Visitors room
- k) Separate toilet facility for boys and girls
- l) Girls common room
- m) Parking space
- n) Multipurpose play field
- o) Open space for additional accommodation
- p) Sports room with indoor game facility
- q) SUPW work shop room

The facilities provided are as follows.

- It has well equipped Science – Maths resource centre fully equipped with required kits and materials to conduct the experiments.
- It has computer lab with 45 computers.
- Psychology lab (Psychological testing equipments, social science lab, language lab with lingua – phone., software and other infrastructural gadgets)
- There is a seminar hall cum multipurpose hall of seating capacity of more than 150 people to conduct various academic activities.
- It has library room with rich collection of text books and spacious reading hall.
- There is provision for indoor games such as carrom, chess, and table tennis as well as outdoor games like volley ball, Badminton, shot-put, Disc throw, Relay race, Kho-Kho, etc.
- There are separate toilet and wash room for boys, girls and college staff.
- Proper fire safety measures are also placed in the college building.

- Hostel facility for boys and girls.
- Language lab has 12 computers with 24 hours internet access.

Amount invested :

The total investments made by the college for developing the infrastructure and maintenance is approximately 2 crore. It is exclusive of the cost of land.

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

The institution has planned to:

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

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

Extracurricular Activities

- College sports ground
- Indoor games

Cultural programmes

- Multipurpose hall
- Harmonium
- Sound Amplifier system

Literary and other Co-curricular Activities

- Display Board
- Exhibition space

Indoor games

- Table Tennis
- Chess
- Carrom

Outdoor games

- High Jump
- Long Jump
- Through ball
- Volley Ball
- Tennicot
- Shuttle badminton

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

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

Science Laboratories are shared with P.U. college and Play ground shared with sister play ground.

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

The facilities available are:

- Medical checkup facilities for student and staff.
- First aid facility in the institution.

- Rest room / common room for ladies.
- Wash room facilities in the institution for both men and women provided separately.
- Safe drinking water facility in the institution.
- First aid trained staff in the college (Dr. H.Mallikarjunappa)
- During the blood donation camp, blood test, blood group test, Blood pressure, weight and eye sight test was done by the doctors.
- Institution has a staff (sweeper, gardener and peon) to looks after the daily hygienic cleanliness of the college building and the campus.
- Visiting doctor available in Health centre, it is in the campus.

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

Our parent institution has hostel facility for both boys and girls. The boys hostel Taralabalu Jagadguru Gurushanthadeshi Kendra hostel 2K M away from the college. This hostel has 250 student's capacity and totally 80 rooms available in the hostel. Present batch 4 students are residing in the hostel.

The girls hostel Taralabalu Jagadguru Mahila Vidyarthi Nilaya 3 KM away from the college. This hostel has capacity of 200 students and 70 rooms are available in the hostel. They have access to all the recreational facilities and proper health and hygiene facilities.

4.2 Maintenance of Infrastructure

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

| 2009-10 | | | |
|----------------------|----------|----------|-----------------|
| Details | Budget | Expense | Unspent balance |
| Building | - | - | - |
| Laboratories | 6000.00 | - | 6000.00 |
| Furniture | - | - | - |
| Equipments | 50000.00 | 24541.00 | 25459.00 |
| Computers | 8000.00 | 1826.00 | 6174.00 |
| Trans port / Vehicle | - | - | - |

| 2010-11 | | | |
|----------------------|---------|---------|-----------------|
| Details | Budget | Expense | Unspent balance |
| Building | - | - | - |
| Laboratories | 10050/- | 6767/- | 3283.00 |
| Furniture | - | - | - |
| Equipments | 75000/- | 6303/- | 68697.00 |
| Computers | - | - | - |
| Trans port / Vehicle | - | - | - |

| 2011-12 | | | |
|----------------------|-----------|-----------|-----------------|
| Details | Budget | Expense | Unspent balance |
| Building | - | - | - |
| Laboratories | 6750.00 | - | 6750.00 |
| Furniture | - | - | - |
| Equipments | 721000.00 | 391835.00 | 329165.00 |
| Computers | 585000.00 | 585540.00 | - |
| Trans port / Vehicle | - | - | - |

| 2012-13 | | | |
|----------------------|-----------|-----------|-----------------|
| Details | Budget | Expense | Unspent balance |
| Building | - | - | - |
| Laboratories | 31550.00 | 27570.00 | 3980.00 |
| Furniture | 55000.00 | 55000.00 | - |
| Equipments | 577000.00 | 577000.00 | - |
| Computers | 395000.00 | 395500.00 | - |
| Trans port / Vehicle | - | - | - |

| 2013-14 | | | |
|----------------------|-----------|-----------|-----------------|
| Details | Budget | Expense | Unspent balance |
| Building | - | - | - |
| Laboratories | 3150.00 | 206.00 | 2944.00 |
| Furniture | - | - | - |
| Equipments | 156000.00 | 156000.00 | - |
| Computers | 78000.00 | 78000.00 | - |
| Trans port / Vehicle | - | - | - |

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

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

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

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

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

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

- The institution maintains a small garden in its premises as a part of work experience.
- Cleanliness drives are organized to highlight the harmful effect of plastics.
- The institution makes sure that the surrounding area and the atmosphere are maintained suitable for all curricular and Co-curricular activities and are conducive for teaching and learning. The college building is kept clean and pollution free.
- The institution has wide windows that allow sufficient sunlight into classrooms and guidance rooms. All the lecture halls and rooms are provided with proper ventilation and lighting arrangement and have fans.
- Weekly two times (2 period) the teacher trainees conduct 'cleanliness Drive' in college premises.

- In the beginning of the academic session, the faculty members orient the students regarding personal hygiene and the importance of keeping the premises clean by making use of 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.
- A well maintained garden. A variety of potted plants are maintained that enhance the aesthetic sense of the teacher trainees and create awareness among them to keep the environment beautiful.

4.3 LIBRARY AS A LEARNING RESOURCE

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

One librarian post is vacant in the college, one full time library attender is working, one computer and printer, fax and zerox machine has been provided to the library for technical support, internet facility is also available in the library.

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

| | |
|-----------------|-------|
| Books | 15041 |
| Titles | 4025 |
| Reference books | 600 |
| Encyclopedia | 45 |
| Journals | 12 |
| Magazines | 10 |

| | |
|-----------------|-----|
| News papers | 06 |
| CD – ROMs | 60 |
| Computer | 01 |
| Fax Machine | 01 |
| Printer | 01 |
| School texts | 45 |
| e – resources | 100 |
| Video cassettes | 05 |
| Audio tapes – | 10 |
| Globe | 01 |
| Maps & Charts | 964 |
| Models | 45 |

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

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

- Students and the faculty members give their suggestions about required reading material which are taken into consideration.
- The principal and librarian take the advice and feedback of concerned faculty from time to time before purchasing the books.
- The teacher educations are requested to give their requirements about reading materials from the library.
- After the purchasing of books the librarian informs teachers to take note of new arrivals and recommended them to the teacher trainees.

- The Library staff always guides and helps the readers to get the required reading materials.
- The advisory committee members supervise and guide library activities and practice. Smooth and effective functioning of the library is always given the first priority.

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

Yes, Partially our library is computerized.

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

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

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

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

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

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

The library is open from 9.30 am to 5.30 pm for teacher trainees and faculty members on all working days [Saturday open from 8.30 am to 2pm]

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

The library is also kept open on Sundays and other holidays whenever there is a demand from the students for studying in library and for exchange of books.

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

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

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

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

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

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

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

4.4 ICT AS LEARNING RESOURCE

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

The institution has a computer lab with 45 PCs where the teacher trainees conduct information and communication technology subject practical.

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

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

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

Hardware

| Sl.No | Hard Ware | Units |
|-------|---|-------|
| 1 | Computers (ACER) | 45 |
| 2 | Printer HP Laser Jet - 2 TVS MSP 345 - 1 Cannon (Printer + Scanner + Xerox) - 1 Scanner - 1 | 5 |

| | | |
|---|--------------------------------|----|
| 3 | Fax | 2 |
| 4 | Xerox machine (Cannon, Modi) | 2 |
| 5 | UPS 5kv | 1 |
| 6 | UPS 3kv | 1 |
| 7 | Internet BSNL | 4 |
| 8 | LAN | 30 |

Software

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

Teaching aids

Teaching aids are either purchased or prepared by the teacher trainees. Pictures, charts, portrait, models, outline maps, maps of different countries [political / physical] are of prime importance in the teaching learning process.

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

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

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

- One compulsory ICT subject teacher trainees study in B.Ed 1st semester. There are 10 practicum which help students to learn the skill of computer Operating system.
- Develop skills in handling computer and using MS-Word, Ms Excel and Ms Power point.

- Become aware of on – line service and computer.
- Understand the use of computer through school curriculum.
- Acquire knowledge of recent and future trends in using a computer in classroom.
- LCD power point presentation.
- The students are allowed to use the internet facilities during their free hours.
- Preparing computer assisted instruction or project based learning on power point.
- Using spreadsheet to solve, analyze and represent data on chart.

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

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

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

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

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

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

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

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

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

- Well equipped language lab
- Well equipped computer lab
- Net access during the working hours.
- Chalk and talk to interactive board.

For developing lesson plans

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

Evaluation

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

4.5 OTHER FACILITIES

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

- Instructional infrastructure such as lecture halls and class rooms are made available to Davangere university to organize workshops related to curriculum about B.Ed., and it is a evaluation centre of Davangere university B.Ed., exams, guidance workshops for qualifying examination like NET / SLET are organized in the institution. Extension service department of the state government also organize workshop on continuous comprehensive evaluation for teacher educators.
- Teaching - Learning materials including teaching aids are given to schools through old students.
- Ours is Senior college and well equipped college in the locality, it works and serves as a resource centre for all new and other B.Ed colleges of the university.
- Library facility extended to the research scholars of the university and alumni of the institution can also utilize library resource to prepare themselves for competitive examinations.

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

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

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

Tape recorders and audio cassette based on L S R W and practice material in spoken English.

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

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

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

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

consulted in case the equipments malfunction. Proper safety measures are installed for electrification of all electronic equipment.

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

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

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

- Multipurpose hall with seating capacity of 150.
- Reading room in the library
- Computer lab with 45 pc's
- Language laboratory with 12 pc's with internet access.
- Ladies common room.
- Medical checkup facility available.

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

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

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

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

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

The main lecture hall / multipurpose hall well equipped with advanced LCD projector and OHP. LCD projector have been permanently installed in the classroom. It is supported with audio visual peripheral equipment needed like the speakers, cordless mike with proper and safe electrical connection.

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

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

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

4.6 Best practices in infrastructure and learning resources

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

In the field of education, particularly higher education, notions of skills, vocationalism, transferability of knowledge and skills, competence and learning, experiment learning are gaining more important than the

knowledge competent. For preparing the new learners of the 21st century, the major responsibility of institutions today is to shift their focus from knowledge intensive curricular to competency building of learners through appropriate learning provisions.

- The best practice like promotion of active learning, participative learning, self learning and peer learning are encouraged through the course , knowledge is not taken as 'given'; it emerges from the teaching learning experiences.
- The student – teachers are induced to understand their learner within their socio – cultural contexts and learning needs. More effort should be made in this direction.
- The practicum is taught through modeling, discussion, doubt clarification, giving immediate feedback and providing suggestions for improvement. More care should be taken that the student – teachers integrate their theoretical knowledge in practical situations.
- The student teachers admitted to B.Ed., courses are from different disciplines i.e. Arts, science or commerce, keeping in mind the identity and students academic, social and psychological background and their special needs, attempts are made to provide relevant inputs for educational improvements.
- Skill of acquiring newer and extensive knowledge needs rigorous training in self – learning. Teacher trainees should go beyond the classrooms to seek knowledge and learn to make use of other learning resources like library, self study exercise and internet facilities. Learning with the help of these supportive learning resources is an advanced skill in today's contemporary society. This is being practiced in the institution during the teaching learning interaction process.

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

The teacher educators have found out that teaching done with the help of information technology like power point presentation has yielded very rich results. It enriches the teaching – learning process. PPT makes the content covered to be demonstrated in an articulate manner. It becomes very easy for the learners to understand the topic by live demonstration. Some of the innovative practices related to ICT that contributed to quality enhancement are as follows.

- Making lesson plan through information technology.
- Lesson delivery through PPT
- Preparation and use of slide
- Preparation and use of PPT
- Collecting information through the net
- Increasing use of projectors for classroom seminars and projects.
- Use of smart board / interactive white board

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

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

- Special guidance
- Social Service
- Flexibility in time table to adjust lecture series.
- Advanced ICT resources that promote effective use and technology in teaching learning process. Technology based learning experiences enhance the quality instruction.

- Our library facilitated with a wide range of information resources which include school texts, reference books, encyclopedia, dictionaries, journals, Periodicals and teaching aids.
- A large green campus in a serene atmosphere, well – designed building, provision at most modern ICT facilities at very low costs, having a library with a seating arrangement for 50 students and teaching learning through ICT are some of the best practices in terms of infrastructure and learning resources.
- Free internet access to all students and staff during working hours.

CRITERION V : STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

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

Preparedness of teacher trainees

The B.Ed., teacher trainees are admitted through the centralized admission cell. CAC sends the list of admitted teacher trainees to the institution. Thus, there is no way to assess the preparedness of teacher trainees before the commencement of the B.Ed., program.

B.Ed., is a teacher training program. Hence, before the commencement of the program, the institute must be aware of the teacher trainees' preparedness. Teacher trainees come from various colleges after their graduation or post graduation and it is essential to get them on the same platform for training. Hence, the institution follows the following practice to ensure their preparedness.

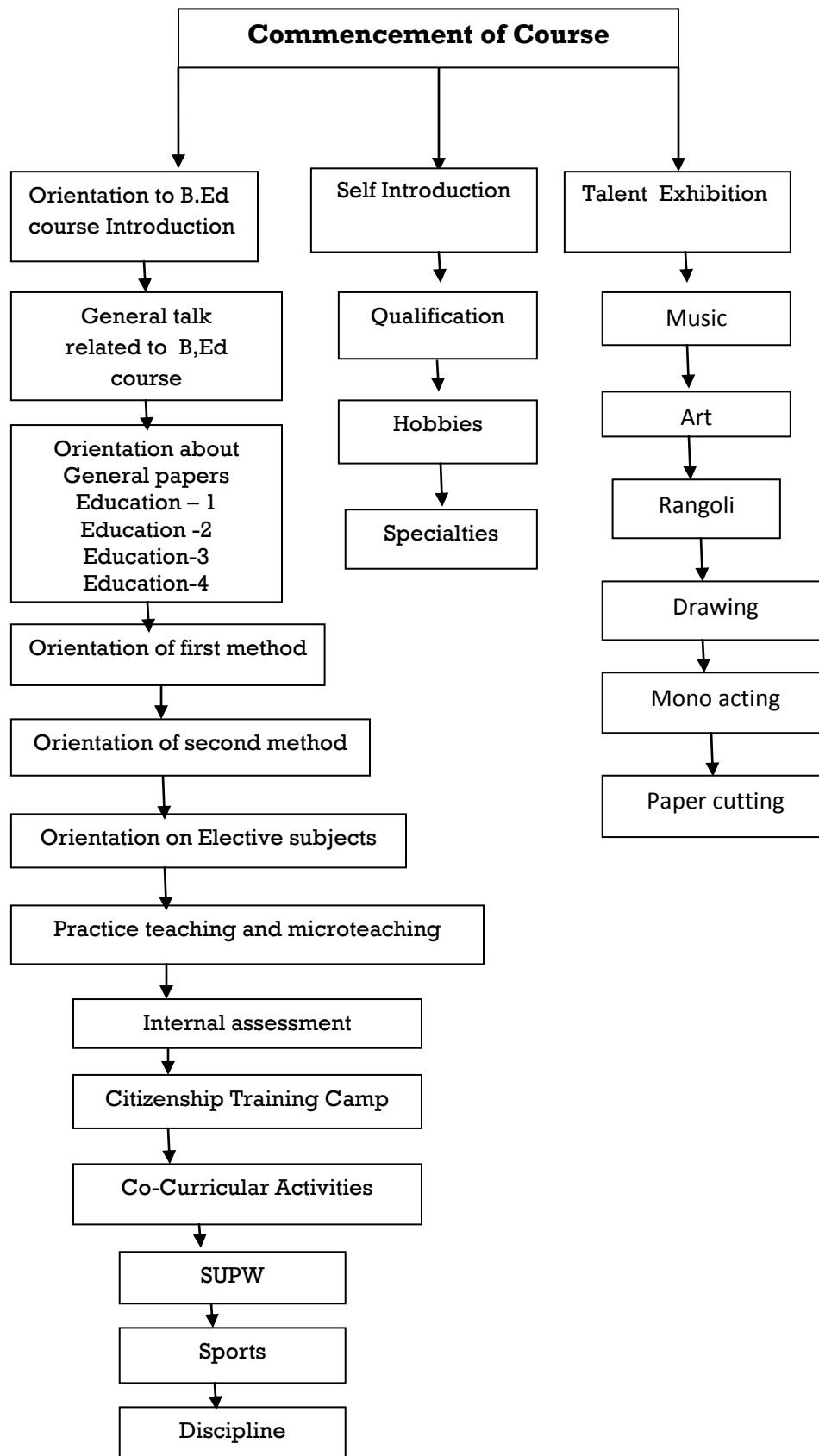
Orientation Programme

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

The institution also makes the teacher trainees aware of the differences of the teacher course from that of general degree courses that they have undertaken prior to the teacher training course.

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

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



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

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

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

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

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

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

Drop out cases:

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

| Sl. No | Academic Year | Males | Reason for Dropout | Females | Reason for Drop out | Total |
|---------------|----------------------|--------------|------------------------------------|------------------------|-----------------------------|--------------|
| 1 | 2009-10 | ---- | | - | | - |
| 2 | 2010-11 | ---- | | - | | - |
| 3 | 2011-12 | ---- | | 01 | Family Problem | 01 |
| 4 | 2012-13 | ---- | | 01 | Family Problem | 01 |
| 5 | 2013-14 | 01 | Obtained Job in the Private Sector | 01 02 | Marriage: Health grounds | 04 |

Possible reasons for dropouts could be as follows :

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

Mechanism for controlling drop outs

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

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

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

| Academic year | Appeared | | | Qualified | | |
|----------------------|-----------------|-------------|------------|------------------|-------------|------------|
| | NET | SLET | TET | NET | SLET | TET |
| 2012-13 | 8 | 10 | 80 | - | 2 | 32 |
| 2013-14 | 5 | 15 | 42 | 1 | 3 | 23 |

Additional Services provided to the students are as follows :

1. Personality development programme
2. Use of Multimedia
3. Felicitation of meritorious students
4. Soft skill training
5. Special Lecture Series
6. NET /SET coaching classes
7. Free Internet Access

8. Career talk
9. Lectures on interview skills
10. Spoken English Course
11. Library sources
12. Providing NET /SET previous question papers and books.
13. Suggestions from NET /SET qualified candidates.
14. Arranging vocational guidance.

To compete for the jobs :

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

For NET / KSET Preparation :

- Information about NET / KSET examination syllabus is given to the teacher trainees.
- Guidance is given for selection of optional subjects and course content.
- References are made available in the library.
- Question paper sets of previous examinations are provided for further practice and workshops are held in the institution to give guidance for the NET/SET examination

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

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

Details of the teacher trainees who went for further studies

| Sl.no. | Academic Year | M.A | M.Sc. | M.Ed. | Total |
|---------------|----------------------|------------|--------------|--------------|--------------|
| 1 | 2012 | 9 | 8 | 3 | 20 |
| 2 | 2013 | 8 | 7 | 2 | 17 |
| 3 | 2014 | 12 | 25 | 2 | 39 |

Details of the teacher trainees who went for teaching profession.

| Sl.no. | Academic Year | Private school | Govt school | Total |
|---------------|----------------------|-----------------------|--------------------|--------------|
| 1 | 2012 | 26 | 6 | 32 |
| 2 | 2013 | 30 | - | 30 |
| 3 | 2014 | 36 | - | 36 |

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

The graduates who study in the institution can avail the library and Electronic facilities during the course. After completion of the course, graduates can avail the facilities given by the institution free of cost. However, regular teaching programs are not organized for them. whenever competition examination held orientation and coaching classes will be conducted to the graduates. Most of graduates come to refer question

banks of competitive examinations and books, journals etc., There is provision of software to graduates which are freely available on the internet. The downloaded free software in Educational Technology Lab is made available to the teacher trainees.

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

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

1. Dr. Vamadevappa.H.V. - Principal
2. Shri. Haleshappa .T - Lecturer(placement officer).
3. Shri. Santhosh Kumar.R. - Lecturer member

Functions of the Placement Cell

The Placement Cell performs the following functions:

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

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

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

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

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

| Course | 2011-12 | | 2012-2013 | | 2013-14 | |
|--------|----------|----------|-----------|----------|----------|----------|
| | Appeared | Selected | Appeared | Selected | Appeared | Selected |
| B.Ed | 43 | 26 | 56 | 30 | 70 | 35 |

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

The placement cell faces the following difficulties :

- Kannada medium teacher trainees get very few opportunities for teaching in Private schools. As most of the Kannada medium schools receive grants from the government, they need to follow the policy of Karnataka government for recruiting the teaching staff.
- Due to the slow growth in the number of Kannada medium schools.
- A major difficulty is related with documentation. Calls about leave vacancy and part time vacancy get communicated orally or by phone calls which cannot be responded to on time.

- The admission procedure is centralized. Teacher trainees from various districts of Karnataka are admitted in the institution. After they pass out, they move back to their native places. If they are called for jobs that are on the part time or on clock hour basis they are not able to attend the calls due to distance and salary issues.
- Lady candidates have limitations to join the job due to family responsibilities and transport problem. They appear for the interviews but do not join the duties.

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

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

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

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

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

The institution provides the following resources for the functioning of the placement cell.

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

Human Resources – One of the faculty members is the in-charge of the Placement cell. A student representative from the student council assists the in-charge. The non-teaching staff assists the placement cell in-charge depending on the nature of the work. In this way, the placement activity becomes feasible because of team work other faculty member also assist the placement officer in organizing campus interviews and take part in conducting interviews in their respective subjects.

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

5.2 STUDENT SUPPORT

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

A term plan for all the activities to be conducted is prepared. In this comprehensive plan, curricular, co-curricular and extracurricular

activities are also mentioned. The following procedure is followed to prepare the plan.

- Feedback from faculty is noted at the end of the academic year meeting.
- Tentative first term plan discussion is done at the beginning of an academic year taking into consideration the feedback received at the academic year end meeting
- Compilation of year's plan is done through discussion with faculty
- Implementation
- Revision if required.

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

ACADEMIC CALENDER

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

Curricular Programme

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

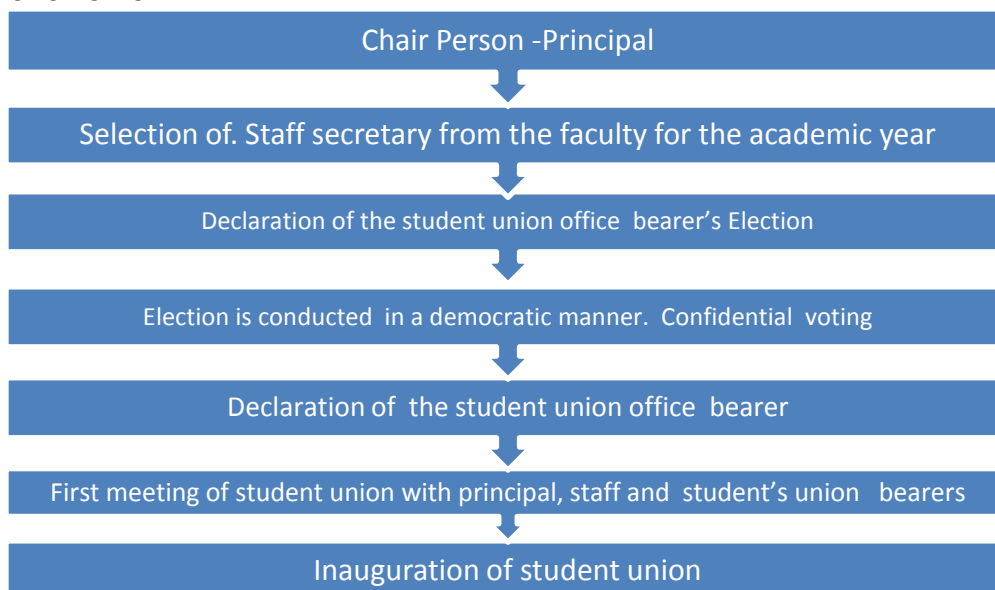
For lectures of each course paper

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

Co-curricular Program

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

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



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

Extra Curricular Activities

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

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

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

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

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

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

practice teaching in nearby schools, where the classes will be held in the ground floor.

The regular classes will be conducted in the ground floor and they are assigned for practice teaching in nearby schools, where the classes will be held in the ground floor.

So far no visually challenged students are not admitted in our college. Only a few number of physically challenged students were admitted.

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

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

100 teacher trainees are divided into 8 to 10 groups called as 'Cell Group'. 10-12 teacher trainees and a teacher educator in charge constitute a cell group. A diary has been given to each teacher trainee to keep a daily record of lectures attended, lessons conducted, practical completed, marks obtained in term end examinations and participation in curricular, co-curricular and extracurricular activities. The record is checked at the end of every week.

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

5.2.4 What are the various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of teacher trainees ?

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

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

Yes, the institution has a website. <http://mmced.stjesociety.org>

The following information has been posted on the website :

- Introduction
- Governing council
- Local advisory committee

- Profile
 1. Eligibility
 2. Allocation
 3. Course structure
 4. Scheme of instructions
 5. Scheme of examination
 6. List of rank holders
 7. List of percentage of result
- Faculty.
 1. Teaching and non teaching staff
 2. Professional achievements and service details of the staff.
- Gallery

The website is regularly updated.

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

The institution has a remedial program for academically low achievers.

Low achievement in teaching skills :

Low achievers in teaching skills are first identified through microteaching. The respective teacher educator of micro teaching group guides the student for the preparation of the lesson plan and presentation of teaching skills. The method in charge guides the weak teacher trainee and interacts with the observer teacher educator for the further progress of the teacher trainee.

Low achievement in theory course :

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

levels through the tutorial classes for the further preparation to final examination.

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

Specific teaching strategies have been adopted in the institution.

a) Advanced Learners

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

b) Slow Learners

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

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

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

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

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

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

- | | | |
|--------------------------|---|----------------|
| 1. Dr. H.V.Vamadevappa | - | Principal |
| 2. Dr.H.Mallikarjunappa | - | Faculty member |
| 3. Dr.K.T. Nagaraja Naik | - | Faculty member |
| 4. Ms.Shasikala G.M. | - | Faculty member |
| 5. Mr.Santhosh kumar R | - | Faculty member |
| 6. Mr.Haleshappa.T | - | Faculty member |

In the year 2012, some students of the B.Ed. programme had complained about the drinking water ,time for sports, issue of library books, utilization of library and hostel facilities. The Management immediately provided these facilities to student trainees..Similarly, in 2013, a few students complained about the low strength of the internet connection in the lab. Once again, the Management looked into the matter at once, and the signal strength was improved by installation of the appropriate materials to laboratory. The speed of the internet connection at all points was increased to 4 mbps. The institution has provided internet access to the teacher trainees in the language lab and E.T laboratory. More over till today we are not observed major grievance in the college.

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

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

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

The first test conducted at the beginning of the academic year to assess the knowledge of the newly admitted students gives vital inputs

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

Informative Evaluation Approach :

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

Diagnostic Evaluation :

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

Summative Evaluation :

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

Monitoring the Performance :

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

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

Pre-practice teaching

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

Practice teaching

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

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

For additional information for practice teaching refer - 1.2.1, 2.3 & 2.4

5.3 STUDENT ACTIVITIES:

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

Yes. List of the current office bearers

| Designation | Name |
|-----------------|-----------------------|
| President | Dr,H.V.Vamadevappa. |
| Vice President | Mr.Basavaraj.s. |
| Vice President | Mr.Sadashivappa B M |
| Secretary | Dr,H.Mallikarjunappa. |
| Joint Secretary | Mr.S.Rajashekar |
| Joint Secretary | Dr,K.Shanmukappa. |
| Treasurer | Dr.S.Shivaiah |
| Member | Dr.H.S.Jayappa. |

| | |
|--------|-----------------------|
| Member | Dr.M.M.pattanashetty. |
| Member | Dr.Shivakumara kabbur |
| Member | Dr.H.S.Manjunatha |
| Member | Mr.H.M.Jayanna. |
| Member | Ms. M.K.Prema kumari |
| Member | Mr.M.T.malagi |
| Member | Mr.Ujjinappa A R |
| Member | Mr.K.Rudrappa |
| Member | Mr.G.S.suresh. |
| Member | Mr.K.G.Mallikarjuna. |
| Member | Mr.D.Rudamuni |
| Member | Ms.P.M.Prema |
| Member | Ms.H.R.Vishalakshi. |

Year of Last Election

The last election of alumni was held in the year 2011. As per the constitution of the alumni, the institution appointed the above mentioned office bearers by common consent and nomination. The president of the alumni association has the authority to appoint other office bearers.

The objectives of the association are as follows

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

- It has played a significant role in the development of the infrastructure of the Institution.
- It has given assistance in solving difficulties regarding practicing schools.

Details of Prominent Alumni

| Sl.No | Name | Position | Address |
|-------|----------------------|--------------------------------------|---|
| 1 | Smt. Chandramma | Joint Director of Public Instruction | DSERT, Bangalore |
| 2 | Dr.L.B.Patted | Principal | Karnataka College of Education, Dharwad |
| 3 | Dr.T.M.Geetha | Professor of Education | Karnataka State Women's University, Bijapur |
| 4 | Dr.K.Shanmukhappa | Principal | SBC First Grade College, Davangere |
| 5 | Smt. S.N.Sunanda | Principal | BEA College of Education, Davangere |
| 6 | Sri A R Ujjinappa | President | Zilla Kannada Sahitya Parishath, Davangere |
| 7 | Sri.M Revanasiddappa | DDPI | Chitradurga |
| 8 | Sri.B.S.Raghuveer | DDPI / Principal DIET | Gadag |
| 9 | Sri. Jayaraj | Inspector of Police | Shimoga |
| 10 | Dr.H.D.Gurubasappa | Dean, Faculty of Education | Tumkur University |

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

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

1. Regular meetings take place of the members.
2. Record of the same are placed on record.
3. Felicitation of the educationists/faculty members/student teachers for their achievements during the academic year.

4. The Association organizes Career Guidance and Counseling camp.
5. Active participation in Orientation programme for fresher's.
6. Providing help to the Placement Cell of the College for placement of Student teachers.
7. Helping the college in conducting various extension activities like Tree Plantation, Blood donation camp etc.,
8. They provided financial assistance for educative programmes.

One of alumni member Veena Mahadevappa started an endowment of Rs.1 lakhs to give scholarship to bright students with poor background. Dr.M.M.Pattanashetty, Prof.Y.M.Vittalrao and Sri B.M.Sadashivappa started endowment funds to give cash prizes to History, Kannada and Mathematics toppers of the college.

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

- The extra-curricular activities are given due importance for the overall development of the student teachers. The cultural programmers are organized with the view that they represent "values, norms and traditions". MMCE believes in the doctrine that cultural competence requires adequate set of values and principles. It demonstrates behavior, attitude, and policy structure that enables the student teachers to work effectively across cultural boundaries. Competitions like debates, essay writing, elocution, poetry, drama, skit, art and sports are organized. Emphasis is laid on activities related mostly to Educational based topics.
- Ample amount of time is given for practice. The faculty encourages and guides the teacher trainees to perform suitable entertaining programs of music and dance during the annual gathering of the institution. Certificates and awards are presented to the winners .

- MMCE encourages student teachers to participate in co-curricular activities like debate, quiz, poetry recitation, skit, rangoli, and many other such activities.
- MMCE also has provision for indoor and outdoor games. There is a huge Play ground at the other side of the college building. This is used by the students to play cricket and volleyball. For those interested in indoor games, there is carrom and chess.
- Every year the college sends a team of students for participating in the inter college cultural and sports meet at sirigere and other colleges. For the same, the college provides all kinds of facilities for practice. They are given a separate room, speakers, music system, choreographer, CD's, costumes and any other such material required. The students are not charged for any of these things.

[Refer to Enclosure list of participants from MMCE in various sports and games and cultural events]

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

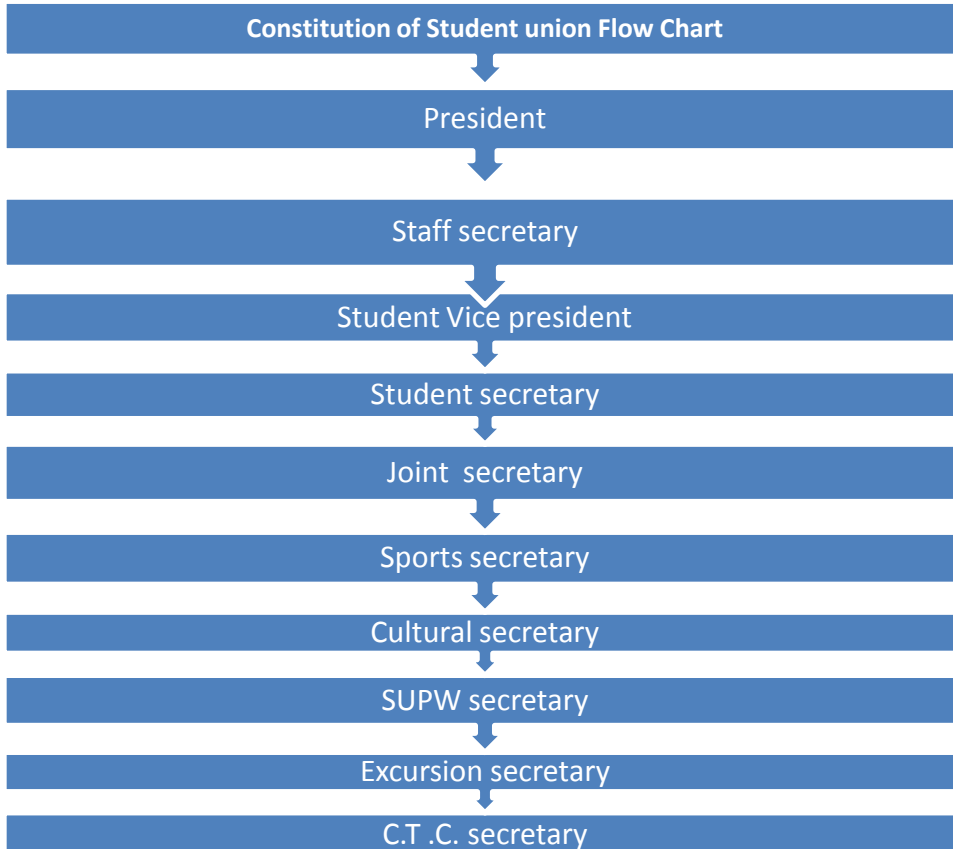
Every once in Two years the institution's magazine "*Taralabalu*" is published towards the end of the academic year. Teacher trainees are motivated and encouraged to publish their written article in the magazine, The staff members of college also contribute their written articles in the magazine.

Student teachers at MMCE are encouraged to bring out their creativity in varied ways. As part of their curriculum requirement, they are supposed to submit reports on Action Research, conducting book review, and writing articles related to scientists, biologists, Mathematicians, and

scrap book preparing and stamp and coin collection ,prepared a map work of different countries.

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

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



The following activities are organized under students union.

❖ **Day Celebration**

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

❖ **Publication of Annual Magazine**

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

❖ **Educational Visits**

The college organizes educational visits to innovative schools and organizations in and around Davanagere city and field trips to places of scientific, historical and geographical interest.

❖ **Competitions**

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

❖ **Sports**

Sport activities and competitions are organized by the student union.

❖ **Recreational Activities**

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

❖ **Guest Lectures**

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

❖ **Annual Gathering**

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

❖ **Funding**

The institution provides the financial support for all the above mentioned Activities. One hundred rupees collected by the students as student union fee and also amount will be contributed by the alumni association for student union activities.

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

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

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

17. Red cross unit

18. Extension advisory committee

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

- **Guidance and counseling Committee:** The Guidance and counseling committee is headed by one of the faculty as co-coordinator. It organizes various guidance services in the formal as well as informal ways.
- **Sports Committee:** Composed of coordinator and members from students community, the committee plans and organizes sports activities and competition for physical development of the students.
- **Library Committee:** The committee is composed of coordinator and student members. The function of this committee is to take care of the needs and functioning of the library. It meets not less than twice in an academic year to identify and list out the recent books on education and to purchase them to our library.
- **Grievance Redressal Committee:** The Grievance Redressal committee is composed of coordinator and members from the faculty and student community. The function of the committee is to settle the grievances of the students. The committee meets twice in an year and as and when it is required.
- **Magazine Committee:** The Magazine committee is composed of coordinator and one member from the faculty and student representatives. The function of this committee is to take decisions on the matters concerning publications by students and staff. The committee meets once/twice in a year.
- **Placement Committee:** The placement committee is composed of coordinator. The function of this committee is to provide the placement services through counseling, maintaining records and organizing campus interviews.

- **Cultural Committee:** It is composed of coordinator and student representatives. The function of this committee is to plan, co-ordinate and organize co curricular activities.
- **Students Union:** Student council consists of elected student representatives and one staff secretary from faculty and the Principal is the chair person.
- **Women redressal Cell:** It is composed of coordinator and student representatives. As Majority of the students are women. Women redressal Cell conducts various programmes such as gender equity, and women empowerment programme for the students

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

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

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

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

The feedback is also collected by the teacher-in-charge of practice teaching schools. Many of the student teachers of the M MCE are absorbed

by schools; heads and managements of such schools interact with the teacher-in-charge and furnish relevant information.

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

5.4 BEST PRACTICES FOR STUDENT SUPPORT AND PROGRESSION

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

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

- The Management and the administration ensure that no student teachers are deprived of any facility due to financial constraints. If any poor student teachers approach for help it is immediately arranged by the college. Free books and modules are provided to the needy student teachers from the Book Bank. Besides, institution allows the poor student teachers to pay their fees in installments and help them in good placements too after the completion of the programme.
- Books are provided from the Book Bank to the economically challenged students without charging any caution or maintenance money. Every year
- The institution gives concision to those students who cannot pay to participate in educational tour. Hence The drop out ratio has remained negligible.
- Institution arranges guest lectures, remedial classes, group discussion, seminars, workshops and extension activities on a frequent basis. All this is done with the sole objective of empowering the student teachers and keeping them abreast with what is latest and the best.
- Institution has introduced Information Technology on an appreciable scale. The faculties as well as student teachers make effective use of IT in the process of learning and performing. They create or download material

identified by the subject experts and then the learners make use of it with the help of their own method teachers.

- Institution maintains a well-equipped library and runs it on model lines. It has textbooks, reference material, journals, encyclopedia, magazines, newspapers, research journals, computers with internet, photocopier, printer and scanner. These facilities are available to the current students as well as to the ex-students.
 - The relationship of the faculty members and the student-teachers is one of the best in our college. The two work together as a team to achieve the best possible results.
-
- **Counseling Services:** The Institution provides various counseling services to the student teachers in terms of career advancement, societal adjustments, research, best methods for absorbing emerging global trends in teacher education, class room management and such other challenging areas. The faculty members, Principal and the Management make all efforts to guide the students in every possible manner.
 - **Constitutional Values:** Institution seeks to promote multi-cultural values, inclusive learning and democratic ways of thinking and living. The college takes pains not only to instill academic values in the student teachers, but also to put a thrust on their overall development. That is the reason why MMCE houses all kinds of indoor and outdoor sports equipment. The students of the college are encouraged to remain busy through all kinds of physical activities. Simultaneously, it promotes healthy competitive spirit of constructive nature among its student teachers through a host of activities.
 - **Remedial Classes:** The practice of remedial classes was adopted by the college since the very first year of its inception. Such classes are not held only for the weak students; but at times the advanced learners are also made to attend them in order to strengthen their basics. Plus, these classes are looked

upon by the students as an excellent opportunity to revise all the curriculum based topics.

- **Curricular, Co-curricular and Extra-curricular activities:** Institution encourages participation of student teachers in all the activities – extension, cultural, academic and curricular. Yet it has left no stone unturned in getting maximum number of students to participate in these activities.
- **Placement Services:** The Management of the Institution were well aware of the fact that enrollment in the B.Ed. programme is generally done so as to enable oneself with employment opportunity. Hence, the Placement Cell was put up to become a platform between the recruiting schools and the students of the college. The Placement Cell of the college has done a wonderful job of providing employment opportunities to maximum number of students from our college. A stage has been reached wherein schools now approach us for conducting placements in the college.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership:

6.1.1 What are the institution's stated purpose, vision, mission and values ? How are they made known to the various stakeholders ?

The institution's stated purpose, vision, mission and values are as follows

❖ Purpose :

- To develop the competency to teach the subject of one's specialization on the basis of accepted principles of learning and teaching in the content of the new school curriculum.
- To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching learning process.
- To enable the teacher trainees develop the right attitude to –

- a) work
 - b) socially useful productive work
 - c) towards community
 - d) towards all round growth
- To provide sufficient theoretical and practical knowledge of health and hygiene, physical education, games, recreation activities and creative abilities.
 - To enable the teacher trainees understand the pupils, guide and counsel them in solving their personal and academic problems.
 - To enable the teacher trainees undertake action research to solve their professional problems.
 - To enable the teacher trainees develop the skills related to information and communication technology and to understand the latest trends in teaching and evaluation in World Wide Web.

❖ **The vision of our institution :**

- To strive to become an institution of excellence in the field of teacher education and to ensure quality of teacher for the service and progress of the mankind.
- To shape, sensitize and inculcate in the prospective teachers a desire for excellence combined with right attitudes, values and ideologies.
- To facilitate learning among their pupils through appropriate skills and methodologies and to exercise responsible leadership and render selfless service to the community.

❖ **Mission :**

To inculcate in the minds of teacher trainees, an absolute desire for “learning to teach and teaching to learn” with the will of leadership; to inspire the learners to acquire knowledge and skill and enable them to apply these tools with fair insight, skill and wisdom, to the benefit of the society at large.

❖ Values :

The institution has the following core values contributing to national development.

- Fostering global competencies among the student teachers.
- Inculcation of value system among student teachers.
- Promoting the use of technology.
- Quest for excellence.

Vision and Mission of the institution are made known to the various stakeholders through the following ways :

- College Website – <http://mmced.stjesociety.org>
- Syllabus copy
- Orientation Programmes
- Alumni

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 institution's mission includes :

- its goals and objectives
- needs of the society
- needs of global / modern teacher trainees
- tradition of the institution
- value orientation

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.)

For effective and efficient transaction of teaching and learning processes, a proper hierarchy of management has been designed so as to

co-ordinate at each level of management. The following committees are actively functioning in our college.

Management governing council is the top most authority regarding policy decisions. It consists of President, General Secretary, Chief Executive Officer, Administrative Officer and Members. The management is committed to provide high quality academic programmes, training activities and research facilities in higher education. Proper infrastructure and modern technology is given by the institution to achieve the higher grades in teaching learning process. Sufficient buildings and well equipped classrooms, recent innovative teaching aids, library and laboratory facilities, play grounds are provided for student teachers and also for teacher educators. The management regularly conducts meetings and monitors the functioning of the institution. The management works in a democratic manner, decision making is transparent and participatory. The dedication and commitment of the management indeed contributes to the efficiency and excellence of the institution.

MANAGEMENT GOVERNING COUNCIL

| | | |
|----------|--------------------------|---|
| 1 | President | Srimadujjayini Saddharma Simhasanadheesha Sri Taralabalu Jagadguru Sri 1108 Dr Shivamurthy Shivacharya Mahaswamiji Sri Taralabalu Jagadguru Bruhanmutt SIRIGERE – 577 541. Chitradurga Dist. |
| 2 | Member | Dr Panditharadya Shivacharya Swamiji Sri Taralabalu Shakhamutt SANEHALLI – 577 515 Hosadurga Taluk, Chitradurga Dist. |
| 3 | Member | Sri Shivaprakasha Shivacharya Swamiji Sri Taralabalu Shakhamutt HARALAKATTA – 573 117. Arsikere Taluk, Hassan Dist |
| 4 | General Secretary | Dr S. Siddaiah, M.A., Ph.D., Sri Taralabalu Jagadguru Education Society SIRIGERE – 577 541. Chitradurga Dist. |

| | | |
|----------------|--|---|
| 5 | Chief Executive Officer | Sri K Kenchappa , B.Sc.,(Ag) Sri Taralabalu Jagadguru Education Society SIRIGERE – 577 541. Chitradurga Dist. |
| 6 | Administrative Officer | Prof.S.B.Ranganath, M.A., M.Ed., Sri Taralabalu Jagadguru Education Society SIRIGERE – 577 541. Chitradurga Dist. |
| Members | | |
| 7 | SRI K.R. JAYADEVAPPA, B.A.LL.B. Ex: Member of Rajyasabha “ Chinmay”, 1662/5, 9 th Main, 3 rd cross, Teacher’s Colony, Vidyanagar, DAVANGERE-577 005. | 8 SRI. S. RUDREGOWDA, A.M.I.I.M., Industrialist “ Sharada Nilaya” 2 nd Cross, Venkatesh Nagara, SHIMOGA- 577 201 |
| 9 | PROF. B. SIDDALINGAIAH, M.Sc., No. 3482, MCC ‘B’Block DAVANGERE – 577 004. | 10 SRI D G BENAKAPPA ‘ Shanthala ’, 1 st Cross, Gandhi Nagar SHIMOGA - 577 201 |
| 11 | SRI C. SIDDAPPA, Bcom.,LLB. Advocate HARAPANAHALLI –583 131 Davangere Dist. | 12 SRI. H. RAMAPPA Rtd Dy Registrar of Co-Op Societies JCR Extension, 2 nd Cross CHITRADURGA – 577 501 |
| 13 | PROF. K. SIDDAPPA Former Vice Chancellor No.442-B, ‘Namana’2 nd Cross Ideal Homes, Rajarajeshwari Nagar BANGALORE – 560 098 | 14 SRI. H. G. REVANNA Ex:President Taluk Panchyat Banavara Hobli, HIRIYUR – 573 103 Arasikere Tq Hassan Dist |
| 15 | SRI D.G. SHANTHANAGOUDA, Ex: MLA, Shankar Rice Mills, Gollarahalli, HONNALI – 577 217, Davangere Dist. | 16 SRI S.M. RAJASHEKHARAPPA, B.E., # 116/82, Kiruvadi Layout, K B Extension DAVANGERE – 577 002 |
| 17 | SRI. S. S. PATIL, B.com., HIREKERUR – 581 111, Haveri Dist. | 18 SRI L.V. BASAVARAJ Ex:Municipal President Kumar Mallappa Compound Basavanahalli CHICKMAGALUR – 577 101 |
| 19 | SRI. H. A. SHANMUKHAPPA # 1028, 26 th Main, 39 th Cross, 4 th ‘T’ Block, Jayanagar, BANGALORE – 560 011. | |

The college has Local Advisory Committee to guide the academic activities of the college. The committee is as follows -

| SL. NO. | NAMES | DESIGNATION |
|---------|---------------------------------------|-------------|
| 1 | PROF. B. SIDDALINGAIAH | PRESIDENT |
| 2 | SRI. K.R. JAYADEVAPPA | MEMBER |
| 3 | SRI. S.M. RAJASHEKHARAPPA | MEMBER |
| 4 | SRI. M.B. SOMASHEKHARA GOWDA | MEMBER |
| 5 | PROF. S.B. RANGANATH | MEMBER |
| 6 | SRI.MUDEGOWDRA BASAVARAJAPPA | MEMBER |
| 7 | SRI. DOGGALLI JAYANNA | MEMBER |
| 8 | SRI. VITTALAPURADA RUDRAPPA | MEMBER |
| 9 | SRI. S G JAYADEVAPPA | MEMBER |
| 10 | SRI. MANJUNATHA N.T [Advocate] | MEMBER |
| 11 | PROF. HALAPPA S | MEMBER |
| 12 | DR. H.V. VAMADEVAPPA Principal | SECRETARY |

The college also has Supervisory Body, the special officers of Administrative body (CEO, AO, SO, RO) visit the institution, monitors and supervise the teaching and learning activities of the institution.

Various Committees are also constituted in the college for the proper and smooth functioning as follows.

Composition and Functioning of various Committees

- **Internal Quality Assurance Cell:** This cell is composed of one of the faculty as coordinator. The cell identifies the area where the institution needs improvement to ensure quality education and ensures the maximum utilization of resources.

- **Research advisory committee:** This committee is headed by Principal and a senior faculty as a member to promote research and development activities of the institution. It encourages the faculty and students to engage in action research, case studies, write research papers and articles.
- **Extension programs advisory committee:** This committee is headed by one of the faculty as coordinator. It organizes various programs and activities to realize goals and objectives of the institution and to have good contact with the community.
- **Guidance and counseling Committee:** The Guidance and counseling committee is headed by one of the faculty as co-coordinator. It organizes various guidance services in the formal as well as informal ways.
- **Time Table and Examination Committee:** The committee develops time table on the basis of workload policy, curricular requirements and internal assessment in the context of university calendar. The committee usually meets thrice in a year.
- **Sports Committee:** Composed of coordinator and four members from students community, the committee plans and organizes sports activities and competition for physical development of the students.
- **Library Committee:** The committee is composed of coordinator and four student members. The function of this committee is to take care of the needs and functioning of the library. It meets not less than twice in an academic year to identify and list out the recent books on education and to purchase them to our library.
- **Grievance Redressal Committee:** The Grievance Redressal committee is composed of coordinator and two members from the faculty and

- student community. The function of the committee is to settle the grievances of the students. The committee meets twice in a year and as when it is required.
- **Magazine Committee:** The Magazine committee is composed of coordinator and one member from the faculty and student representatives. The function of this committee is to take decisions on the matters concerning publications by students and staff. The committee meets once/twice in a year.
 - **Alumni Association:** The Alumni association is composed of President, Secretary and members of Alumni. The function of the committee is to establish contacts with and maintain the records of alumni. Alumni Cell meets once / twice in a year generally to organize programs for the benefit of alumni and the community.
 - **Placement Committee:** The placement committee is composed of coordinator. The function of this committee is to provide the placement services through counseling, maintaining records and organizing campus interviews.
 - **Cultural Committee:** It is composed of coordinator and student representatives. The function of this committee is to plan, co-ordinate and organize co curricular activities.
 - **Students Council:** Student council consists of elected student representatives and one staff secretary from faculty and the Principal is the chair person.
 - **Women redressal Cell:** It is composed of coordinator and student representatives. As Majority of the students are women. Women redressal cell conducts various programmes such as gender equity, and women empowerment programme for the students.

6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

During the time of appointment, the management explains the nature of the job; prevailing rules and responsibilities are defined. It will be intimated through circulars and telephone calls. In the governing body meeting governed by the management the program for the year is planned after serious discussion and monitored effectively. In the local advisory committee meeting (every month) the program for month is planned after serious discussions and monitored effectively these are communicated through the principal of the institution. Regional officer meets head of the institution once in 15 days. The members of staff are assigned various duties of the curricular and co-curricular activities by the Principal, through regular staff meetings.

6.1.5 How does the management / head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution ?

The management concentrates on all activities of the institution. The activities of the institution are reviewed by the management with the Principal periodically. Necessary guidance and valuable suggestions are given for effective functioning of the institution. The feed back of the students and that of the stakeholders from personal contacts are considered for development. Self appraisal by teachers and assessment by the Head of the institution, communicated to the management. Quarterly , confidential report given by the head of the institution to the management. Local Advisory Committee reviews the reports in a monthly meeting.

6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals ?

Through the feedback from student teachers and teacher educators management identifies barriers like water problem, funds, increase of fee structure in Davangere University. These were solved by Head of the institution in consulting with management . We introduced the mentoring system to reach every teacher trainee. so that their problems can be solved.

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 ?

The management encourages and supports involvement of staff in the following ways :

- Gives full freedom to plan and execute curricular and co-curricular activities.
- Encourages the staff members to qualify themselves and update their knowledge by participating in various programmes like orientation programme, refresher course, seminars, workshops, conferences etc. on duty.
- Management fulfills the demands of the Principal and staff for the development of institution.

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 as the head of the institution leads the students and staff towards the vision. Our Principal is back bone of all our college activities. He fulfills this role through constant consultation and interaction with the staff council, administration staff and those involved in policy decision.

He motivates and inspires the faculty and supports both the staff members and the students. He acts as a bridge between the management, staff members and the students. He conveys the message from the management to the staff members and message from the staff members and students (particularly grievance) to the management.

The leadership role of the head of the institution in governance and management is as follows :

Curriculum : whenever the curriculum is modified or revised, an orientation program is conducted to identify the changes and to spell out the details of the course. The Principal initially prepares an annual plan of the academic activities and accordingly the plan of the work is distributed to the faculty.

Administration : The Principal distributes various duties regarding academic program among the teacher educators and administrative staff. To organize various academic programs, different committees are formed and monitored by the principal. This type of administrative planning helps in the smooth functioning of the institution.

Allocation and utilization of Resources : The Principal makes the technological aids available in the institution. The principal always encourages faculty members for optimum utilization of modern technology and resources in the teaching learning process.

Principal's duty:

- Having a clear vision of total quality to his institution.
- Academic planning for the whole year.
- Conducting regular staff meetings and various committees and monitoring the degree of implementation of the plans.
- Introducing innovative educational practices in his institution
- Being a member of the interview panel, candidates with appropriate skills both for teaching and non teaching posts were selected.
- Ensuring the organizational structures clearly define the authority and the responsibilities and provide for required accountability.

- Developing skills in conflict resolution, problem solving and decision making.
- Educating teachers on quality concepts, team building, communication and leadership skills.
- Evaluating the implemented innovation and making modifications and refinement in the light of experience.
- Maximum utilization of human and material resources.

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 meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

The following committees were constituted by the institution in the year 2013-14

- Staff Council
- Grievance Cell
- Research Advisory Committee
- Library Advisory Committee
- Red Cross
- Anti Ragging Cell
- Test and Examinations Committee
- Extension programmes Advisory Committee

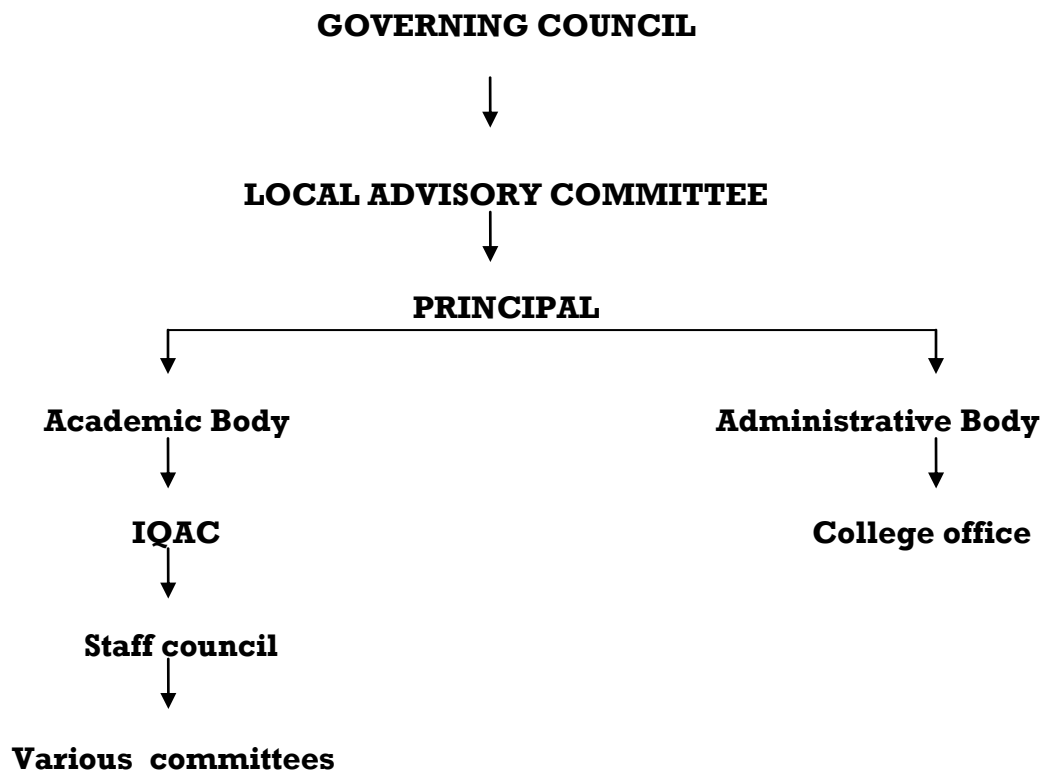
The following table gives a detailed account of the meetings held and the decisions taken in the same for the various committees.

| Name of the Committee | Number of meetings held in year 2013-14 | Decisions taken in the meeting |
|------------------------------------|--|---|
| Staff Council | 05 | <ul style="list-style-type: none"> - Calendar of events preparation - Allotment of work - Distribution of responsibilities - Formation of different committees - Micro teaching time table preparation / group wise allotment - Practice teaching / Criticism lesson, time table preparation & school wise allotment. |
| Grievance Cell | 02 | <ul style="list-style-type: none"> - Transportation problem discussed - Provision made to get hostel facilities (BCM, SC/ST hostels) |
| Research Advisory committee | 03 | <ul style="list-style-type: none"> - Research scholars Research proposals discussed and feedback given by the principal and senior faculty of the institution. - Discussion about action research and guiding student teachers for action research projects. - To facilitate and monitor research activities and action research activities. |
| Library Advisory Committee | 02 | <ul style="list-style-type: none"> - Collecting the list of books from faculty and Books on changed syllabus to be purchased on priority copies of most demanded books to be increased - Decisions regarding administrative issues like library timings, |

| | | |
|--|----|--|
| | | discipline of students, issuing of the number of books etc., |
| Red Cross | 02 | <ul style="list-style-type: none"> - Preparation of proposed program of activities. - Decided to organize blood donation camp / guest lecture on importance of blood donation. |
| Anti Ragging Cell | 02 | <ul style="list-style-type: none"> - Discussion of prevention of ragging activities and maintaining discipline. - Undertaking from students for not involving in ragging activities. |
| Test and Examinations Committee | 03 | <p>Meetings held related to</p> <ul style="list-style-type: none"> - Two Internal tests - One Content test - Timetable and question papers preparation. |
| Extension programmes Advisory committee | 04 | <p>Meetings held related to</p> <ul style="list-style-type: none"> - Number of extension programmes to be organized in the academic year 2013-14 - CTC camp organization - To conduct NET / SLET exam coaching programme - To conduct voting awareness jatha |

6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The institution has well established functional organizational structure and governance system for planning, implementing, monitoring and evaluating the administrative and academic provisions of the institution in the following way.



In the organization structure of the institution, the Principal is the educational and administrative leader. To bring about efficiency in academic and administrative work, various committees have been formed to decentralize the administration and responsibilities. The functioning of all bodies / committees are given in 6.1.3 and 6.2.3

6.2.3. To what extent is the administration decentralized? Give the structure and details of its functioning.

Various committees and bodies constituted for smooth educational and administration work have been mentioned in 6.1.3, 6.2.1 and 6.2.2 each committee comprises of the head / convener. They design and workout the academic programs. The academic programmes are organized in consultation with the faculty and concerned committees. The Principal provides guidance and leadership. They keep a record of the activities undertaken by the committee and finally submit it to the Principal. Due to this decentralization procedure, academic work is distributed equally and effectively completed. Principal and Local Advisory Committee management members take care of the infrastructure and maintenance, financial support and creation of assets. The academic programmes are carried out by the Principal and faculty as decided and directed by the Davangere University.

6.2.4 How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions ?

To co-ordinate and monitor the collaboration with other sections and school personnel, the college has an effective mechanism with the sole aim of quality of education.

To improve and plan the quality of educational provisions, the institution, collaborates with the different professional organizations like B.Ed., Teacher Educators Association of Davangere University. Education Department of Davangere University, DSERT, DIET, CTE , Collegiate Education, Institution has a healthy interactions and exchange of faculty members to enhance the quality of education. We conduct seminars,

workshops, group discussion, orientation programmes; there will be a chance for students and staff members of different departments to share their knowledge. Institution also invites various school teachers to give demonstration lessons before the start of practice teaching. The members of the faculty willingly and actively participate in all the activities of the school and other 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.

Yes, The institution obtain feedback from students, faculty members, school personnel. This is analysed systematically by a team of teacher educators and identify the barriers of its performance which certainly help the management of this institution to enhance the performance in a more dynamic way. Data were analysed in meeting and the best decisions are incorporated and recommended for adaptation such as water facilities, etc., while further planning these decisions are considered.

6.2.6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty ? (Skill sharing across departments' creating/providing conducive environment).

The institution takes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by following ways

- Equal work distribution policy
- Organization of seminars, workshops, orientation programmes for sharing of knowledge and innovations.
- Participation and presenting in National and International seminars and conferences.

- Participation in orientation and refresher programs organized by university for empowerment.
- Felicitation of faculty members for their special achievement.
- Encouragement for research work – so that three faculties of the institution registered for Ph.D.,

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 ?

Yes, The IQAC utilizes the Management information system, It collects data and information about administration, curriculum transaction, internal and external assessment, extension activities, and welfare services to teacher trainees, this data is used for strategy development and deployment.

6.3.2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans ?

The action plan is executed by the Principal and staff members. Necessary help and resources are taken from the management. Soon after the action plans are prepared due attention is given to all requirements and resources to execute the action plans. Accordingly , proper arrangements for physical and human resources are made. The institution makes financial provisions in college resources, UGC fund and management resources.

6.3.3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained ?

Sufficient human resource and equally balanced financial resource, support the implementation of the mission and goals, which are planned and obtained. Through advertisement and call letters candidates are called for interview, selection panel promptly selects the experienced and qualified staff members and the vacancies are filled.

To support the implementation of the mission and goals, qualified and experienced and sufficient human resources are made available and also we invite experts from the other department / university / CTE etc and we are organizing various programmes to enhance the quality of instructional process. Necessary financial provision is also made available through college fee and management fund.

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 ?

In the beginning of every academic year, academic calendar is prepared according to Davangere University regulations, on this basis the report and feedback gathered from practice teaching school teachers, suggestions from the dean and faculty of the Education Department of Davangere University, DDPI, BEO's DIET Principal are also considered while preparing academic plan. Faculty members are also involved in the preparation of academic calendar[refer 2.3.8]

6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development ?

The objectives are communicated in the following ways :

- Objectives are communicated at all levels by conducting meetings regularly, circulating notices, from time to time and uploading necessary information on website of the institution.

- Sharing of responsibilities in regular staff meetings.
- Each staff member is given responsibility and academic activities.
- Each employee is able to carry out his responsibilities in systematic manner in institution development.

6.3.6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised ?

The institution monitors and evaluates its implementation plan at different stages. The Principal conducts meeting periodically in these meetings evaluation of implemented programmes / activities can be done. Academic achievements of the students will be monitored by the Principal, and staff members. The vision and mission of the institution are monitored and evaluated after each semester and revisions are made whenever necessities are felt.

6.3.7. How does the institution plan and deploy the new technology ?

The institution always tries for the optimum utilization of technology in teaching, learning and research process.

The institution has a well equipped classrooms, computer lab, visualizer, smart board, scanner cum printer cum xerox for developing soft skills and conducting computer technology based practicals. In today's age of technology the institution has been trying to inculcate proper attitude for using it for teacher trainee's professional and personal development. Internet facility is provided in the computer lab, library and office. Teacher educators, teacher trainees and office staff use this facility in their day to day work. If more advanced equipments are required, proposals are given to the UGC, after getting the funds we purchase new advanced gadgets, a demonstration session is organized later arrangements are made available to the faculty and the student teachers.

6.4 Human Resource Management

6.4.1 How do you identify the faculty development needs and career progression of the staff ?

The institution is concerned about the academic needs and progression of its faculty members. These needs generally include the changes in the syllabus, technological advancement, guidance and observation of new types of lessons like - Team teaching and models of teaching lessons. Reports of the each individual staff members , peer appraisal report and finally the principal's comment helps in identification.

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 service of the faculty and other staff ?

The institution uses self appraisal report of the teacher educator, feedback from the student teacher, feedback from the experts from the university and colleges regarding teaching, research and service. Feedback report is evaluated by the Principal. After the analysis of the feedback and interpretation, it is conveyed to the faculty member in private by the principal, so, that they can improve their teaching, update knowledge, and give the best service.

6.4.3. What are the welfare measures for the staff and faculty? (mention those which affect and improve staff well-being, satisfaction and motivation)

The management provides the following welfare measures for the staff and faculties.

- Loan facility from the Shiva Sahakari Bank, Davangere
- Providing medical assistance
- Rewards for special achievements

- Study leave for higher education
- On Duty Leave is allotted for faculty members who are participating / presenting papers in seminars/workshops/conferences and higher education.
- The female staff members are given maternity leave.
- Our education society has STJ employees housing co-operative society- interested staff can become member and get the benefit.
- Management has started Anukampa Nidhi to provide the financial assistance to dependents of deceased employees.
- Staff can avail leave benefits to perceive higher education / attend in-service programmes.
- Compensatory appointments.

6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes, The institution has taken steps to widen the skills of teaching and non teaching staff members by conducting following programmes

- Parent education society given training programme for maintaining accounts to non teaching staff and Basics of computer training for non teaching staff
- Educational technology and internet development programme for teacher educators
- Orientation programme for advancement in Continuous Comprehensive Evaluation
- Curriculum development workshops
- Workshop for up grading their skill
- National Seminar
- Teaching – learning material preparation workshop.

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.)?

Advertisements are given in news papers and the teaching staff members are selected by the selection committee as per the norms of NCTE / UGC and university. The skilled and qualified staff are selected as per State government norms. Salary structure as per the state government norms.

6.4.6. What are the criteria for employing part-time/Adhoc faculty ? How are the part-time/Adhoc faculty different from the regular faculty ? (E.g. salary structure, workload, specialisations).

Adhoc faculty will be appointed as per the qualifications prescribed by the university. Adhoc faculty will work only during the academic year, work load is less than regular faculty. Salary structure as fixed by the management on contract basis.

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 institutions always encourages all the faculty members for their professional development, policies regarding this as per the regulation of state government / UGC / NCTE.

The management supports the faculty to participate / present paper in seminars / conferences / workshops etc., by giving them on duty leave.

Resources :

The following resources are made available by the institution for the professional development of the faculty :

- Library facility
- Internet facility
- Technological gadgets like computer, Printer cum Xerox, Laptop etc.,

Practices

- The institution gives opportunity to participate and represent in various workshops, seminars and conferences at local, state national and international levels.
- It encourages faculty for advanced study leading to M.Phil and Ph.D
- The institution also supports faculty for active membership of various professional associations like AIAER.
- Few of the faculty members are the life time members of such 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 institution has the physical infrastructures as per NCTE norms, Spacious building with all facilities are provided to faculty to carry out their work effectively, as follows.

- Principal chamber – spacious enough to carry out meetings
- Office Room – is also spacious, with different sections attached to the Principals chamber.
- Staff Room – Provided almirahs, chairs and tables to each staff members, Adequate storage space and lockers are provided in the staff room.
- Library facility – separate seating arrangements in library for faculty to carry out their reference work effectively.
- Well equipped classrooms LCD projectors, OHP, audio system, Laptop to carry out instructional work effectively.
- Computer, internet and Laptop facilities.

6.4.9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints ?

The following mechanisms adopted for faculty and other stakeholders to seek information and / or make complaints.

- The college website <http://mmced.stjesociety.org> is being updated to give latest information.
- Prospectus and college calendar are provided.
- Through direct enquiry they can seek information.
- Every activity in the college is displayed in the college notice board present in all blocks.
- By submitting application well in advance to seek information if it is required.
- Programmes conducted in the college are published in the newspapers.
- The college office provides all the information needed.
- Stakeholders can seek information through phone calls and meetings.
- Through RTI
- Through parent – teacher meetings.

Complaints :

- Written complaint to the office
- Grievance redressal mechanism

6.4.10. Detail 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.

The workload norms as prescribed by the Davangere University are adopted strictly and also based on the qualification, experience and the inborn skills along with the work schedule of time table and mentor's job, staff members are involved in other curriculum work too.

The work load policy and practices for the faculty are planned in the beginning in order to distribute the work load equally according to the quality of the faculty members. They are also involved in research, mentoring and community works other duties like election work.

6.4.11. Does the institution have any mechanism to reward and motivate staff Members ? If yes, give details.

Yes, the institution motivates staff members to their higher studies and rewards for their special achievements, conducting extension and outreach programmes. Appreciation by management in general body meetings – reward them with memento’s. They will be honored in some occasions for their special achievements. The staff members who have completed Ph.D., degree and those who have got National / State awards and those who published books are felicitated during the college functions.

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

Yes, as it is Grant – in – aid institution salary grants received from the state government. Developmental grants received from UGC and the fees from students.

The details of the grants received in the last three years under different heads given below.

| Financial year | Govt. grants salary(Rs) | UGC grants(Rs) | Students fees (Rs) | Total grants received |
|-----------------------|--------------------------------|-----------------------|---------------------------|------------------------------|
| 2011-12 | 5681611/- | 1250000/- | 1024028/- | 7955639/- |
| 2012-13 | 5598529/- | 1000000/- | 910400/- | 7508929/- |
| 2013-14 | 3968039/- | 420000/- | 1220678/- | 5608717/- |

6.5.2. What is the quantum of resources mobilized through donations ? Give information for the last three years.

The college has not received any donations from the students, as it is Grant- in-aid institution.

6.5.3. Is the operational budget of the institution adequate to cover the day to-day expenses? If no, how is the deficit met ?

Yes, the operational budget of the institution adequate to cover the day to- day expenses.

6.5.4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

The budget and income expenditure statements are enclosed in the annexure. (Appendix)

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 regularly audited, the internal audit is done periodically by the management and reviewed once in a month by Local Advisory Committee . An external audit is done by Departments - Commissioner of public instruction, Bangalore and Joint Director office, Shimoga.

The major objections raised by the last departmental (external) audits were regarding.

- 2012-13 academic year 20 students tuition fee have to be deposited to the government account.
- Government account interest have to be remitted to the treasury.
- Interest on accumulated amount should be distributed ratio wise and credited to different heads.

Later most of the objections raised by the last departmental audit dropped by the department because institution provided information and explanation along with records / documents. Only one pending para the institution is having now. Delaying of submission of no dues related to student welfare fund, teacher benefit funds and NEFT flag amounts from the concerned department. Institution applied for no dues certificated from the concerned department, but not yet received.

6.5.6. Has the institution computerized its finance management systems ? If yes, give details.

Yes, the institution computerized most of its finance management systems

- All the accounts are maintained in the computer
- Salary through HRMS and e-payment
- Online Tax payment
- Online Scholarships facilities.

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?

The best practices in Governance and Leadership carried out by the institution are as follows:

- All the academic and administrative activities conducted in the institution are goal based and transparent.
- The budget is prepared keeping in view of the income and expenditures planned and unplanned or contingency with regular annual allotments to different departments. The budget allotments are made after seeking proposals and discussions with Principal.
- Annual audit of accounts is conducted by management and departments regularly.
- The faculty and staff are kept informed of short term and long term goals of the institution in pursuance of its mission and vision.
- Decentralization of academic and administrative functions through different committee system has helped the institution in achieving effective functioning – leading to a democratic culture.
- Feedback is taken at regular intervals followed by review meetings with faculty and students.
- Governing bodies function freely self appraisal report submitted by the staff is evaluated. Student's evaluation on teachers is considered.
- Most of the financial Matters are computerized.

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) The details are as below :

❖ **Establishment of IQAC :**

The institution has established Internal Quality Assurance Cell on 10th July 2014.

❖ **Composition of IQAC :**

The present composition of IQAC is as follows ;

1. Chairman : Dr.H.V.Vamadevappa,
Principal
2. Administrative Officer : Prof.S.B.Ranganath
Administrative officer
3. Teachers : Dr.H.Mallikarjunappa
Smt.G.M.Shashikala
Sri. R. Santhosh Kumar
Sri. T. Haleshappa
4. Member of Management : Prof.B.Siddalingaiah
5. Nominees from students : Sri.Manjunath Tumminakatti
6. Stake holders : Prof.C.G.Parameshwarappa
7. Nominees from Alumni : Dr.M.M.Pattanashetti
8. Employer : Prof. S . Halappa
9. Subject Expert : Dr. K Siddappa
Sri. Surendranath Nishanimath
10. Co-ordinator : Dr.K.T.Nagaraja Naik

❖ **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 Davangere University.
- Faculty 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 class are properly planned and effectively executed by the faculty.
- IQAC has organized following programmes.
- One day workshop on Curriculum Revision of B.Ed., course of Davangere University on 9th February 2014.
- One day workshop on Continuous and Comprehensive Evaluation on 22nd July 2014.
- Coaching and guidance programme for K-SET and UGC-NET aspirants from 8th to 14th October 2014.

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The teaching faculty, non-teaching staff as well as student –teachers are familiarized and oriented with the goals and objectives of the institution, so as to ensure that, the goals are always kept in mind. The institution uses a mechanism to evaluate the achievement of goals and objectives through feedback and such other data as given below ;

- 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.
- Self appraisal of the faculty.
- Feedback from the practicing schools, peer groups, Alumni, and all other stakeholders.

- Academic calendar to set the different short term and long term objectives.
- The different tasks such as micro-teaching, practice teaching, term test, practicums and project works are evaluated comprehensively.

7.1.3. How does the institution ensure the quality of its academic programmes ?

The institution ensures the quality of its academic programmes by following ways ;

- Teaching is done according to the academic calendar prepared as per guidelines of the university.
- 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 classes.
- Organising special lectures on various topics of interest.
- Conducting talent shows to encourage the hidden talents of the students. Such as ; Quiz competition, Debate competition, Dance, Music and some other cultural and literary activities.
- Placement services are provided.
- Term-wise examinations are conducted to monitor the academic progress of the students.
- In addition to this, the institution ensures the quality of its academic programmes through the faculty in the IQAC meeting.

7.1.4. How does the institution ensure the quality of its administration and financial management processes ?

- ❖ The institution ensures the quality of its administration process in following ways.
 - The institutional administration has been governed and supervised by Local Advisory Committee.
 - Monthly meeting is held by the Local Advisory Committee and sets the things right for effective and systematic administration.
 - The institution plans, organizes, implement and evaluate different task on a democratic approach.
 - Suggestions are taken frequently by conducting formal and informal staff meetings.
 - Administration process is decentralized for the smooth and unbiased working.
 - The administrative setup, its functions, limitations and changes if any to be implemented are discussed in the faculty meetings.
 - Various committees have been constituted to do the needful in specific aspects of the institution.
 - The function and the responsibilities of all the committees have been clearly specified.
 - Principal supervises all academic and administrative work regularly.

- ❖ The quality of financial management process is ensured by following ways ;
 - Preparation of annual budget and its approval by the management.
 - All the dealings are kept in accordance with the budgetary allocations.
 - All the financial dealings such as deposits into the banks, withdrawals, payments, recoveries etc., are done promptly and recorded.
 - The day to day financial dealings are checked and signed on daily basis.
 - Proper internal and external audits are conducted from time to time.

- The financial management processes and dealings are made and kept transparent.
- Most of the purchasing, printing etc., are done by calling quotation.
- Most of the payment is done through cheque.
- Computerization of all financial transactions have been made properly.
- In all financial dealings the norms, rules, regulations and guidelines of the department and governing authority are strictly adhered to.

7.1.5. How does the institution identify and share good practices with various constituents of the institution ?

Institution identify and share good practices with various constituents. This is done in the following ways ;

- The various committees that have been constituted for the smooth functioning of the institution, submit the reports of the activities conducted to the Principal. The reports submitted are analysed.
- The teacher educators and the teacher trainees who witness the activities are consulted with a view to get their feedback and finally IQAC also assesses the activities undertaken and provides suggestions.
- The report of all the good practices is sent to the parent institution. The governing body also appreciates these by communicating them in the administrative board meetings of the governing body.
- The sharing the good practices is done by making the teacher educators mandatory to present any good practices they notice in the visits, seminars, conferences, workshops attended in the teachers meetings.
- The good practices are identified and shared across the institution through IQAC which has members from the various stakeholders.

7.2 Inclusive Practices

7.2.1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum ?

- ❖ 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 –
 - Expert lecture is arranged to make the teachers aware about the latest innovative inclusive practices.
 - 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 technique has 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.
 - Gifted students are encouraged to participate and present papers in educational conferences and seminars.
 - Institution organizes educational visits to special schools.
 - Students with physical disabilities are given preference for provision of hostel facilities.
 - Teachers are encouraged to visit the homes of under privileged students to solve their problems.

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 ?

The following provisions are made in the academic plan for the students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning ;

- The topic of Inclusive Education has been included in the curriculum of B.Ed., course in the paper “ Current Trends and Challenges in Secondary Education ”.

- There is provision in the curriculum to introduce ' Inclusive Education ' as an elective subject in the second semester of B.Ed., course.
- The paper educational psychology includes a unit based on the learners with the special needs.
- Equalization of educational opportunities to special groups is taught in the college.
- Visit to deaf and dumb school, blind school, mentally retarded children school is done under extension activities and to make the students aware about the inclusive education.
- Women redressal Cell is established to solve the problems related to gender issues.
- Poster making, slogan writing , essay writing and debate competition etc., are organized usually based on gender issues like ' Save Girl Child ', 'Happiness of Working Women ', ' Measures to stop women exploitation ' . ' Enhancement of girls literacy rate ' etc.,
- Special lectures are organized on the topics : inclusive education and gender differences.
- Equality gender is observed by providing equal opportunities to the students of both sexes to participate in the college 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.

- ❖ Activities undertaken to foster positive social interaction ;
- 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.

- Every teacher trainee has several opportunities for social interaction. They come into contact with various personalities from all walks of life while completing the practice lessons.
- There are number of activities , practicals, tests, co-curricular and extra-curricular activities undertaken which lead to positive social interaction, active engagement in learning and self motivation.
- Students are taken for the excursion and picnic to establish good relationship with the society. The excursion also adds to educational value. It also brings closeness among faculty, principal and students.
- Citizenship Training Camp and community service programmes helps students to have good social interaction.
- Seminars are organized every week to provide platform to share the knowledge and experience of students and faculty.

❖ Active Engagement in Learning :

- 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.

❖ Self – Motivation :

- The institution undertakes student centered approach like constructivism in teaching learning process.
- Special / Guest lectures are being arranged by the experts from outside on various motivational topics like, Time Management, Personality Development, Success in life, Communication skill etc.,

- The institution provides a good scope for academic competition, cooperation and adjustment. High achievers, meritorious students and prize winners are felicitated . This creates self motivation and an urge for excellence.

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities ?

- ❖ The institution ensures that student-teachers develop the proficiency for working with children from diverse back-grounds and exceptionalities in the following ways ;
 - The students community consists of pupils from diverse backgrounds and they possess exceptionalities due to their environment and individual differences. The institution provides maximum opportunities to its teacher trainees to have exposure to these diversities.
 - The practice teaching is assigned in different schools having different social strata. Some schools are located in rural areas as well. When the teacher trainees conduct their lessons in such schools, they get exposure to the student's background, learning motivation, educational facilities and achievement levels of the learners.
 - The lessons are organized in government, aided and un-aided schools. The strata of students enrolled in these schools are also different. Thus the teacher trainees develop a reasonable proficiency to deal with students from diverse background.
 - Those who are not able to teach in English, they are encouraged to teach in Kannada medium.
 - Under working with the community, student teachers are taken to the blind school, dumb and deaf children school, mentally retarded children school to make them aware that they are also the part of community and have to face the challenge to teach such exceptional children too.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution ?

- ❖ The institution addresses the special needs of the physically challenged and differently-abled students enrolled in the institution by making following arrangements.
- All the stakeholders including non-teaching staff assist the physically challenged and differently -abled teacher trainees in the best possible way.
- For the differently-abled students and physically challenged students appropriate seating plan is made according to their convenience. It is always remembered that maximum classes of the subject related to those children runs at the ground floor.
- Their practice teaching lessons are organized in the schools that are located in the campus or near the campus.
- Personal and academic counseling will be given to get rid of their inferiority complex and encourage such students to improve in all walks of their life.
- Institution make arrangements and helps them to get scholarships from department and voluntary organizations / NGO's.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

- ❖ The institution makes provisions for handling and responding to the gender sensitive issues in the following way ;
- There is Women redressal Cell in the college which is co-ordinated by one of the faculty member.
- Monthly meeting is conducted and women are asked about their problems if any.
- There is an anti-ragging committee which is headed by a faculty to look after the issues related to ragging activities.

- In the B.Ed., curriculum an assignment related to make women / girls literate is allotted every year to increase the female literacy rate.
- Documentary films are shown on burning issues like save girl child, female literacy, child marriage etc.,
- Legal assistance is provided by the legal advisor if anybody requires.
- 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 ;
 - The institution has the brochure where in detail information about the infrastructure and facilities are given. The information regarding number of seats allotted to the college, admission process and fee details are also provided.
 - Verbal information of any is also made available in the office. The teaching and non-teaching staff members provide the required information to the stakeholders.
 - An annual result sheet is prepared to know about the pass percentage and rank holder students.
 - College website is there on the internet by which students and stakeholders access to the information regarding the institution.
 - The institution's illustrious faculty is given due recognition for their academic and cultural achievements by felicitating them.

- The information regarding faculty achievements and awards are displayed on the institution's notice board time to time.
- Website is updated timely and photographs of different activities, notices of Alumni meet etc. are also made available.
- Annual magazine 'Taralabalu' is published to share the information and growth of the college.

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 institution shares and uses the information / data about the success and failures of various processes in the following ways ;
 - **Feedback Mechanism** : Student teachers are asked to fill up feedback form in which they may show their satisfaction and dissatisfaction about the various process, by this the evaluation of success and failure of process is made.
 - **Suggestion Box** : A suggestion box is kept in the corridor where in students can drop down their suggestions and complaints regarding the improvement in the required field.
 - **Informal Meetings** : Informal meetings are held once in a month to have verbal discussion regarding test, practical and other academic activities so that the students can express their views openly.
 - **Continuation of programmes** : If the programme is found to be successful educationally then it is continued in future also.

7.3.3. What are the feedback mechanisms in vogue to collect, collate any 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 make uses of information for quality improvement in the following ways ;
- Feedback from the students regarding micro-teaching, practice teaching, practicals and various academic programmes is collected and proper plan is modified accordingly.
- Formal and informal meetings are conducted to collect information about the required qualitative improvement.
- Alumni meet and gives constructive suggestions.
- All the grievances are heard from the students and solved by the redressal cell.
- 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.

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

| Months | January | | | | February | | | | March | | | | April | | | | May | | | | June | | | | July | | | | August | | | | September | | | | October | | | | November | | | | December | | | | | | | |
|---|---|---|---|---|----------|---|---|---|-------|----|----|----|-------|----|----|----|-----|----|----|----|------|----|----|----|------|----|----|----|--------|----|----|----|-----------|----|----|----|---------|----|----|----|----------|----|----|----|----------|----|----|--|--|--|--|--|
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 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 | | | | | |
| Admission | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Orientation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theory | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Micro-teaching | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Communication Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practical Work & Sessional work test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Citizenship Training Camp | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preparation of Co-ordination Board | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Co-curricular Activities, Tutorials, Seminars | SPREAD OVER THE WHOLE ACADEMIC SESSION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Revision | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Study holidays | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Semester examination | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| II Sem Orientation & Preparation for Practice teaching | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Content Test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practice Teaching & Terminal lesson | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excursion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sessional work test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Annual sports & cultural activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SUPW | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Preparation of Co-ordination Board | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Study holidays | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| II Sem Theory Examination | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

D. Declaration by the Head of the Institution

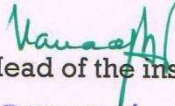
I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

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.

Place: Davangere

Date: 20-3-2015


Signature of the Head of the institution

with seal:

Principal
M.M. College of Educator
DAVANGERE - 577 004
Karnataka State