SRI K.V.COLLEGE OF EDUCATION

Estd:1980

C.V.V CAMPUS,CHICKBALLAPUR-562101

Ph:08156 263103

Wed site: skvce.org

SELF APPRAISAL REPORT FOR ASSESMENT AND ACCREDITATION

2014-15

SUBMITTED TO

NATIONAL ASSESMENT AND ACCREDITATION COUNCIL

P.O.BOX. No. 1075,NAGARABHAVI, BENGALURU-560072

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Estd:1978

SRI K.VENKATAPATHEPPA TRUST (R)

The Educational journey of Sri K.Venkatapatheppa Trust (R) established in the year 1978 by Late Sri C.V.Venkatarayappa, EX M.L.A, a man with vision and mission in the field of Education and politics, with his dedication and determination, metamorphosed this little known town into a well known center for learning.

At present Sri K.Venkatapatheppa Trust has grown leaps and bounds. The trust constantly strives in pursuit of excellence by importing the kind of education that makes our country proud.

Under the umbrella of Sri K.Venkatapatheppa Trust 10 high performing institutions situated in the prestigious C.V.V.Campus, Chickballapur.

1. Sri K.V.College of Education,

2. Sri K.V.College of Physical Education.

3. Sri K.V.T.Polytechnic

4. Sri K.V.College of Pharmacy

5. Sri K.V.English School with (ICSE) syllabus

6. Sri K.V.English School Fort

7. Sri K.V.Kannada Higher Primary School

8. Smt Venkatanarasamma Gurukulashram,

9. Sri K.V.T.Group of hostels.

10. Sri K.V.T.Transport.

Sri K.V.College of Education

K.V.T.Polytechnic

Sri K.V.English School

Sri K.V.College of Physical Education

Sri K.V Group of Hostel

Sri K.V.T. Transport

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION

Our College was established by Sri K.Venkatapatheppa Trust ® , Chickballapur. A brain child of the visionary's leader Sri C.V.Venkatarayappa, EX M.L.A in the year July 1980 in the name of his father Late Sri K.Venkatapatheppa a generous philanthropist. Now under the able guidance of Sri K.V.Naveen Kiran, M.A.,L.L.B., Chairman, the college is proceeding towards progress.

The college is situated near N.H.7, centre of the vast open space of scenic beauty encompassing calm, creative educational atmosphere in the Sri C.V.Venkatarayappa Educational centre, Chickballapur.

The college is Approved by Government of Karnataka, Affiliated to Bangalore University, Recognized by NCTE and college was accorded Grant-in-Aid status by the Government of Karnataka since 19th May 2009. The College has acquired a good reputation for its quality education and occupies a very prominent place amongst the colleges affiliated to Bangalore University.

We have the distinction of having excellent infrastructure and human resources which enriches the Teacher Trainees to adopt the modern techniques and reflective practices. Sri K.V.English School (ICSE) serves as demonstration school for providing, classroom techniques and experiences.

The teaching faculty is highly qualified and richly experienced. They excel both in teaching and administrative capacities. The Institution admits 100 students (75 Government and 25 Management quota students) for every academic year. We have a very good library and reading room with a good collection of books and journals. We have well equipped science, Computer, Psychology and educational technology laboratories. The latest Audio-Visual aids are also available for the teachers. The management has also left no stone unturned to see that all the requisite facilities are provided. Their constant encouragement, strong support, loving care and patronage enhances our motivation to achieve work efficiency and optimum results.

The college has a long history of famous and distinguished visitors including the former Governor of Karnataka Smt Ramadevi and Vice Chancellor's of Bangalore University Dr. N.R.Shetty and Prof. Thimmegowda. The Institution has its reputations in organizing quality extension and outreach programmes like Workshops and Seminars. The Institution is recognized by IGNOU as B.Ed. Programme Study Centre in the Southern Region. Since its inception, the college has performed very well at the B.Ed examinations by securing cent percent result and ranks in the Bangalore University. We are proud of our students who have secured ranks in the Bangalore University.

The institution has established network with the State Pattern and ISCE Schools for placement service.   Most of our students are well placed in various schools and have proved their potential at various capacities.

We are relentlessly marching " In pursuit of Excellence" in all our endeavors.

Vision:

➢ The institution aspires to provide quality teacher education to enlighten emancipate and empower the rural downtrodden student teachers fraternity and foster life long learning, brining values, community citizenship and leadership qualities among the pupil teachers.

Mission:

➢ To develop in students the skills and competencies necessary to pay the multifaceted role, the teacher in the new millennium. To encourage innovativeness creativity and excellence among students and faculty in an environment infused with spirit, integrity and mutual trust.

➢ To inculcate sincerity and dedication amongst student and faculty.

➢ To provide opportunities to the teachers and student teachers to undertake action research projects convoluting to new insights into the teaching learning process.

➢ To prepare leaders in the field of education.

➢ To achieve the goal of universalisation of elementary education.

➢ To enable the student teachers to leave in harmony with one cell and others in the profession community and society at large.

Values:

Through self realization make the pupil teachers develop harmony, co-ordination, co-operation, charity, love, peace, nonviolence and national integration.

Objectives:

- ➢ To develop the sense of environment among the pupil teachers.

- ➢ Provide quality Education to fulfill the global needs.

- ➢ To develop self reliance among the pupil teachers.

- ➢ To develop an atmosphere of sincerity in a class where the teacher is alive and enthusiastic to develop a centre of excellence in true sense of national policy on education.

- ➢ To develop soft skills and life skills to planned training, guidance and counseling.

- ➢ To instill in all the teacher trainees right virtues, morale and ethical values and sense of fulfillment.

- ➢ To provide high quality professional training in order to meet the expectations of global society.

- ➢ To provide a platform to address ecological and environmental issues.

- ➢ To bring out the inherent creative talents of the teacher trainees and nurture them.

- ➢ To orient in record innovations and methodology in the field of education.

- ➢ To encourage care and attention for special group of students.

QUALITY POLICY

"We are committed to provide Qualitative Education and train our students In pursuit of excellence and enable them to integrate their skills and serve the Society as Inspiring Teacher"

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution : SRI K.VENKATAPATHEPPA

                                        COLLEGE   OF EDUCATION,

                                        C.V.V.Campus,

                                        Chickballapur- 562103.

2. Website URL   : www.skvce.org

3. For communication   :

Office

Name	Telephone Number with STD Code	Fax No.	E.Mail Address
Prof.K.R.Nagabhushana Principal	08156-263103		nagabhushanakr@gmail.com skvcecbpur@gmail.com
Vice-Principal	Not applicable		
Sri S.Subramanyam, Co-ordinator	08156263103		sanesubramanyam@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Prof.K.R.Nagabhushana Principal	08156-263103	9448532695
Vice-Principal	Not applicable	
Sri S.Subramanyam, Co-ordinator	08156-263103	9845103493

4. Location of the Institution:

Urban [x]   Semi-urban [x]   Rural [√]   Tribal [x]

5. Campus area in acres:

22 Acres

11

6. Is it a recognized minority institution?

Yes ☐   No ☑

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

Month & Year

MM	YYYY
07	1980

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

BANGALORE UNIVERSITY

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

Month & Year

MM	YYYY
N.A	

10. Type of Institution

a. By funding

i.   Government   ☒

ii. Grant-in-aid   ☑

iii. Constituent   ☒

iv. Self-financed   ☒

v.   Any other (Specify & indicate)   ☐

b. By Gender

    i. Only for Men   [x]

    ii. Only for Women   [x]

    iii. Co-education   [√]

c. By Nature

    i. University Dept   [x]

    ii. IASE   [x]

    iii. Autonomous College   [x]

    iv. Affiliated College   [√]

    v. Constituent College   [x]

    vi. Dept. of Education of Composite College   [x]

    vii. CTE   [x]

    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?

    NO

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

Sl. No.	Level	Proframme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
1	Pre-primary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
2	Primary/ Elementary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	-	-
3	Secondary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		B.Ed.	B.A/B.Sc/ B.Com	Degree	1 Year (Two semesters)	English/ Kannada
4	Post Graduate	-	-	Diploma	-	-
		-	-	Degree	-	-
5	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
Secondary	Bachelor of Education	F.SRO/NCTE/AOS00496/B.Ed/KA/2015-16/64970, dated 16/05/2015.	Till date	100

PART-I

CRITERION-WISE INPUTS

1. Criterion   - I: Curricular Aspects

2. Criterion   - II: Teaching-Learning and Evaluation

3. Criterion   - III. Research, Consultancy and Extension

4. Criterion   - IV. Infrastructure and Learning Resources

5. Criterion   - V. Student Support and Progression

6. Criterion   - VI. Governance and Leadership

7. Criterion   - VII. Innovative Practices

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:

Yes

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

Yes	√	No	

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

05

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

D.Ed.

--

B.Ed.

07

--

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	01

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

Head of practice teaching schools

Yes	√	No	

Academic peers

Yes	√	No	

Alumni

Yes	√	No	

Students

Yes	√	No	

Employers

Yes	√	No	

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

2 years

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

Yes		No	√

Number	

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

Yes	√	No	

Number	01 (B.Ed)

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

Yes	√	No	

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

Yes	√	No	

CRITERION – II:

TEACHING-LEARNING AND EVALUATION

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

   a) Through an entrance test developed by the institution   [ ]

   b) Common entrance test conducted by the University/Government   [√]

   c) Through an interview   [√]

   d) Entrance test and interview   [ ]

   e) Merit at the qualifying examination   [√]

   f) Any other (specify and indicate)   [ ]

   (If more than one method is followed, kindly specify the weightages)

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

   a) Date of start of the academic year   :   03/02/2014

   b) Date of last admission   :   05/04/2014

   c) Date of closing of the academic year   :   21/12/2014

   d) Total teaching days   :   148 days

   e) Total working days   :   222 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	23	49	72	9	17	26	32	66	98
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

7,449/-

b) Unit cost including salary component

64,316/-

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	79.65%	52.25%	78%	53%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes   [√]   No   [   ]

8. Does the institution develop its academic calendar?

Yes   [√]   No   [   ]

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed			
B.Ed	60%	35%	5%
M.Ed (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

    a) Number of Pre-practice teaching days | 20 days |

    b) Minimum number of pre-practice teaching lessons | 6 lessons |

       Given by each student

11. Practice Teaching at School

    a) Number of schools identified for practice teaching | 15 Schools |

    b) Total number of practice teaching days | 45 Days |

    c) Minimum number of practice teaching lessons given by | 28 Lessons |

       Each student

       PT*+2CL*+2PE*)

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. 6 Lessons	No. of Lessons Pre-practice teaching	No. 6 Lessons

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

Programmes	Internal	External
D.Ed.		
B.Ed. (I & II Semester)	41%	59%
M.Ed (Full Time)		
M.Ed. (Part Time)		

16. Examination

a) Number of sessional tests held for each paper

| 02 sessions |

b) Number of assignments for each paper

| 02 Assignments |

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

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

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

| Yes | | No | √ |

| Number | |

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

| Yes | | No | √ |

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

Compulsory | | Optional | |

24

CRITERION- III:
RESEARCH, CONSULTANCY AND EXTENSION

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

Number	--	--	--

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
	Not applicable		

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

NIL

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 - x

* ❖ Any other specify and indicate -

(Teachers are motivated to take up research in education through Increment and cash award)

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

Yes | √ | No | |

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

a. Ph.d | Nil |

b. M.Phil | Nil |

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

Yes | | No | √ |

Not applicable since it is a UG Programme.

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

Particulars	Yes	No	Number
International journals	x	√	Nil
National journals- referred papers, Non referred papers	x	√	Nil
Academic articles in reputed magazines/news papers	x	√	Nil
Books	x	√	Nil
Any other* (specify and indicate)	x	√	NIl

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

| Yes | | No | √ |

| Number | -- |

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

	Faculty	Students
National seminars	√	x

26

International seminars   √   x

Any other academic forum

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

Self instructional materials   x

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 Programme 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.

[Honorary service]

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

Local level [√]

State level [X]

National level [X]

International level [X]

CRITERION-IV:

INFRASTRUCTURE AND LEARNING RESOURCES

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

   2080.34

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

   a) Methods lab   - Yes [ ]   No. [√]

   b) Psychology lab   - Yes [√]   No. [ ]

   c) Science Lab(s)   - Yes [√]   No [ ]

   d) Education Technology lab   - Yes [√]   No [ ]

   e) Computer lab   - Yes [√]   No [ ]

   f) Workshop for preparing teaching aids   - Yes [√]   No [ ]

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

   45

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

   4,00,000/-

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

   33,000/-

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

| 78,000/- |

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

| 10 lakhs |

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

Yes | √ | No | |

9. **Total number of posts sanctioned**

	Open		Reserved	
	M	F	M	F
Teaching	7	-	2	-
Non Teaching	11	2	2	-

10. **Total number of posts vacant**

	Open		Reserved	
	M	F	M	F
Teaching	-	-	1	-
Non Teaching	-	1	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	1	-	-	-
Readers	-	-	-	-
Professors	6	-	2	-

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

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

a. Number of teachers from

Same state –
8

Other states -
1

12. **Teacher student ratio (program-wise)**

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

13. **a. Non-teaching staff**

	Open		Reserved	
	M	F	M	F
Permanent	10	2	2	-
Temporary	-	-	-	-

b. Technical Assistants

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

14. Ratio of Teaching- non-teaching staff

> 1:1.6

15. Amount spent on the salaries of teaching faculty during the previous

academic   session (% of total expenditure)

> 70,00381/-

16. Is there an advisory committee for the library?

Yes | √ | No | |

17. Working hours of the Library

On working days   -   9.00 am to 6.00 pm

On holidays   -   Nil

During examinations   -   8.30 am to 5.00 pm

18. **Does the library have an Open access facility**

Yes	√	No	

19. Total collection of the following in the library

a. Books   -   10485

- Text books   -   9727

- Reference books   -   758

-

b. Magazines   -   10

c. Journals subscribed -

   - Indian Journals - | 15 |

   - Foreign journals - | -- |

d. Peer reviewed journals - | -- |

e. Back volumes of journals - | 120 |

f. E-information resources

   - Online journals/e-journals - | N-List journals |

   - Databases - | -- |

   - CDs/DVDs - | 50 |

   - Video Cassettes - | -- |

   - Audio Cassettes - | -- |

20. Mention the

Total carpet area of the Library in sq mtrs.)   -   190.38 sq mtrs.

Seating capacity of the reading room   -   50 students

21. Status of automation of Library

Partially automated

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

Circulation   -   YES [√]   NO [ ]

Clipping   -   YES [√]   NO [ ]

Bibliographic compilation   -   YES [ ]   NO [√]

Reference   -   YES [√]   NO [ ]

Information display and notification   -   YES [√]   NO [ ]

Book Bank   -   YES [√]   NO [ ]

Photocopying   -   YES [√]   NO [ ]

Computer and printer   -   YES [√]   NO [ ]

Internet   -   YES [√]   NO [ ]

Online access facility   -   YES [√]   NO [ ]

Inter-library borrowing   -   YES [√]   NO [ ]

Power back up   -   YES [√]   NO [ ]

User orientation/information literacy   -   YES [ ]   NO [√]

Any other* (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes	√	No	

24. Furnish information on the following

Average number of books issued/returned per day   [30]

Maximum number of days books are permitted to be retained.

by students   [15 days]

by faculty   [2 months]

Maximum number of books permitted for issue

for students

| 05 |

for faculty

| No Limitation |

Average number of users who visited/consulted per month

| 50 |

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

| 1:10 |

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

The percentage of library budget in relation to total budget of the institution is 8%

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

	I 2011-12		II 2012-13		III 2013-14	
	Number	Total cost (in Rs.)	Number	Total cot (in Rs.)	Number	Total cost (in Rs.)
Test books	-	-	360	45,992/-	44	10,000/-
Other books (SC/ST books)	-	-	2	845/-	-	-
Journals/ Periodicals	01	2,000/-	03	2,540/-	02	3,500/-
Any others specify and indicate	-	-	-	-	-	-
(Additional rows/columns may be inserted as per requirement)						

CRITERION – V:

STUDENT SUPPORT AND PROGRESSION

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

Programme	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
D.Ed	…	…	…
B.Ed	4	1	2
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 last three years (Provide year wise data)

	UG			PG			M.Phil		
	2011-12	2012-13	2013-14						
Pass Percentage	98%	97%	96%						
Number of first classes	28	26	24						

Number of distinctions	70	71	68						
Exemplary Performances (Gold Medal and university ranks)	Nil	Nil	Nil						

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

I	II	III
Nil	Nil	01
-	-	01
-	-	-

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

Financial Aid	2011-12	2012-13	2013-14
Merit Scholarship	--	--	--
Merit-cum-means scholarship	--	--	--
Fee concession	--	37	22
Loan facilities	4	4	4
Post-Metric Scholarship (SC/ST)	34	26	17
Excursion allowance (SC/ST)	--	15	10
Minorities Scholarship	3	6	--

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   - | -- |

   Women   - | 02 |

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

Sports	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

	√	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
Inter-University		√			√	
National		√			√	
Institutional Cultural events	√		4	√		20

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	Nil	Nil
Regional	Nil	Nil
National	Nil	Nil
International	Nil	Nil

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment

2011

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

Yes	√	No	

20. Does the institution regularly publish a college magazine?

Yes		No	√

21. Does the institution publish its updated prospectus annually?

Yes	√	No	

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

	2011-12 (%)	2012-13 (%)	2013-14 (%)
Higher studies	24%	13%	14%
Employment (Total)	43	53	60
Teaching	50%	62%	70%
Non teaching	-	-	-

23. Is there a placement cell in the institution?

Yes	√	No	

If yes, how many students were employed through placement cell during

the past three years?

2011-12	2012-13	2013-14
07	09	12

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

	Yes	No
• Academic guidance and Counseling	√	
• Personal Counseling	√	
• Career Counseling	√	

CRITERION-VI:

GOVERNACE 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	10
IQAC/ or any other similar body/committee	03
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	02

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

Loan facility   -   Yes   [√]   No [ ]

Medical assistance   -   Yes [ ]   No [√]

Insurance   -   Yes [√]   No [ ]

Employers Provident Fund   -   Yes [ ]   No [√]

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

One development programme

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.

Four

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

National	05		
International	02		

c. Number of faculty development programmes organized by the Institution

Nil

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

One

Research development programmes attended by the faculty

Nil

e. Invited/endowment lectures at the institution

10

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

   a. Selfappraisal

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	

6. Are the faculty assigned Additional administrative work

Yes	√	No	

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

Two hours per week

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

Grant-in-aid	-	70 94 974 /-
Fees	-	6 32 300 /-
Donation	-	Nil
Self-funded courses-		N A
Any other (specify & indicate)		25,78,532/-

(Trust contribution)

8. **Expenditure statement (for last two years)**

Total sanctioned budget	2013-14	2014-15
Total sanctioned budget	1,03,05,806/-	1,67,53,816/-
% spent on the salary of faculty	53.20%	55.72%
% spent on the salary of non- teaching employees	10.30%	12.81%
% spent on books and journals	00.79%	00.86%
% spent on developmental activities (Expansion of building)	11.64%	10.23%
% spent on telephone, electricity and water	00.76%	00.45%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	12.33%	11.86%
%spent on maintenance of equipment, teaching aids, contingency etc.)	01.69%	01.56%
% Spent on research and scholarships, (seminars and development programmes)	03.75%	02.53%
% spent on travel	01.36%	01.03%
Any other (specify and indicate)	04.18%	02.95%

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

YEAR	SURPLUS in Rs.	Deficit in Rs.
2011-12	Nil	2,23,274/-
2012-13	Nil	2,70,334/-
2013-14	Nil	19,22,137/-

10. Is there an internal financial audit mechanism?

Yes	√	No	

11. Is there an external financial audit mechanism?

Yes	√	No	

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

Administration   -   Yes [√] No [ ]

Finance   -   Yes [√] No [ ]

Student Records   -   Yes [√] No [ ]

Career Counseling   -   Yes [√] No [ ]

Aptitude Testing   -   Yes [√] No [ ]

Examinations/Evaluation/Assessment-   Yes [√] No [ ]

Any other (specify and indicate) -   Yes [ ] No [ ]

13. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes	√	No	

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

Yes	√	No	

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

Yes	√	No	

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

Yes	√	No	

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

    a) For teachers -   Yes

    b) For students -   Yes

    c) For non Teaching staff-   Yes

18. Are there any ongoing legal disputes pertaining to the institution?

Yes		No	√

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

Yes	√	No	

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

Yes	√	No	

CRITERION-VII:

INNOVATIVE PRACTICES

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

Yes | √ | No | |

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

Yes | √ | No | |

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

2013-14 Batch details

	Category	Men	%	Women	%
a	SC	6	6.12%	9	9.18%
b	ST	3	3.06%	8	8.16%
c	OBC	21	21.42%	45	45.91%
d	Physically challenged	-	-	-	-
e	General Category	2	2.04%	4	4.08%
f	Rural	26	26.53%	43	43.87%
g	Urban	7	7.14%	22	22.44%
h	Any other (specify)	-	-	-	-

1. **What is the percentage of the staff in the following category?**

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	22.22%	1	6.66%
b	ST	-	-	1	6.66%
c	OBC	2	22.22%	3	20%
d	Women	-	-	2	13.33%
e	Physically challenged	-	-	-	-
f	General Category	5	55.55%	8	53.33%
g	Any other (specify)	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I 2012-13	**Batch II 20013-14**	**Batch I 2012-13**	**Bach II 2013-14**
SC	15	15	15	15
ST	10	11	8	11
OBC	72	66	70	65
Physically challenged	-	-	-	-
General Category	3	6	3	5
Rural	76	69	72	67
Urban	24	29	24	29
Any other (specify)	-	-	-	-

PART-II

CRITERIAN-WISE ANALYSIS

1. Criterion – I: Curricular Aspects

2. Criterion – II: Teaching- Learning and Evaluation

3. Criterion – III: Research, Consultancy and Extension

4. Criterion - IV: Infrastructure and Learning Resources

5. Criterion- V: Student Support and Progression

6. Criterion – VI: Governance and Leadership

7. Criterion – VII: Innovative Practices.

CRITERION – I

CURRICULAR ASPECTS

CURRICULUM DEVELOPEMENT

1.1 – CURRICULAR DESIGN AND DEVELOPMENT

1.1.1-State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, training, access to the disadvantages, equity, self development, community and national development, issue of ecology and environment value orientation, employment, global trends and demands, etc.)

Institutional Objectives:

➤ To provide high quality professional training in order to meet the expectations of the global society.

➤ To development environment sense among the pupil teachers.

➤ Provide quality Education to fulfill the global needs.

➤ To develop self reliance among the pupil teachers.

➤ To develop an atmosphere of sincerity in a class where the teacher is alive and enthusiastic to develop a centre of excellence in true sense of national policy on education.

➤ To develop soft skills and life skills to planned training, guidance and counseling .

➤ To instill in all the teacher trainees right virtues, moral and ethical values and sense of fulfillment.

➤ To provide a platform to address ecological and environmental issues.

➤ To bring out the inherent creative talents of the teacher trainees and nurture them.

➤ To orient in record innovations and methodology in the field of education.

➤ To encourage care and attention for special group of students.

1.1.2 – **Specify the various steps in the curricular development process. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).**

As curricular assigned is mandatory. So there is no provision for teachers to develop and assess the curriculum. University develops and assesses the curriculum with the help of experts. We have to follow the curriculum by the university.

The Bangalore University curriculum has been revised from annual scheme to semester scheme in the year of 2003-2004. At the time of the revision process the university had organized a series of consolation, seminars, orientation for the B.Ed college faculty.

After the consensus a decision was taken to implement the semester scheme as per the requirement of UGC for framing curricular a team of experts in the various subjects were formed. Where in curriculum was formed based on the need assessment for teacher training programme, national issues and global trends.

The Bangalore University curriculum has revised and introduced CBCS (Choice based credit system) in the B.Ed programme. In the year of 2014-15. At the time of revision process the university had organized a series of consolation, seminars, orientation for the B.ed college faculty.

In the process of revision of the curriculum most of our faculty members were involved right from consolation to orientation at various capacity as BOS and BOE members, subject experts. The following faculty members were actively involved in the B.ed curriculum development process.

STAFF INVOLVED CURRICULUM DEVELOPOPMENT

Table 1.1

Sl. No.	Faculty members	Committees	Workshops & orientation
1	Prof.K.R.Nagabhushana		2 days orientation on CBCS B.Ed. curriculum conducted by Dept of Education, Bangalore University, Bangalore Dated 16th & 17th Jan.2015 **(Participant)**
2	Sri P.N.Shekar	**MEMBER** Syllabus framing Committee for development school Education in India	Bangalore university curricualum construction for B.ed programme based on CBCS Venue:Vijaya Teachers college, Dt. 11th to 14th August 2014 **(Participant)**

			54	2 days orientation on CBCS B.Ed. curriculum conducted by Dept of Education, Bangalore University, Bangalore Dated 16th & 17th Jan.2015 **(Participant)**
				One day workshop on Kannada language lesson plan preparation based on CCE Venue: KTSV College of Education, Bangalore **(Participant)**
3	Sri B.G.Krishna Murthy			Bangalore university curricualum construction for B.ed programme based on CBCS Venue:Vijaya Teachers college, Dt. 11th to 14th August 2014 **(Participant)**
				2 days orientation on CBCS B.Ed. curriculum conducted by Dept of Education, Bangalore University, Bangalore Dated 16th & 17th Jan.2015 **(Participant**
4	Sri K.M.Lakshminarayana			Bangalore university curricualum construction for B.ed programme based on CBCS Venue:Vijaya Teachers college, Dt. 11th to 14th August 2014 **(Participant)**
				2 days orientation on CBCS B.Ed. curriculum conducted by Dept of Education, Bangalore University, Bangalore Dated 16th & 17th Jan.2015 **(Participant)**

5	Sri V.Narendra Babu	**1.MEMBER** Syllabus framing committee for Psychology of Learner and Learning **2.MEMBER** Syllabus framing committee for Content & Pedagogy of Physical Science	Bangalore university curricualum construction for B.ed programme based on CBCS Venue:Vijaya Teachers college, Dt. 11th to 14th August 2014 **(Participant)** 2 days orientation on CBCS B.Ed. curriculum conducted by Dept of Education, Bangalore University, Bangalore Dated 16th & 17th Jan.2015 **(Participant)**
6	Sri S.Subramanyam	**1.MEMBER** Syllabus framing committee for open elective subject Life skill Education	Bangalore university curricualum construction for B.ed programme based on CBCS Venue:Vijaya Teachers college, Dt. 11th to 14th August 2014 **(Participant)** 2 days orientation on CBCS B.Ed. curriculum conducted by Dept of Education, Bangalore University, Bangalore Dated 16th & 17th Jan.2015 **(Participant)**
7	Sri S.B.Ravi Kumar	**1.MEMBER** Syllabus framing committee for subject Evaluation in Education	Bangalore university curricualum construction for B.ed programme based on CBCS Venue:Vijaya Teachers college, Dt. 11th to 14th August 2014 **(Participant)** 2 days orientation on CBCS B.Ed. curriculum conducted by Dept of Education, Bangalore University, Bangalore Dated 16th & 17th Jan.2015 **(Participant**

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

The teacher education program under Bangalore University has sensitized the need for incorporating topics related to global trends based on feedback received from academic experts and different stake holders. The following news topics have been incorporated in the semester schemes

Education and national Concern
- ❖ AIDS Education
- ❖ Peace Education
- ❖ Multi cultural Education
- ❖ Value Education
- ❖ Environmental Education
- ❖ Human rights Education

Information and Communication Technology
- ❖ Communication and Instruction
- ❖ Computer Fundamentals
- ❖ Information technology and Education technology
- ❖ Program Instruction

Development of Secondary Education in India
- ❖ Open School system
- ❖ Girls Education
- ❖ Education of challenged children
- ❖ Examination reforms
- ❖ Alternative Schooling at Secondary stage

Open elective subjects
- ❖ Guidance and counseling
- ❖ Value Education
- ❖ Life skill Education
- ❖ Education for peace
- ❖ Inclusive Education

Some of our faculty members were instrumental in suggesting some of the topics related to **global issues** in teacher education program

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

The institution bears equal thrust on Environmental Education which is taught as one of the topic under the subject Education and National Concern. The students are sensitized to be sensitive to the environmental issues like Global Warming, Deforestation, Controlling Environmental Pollution, Sustainable Development of Environment through celebration of World Environment day.

Value Education is the part and parcel of the day to day activities in the institution. Values inculcated by organizing various activities like Morning Prayers, Social services, Community Living Camp, Blood Donation Camp and Social Awareness programs. Honesty, Punctuality and Sincerity are develop through various curricular and co-curricular activities of the institution.

The B.Ed. curriculum has one compulsory subject on Information and Communication Technology for the First semester for fifty marks. The curriculum has scope for learning fundamentals of computers, Information Technology and Education Technology and Communication and Instruction.

The College has excellent Computer Laboratory with 25 advanced configurations and BSNL Internet Connection. The students are trained in basic computer operation skills and also incorporating the use of technology in the class room teaching. 95% of our students are coming from rural background who have minimal or no knowledge about computer operations, The institution makes all effort to provide training to the beginners by giving basic knowledge of computer operations and working skills on internet.

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

The institution has inculcated ICT in various process of institution they are as follows.

- Admission: 75 seats of institution are allotted on centre admission cell through online basis.

- Institution has automated many of departments (library, partially office and labs ect.,

- Since three years most of the content in the syllabus are thought to the students a basis of power point presentation.

1.2 – ACADEMIC FLEXIBILITY

The teacher training program is a professional course which demands a need
for developing the professional skills of the trainees and hence it becomes even more important to inter link the theory and practice by providing varied learning experiences through academic flexibility.

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

The institute has to follow the curriculum prescribed by the NCTE and Bangalore University, Bangalore. We maintain academic flexibility only in the transaction of the curriculum by adopting appropriate method and strategies for its effective implementation.

The institution attempts to provide the theoretical foundation to teaching like philosophy of Education, Principles of Teaching and psychological aspects of the learner, School plant, classroom management, methods and techniques of teaching and educational technology etc.,

A first hand teaching experience to the students is provided through well planned academic programme like Communication skills, Microteaching, Workshops, Demonstration of Teaching skills, Classroom Management techniques and methodology of teaching by the experienced teacher educators and Senior teachers training is provided in the use of Psychological tests. This experience helps them for reflective practice.

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

The institution provides adequate flexibility and scope of operational curriculum for providing varied learning experiences to the students both in the campus and in the field by learning by doing and leading by experiences with proper guidelines by experts with the special lectures and best practices with the practice teaching in the school.

Field experience allow the students to apply and reflect on their content. Professional pedagogical knowledge, skills and attitudes diverse school situation. The students are involved in a variety of school based activities directed at the improvement of teaching and learning and the students learning is integrated into the school programme and teaching practice.

The institution organizes the following activities which provide the varied learning experiences to teacher trainees.

- ❖ Communication Skills
- ❖ Teaching skills (Micro teaching)
- ❖ Demonstration Lessons
- ❖ Video Lessons
- ❖ Practice Teaching
- ❖ Community Living Camp
- ❖ Practical Activities
- ❖ Educational Excursion

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.,

The institution adopted the curriculum prescribed by the Bangalore University., Bangalore. It has ICT compulsory subject and Life skill Education has optional subjects. However we insist student to chose subjects like Life Skill Education.

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

Interdisciplinary/ multidisciplinary

In the department is know segregation of students on the basis of their abilities. The curriculum of education department already includes inter disciplinary/Multidisciplinary, Multi skill development and inclusive educational aspect. Our curriculum also includes Practice teaching, School experience and work experience.

Multi Skill Development:

The faculty members make use of various strategies like group discussion, seminar presentation, class quizzes, use of modern technological gadgets (OHP, LCD Projector) during Class room teaching. So as to develop communication skill and self confidence among students. Whereas co-curricular activities are organized under the overall guidance of faculty members. This helps in developing civic and social values among the students.

Inclusive Education:

The student teacher are given knowledge and understanding about inclusion of exceptional children in normal classroom by faculty member through regular class room teaching, learning process.

Practice Teaching:

Practice Teaching is an integral and compulsory part in B.ed. programme. The student teachers undergo practice teaching at nearby secondary schools for a minimum period of 45 days. During practice teaching student teachers take classes in their concerned teaching subjects prepared lesson plans, development of teaching aids, observe peers. Prepare daily reports and maintain student attendance registers and organize different co-curricular activities.

Work Experience:

The trainees are provided training in preparing maps, guides, models, charts, bulletin board display cards, greeting cards etc.,

As a part of curriculum 4 days Community Living Camp is organized to develop the social values and responsibilities.

1.3   - FEED BACK 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?

Students Feedback: Generally feed backs are received from students on newer topics introduced in the curriculum. The institution has developed specific questioners to assess the effectiveness of the programs like Micro teaching, workshop, Demonstration lesson, Educational Excursion and Practice Teaching. At the end of the academic year a feedback from given to assess the quality of curriculum transaction. Infrastructural facilities and the individual teacher effectiveness. A continuous feedback with reference to the curriculum transaction is also obtained through students involvement in the class room. Their performance in the tests and examinations, regular interaction during the tutorials and guidance and participation in the curricular and co-curricular activities.

Alumni Feedback – The feedback from the alumni is obtained through formal and information meetings. During the annual alumni meet the

alumni members share their professional experiences and the institution in their professional growth and effectiveness.

Parents/ Guardian Feedback: The parents and the guardians get an opportunity to provide their feedback through the formal and informal meetings with the Principal, staff and Administrative staff whenever they visit the institution on various occasions like Admissions, College functions, Annual Day and co-operate and provide valuable suggestions.

Employers Feedback: The management and the Governing Council provide valuable suggestions during the formal and informal meetings with the principal and faculty members.

Academic peers Feedback: The staff members provide timely feedback about the curriculum transaction through formal and informal meetings. At the end of every academic activity the faculty members evaluate and provide individual and collective feedback about the effectiveness of program.

Practice Teaching Schools Feedback: The institution makes an effort to get feedback from the head and the staff of the practice teaching schools through informal meetings and feedback forms about the preparedness and performance of the student trainees during the training period.

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

The institution evaluates and take into consideration the oral and written feedback provided by the students, alumni, parents, employers, academic peers and practice teaching schools. Based on the feedback sought, the necessary changes are implemented for enhancing the quality of the teacher training program.

The feedback received from various stakeholders and the faculty about the quality of B.Ed. curriculum is also communicated to the academic bodies for the curriculum improvement.

1.3.3 – What are the contributions of the institution to curriculum development (Member of BOS/sending time suggestions, feedback, etc.)

> ➤ The faculty members of our institution were invited as the member of the syllabus framing committees as subject expert's BOE and BOS members where the valuable suggestions were given and incorporated.
> ➤ Some of our staff members were involved in the orientation programmes for the implementation of semester syllabus in B.Ed. course.

1.4 – CURRICULUM UPDATE:

1.4.1 – Which course 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)

The B.Ed. course has been revised from annual scheme to semester scheme from 2003-2004 . Further Bangalore university introduced CBCS (Choice based credit system) in B.Ed. programme from the academic year of 2014-15.

The major changes that are brought about in the curriculum are

> ➤ The methods of teaching has been changed to content cum methodology where due weightage is given to the content. In CBCS methodologies are renamed as content and pegagogy.
> ➤ A new subject education and national concern has been introduced for the II Semster. Whereby topics on global trends like Environmental Education, Value Education, Aids Education, Human rights, woman empowerment etc., as been included.

- The open electives are introduction the year of 2014-15 revised syllabus. They are guidance and counseling, value Education, education for pace. Life skill Education, Inclusive Education.
- To enhance knowledge and skill in Educational Technology has been introduced where by topics on computer fundamentals, communication and instruction, information technology and Educational technology, programmed instruction.
- Enough scope is given for developing communication and Micro teaching skills.
- The Change in the curriculum has made the students competent to face the new challenges in the field of Education.
- The semester scheme has reduced the stress and burden of the Examination it has ample scope for continuous and compliance evaluation and timely feedback.

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

Since the institution has to adhere to the curriculum prescribed by the Bangalore University there is no scope for revising the curriculum. The faculty members of our institution were actively involved in the various stages of curriculum revision by participating in the consultation, orientation programs as participants and resource persons. Some of our staff members were also in different syllabus framing committees and board of studies. The faculty members has given timely suggestions based on the feedback obtained from the students and practice teaching schools to the curriculum framing committee

1.5 – BEST PRACTICES IN CURRICULAR ASPECTS

1. The institution prepares day-wise calendar of events in the beginning of the academic year and this is made known to the students.

2. Curriculum transaction is made flexible through two medium of instruction English and Kannada.

3. The talents of the students are identified in the beginning of the academic year and accordingly the roles and responsibilities are shouldered by them through the various committees.

4. The faculty members involve themselves in all the academic deliberations and provide timely valuable suggestions for the development of the curriculum.

5. The institution makes all effort to provide the efficient human and material resource for the effective transaction of the curriculum.

CRITERION – II
TEACHING-LEARNING AND EVALUATION

TEACHING LEARNING

EXPERIENCES

2.1 – ADMISSION PROCESS AND STUDENT PROFILE

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

➢ Our college offers B.Ed. programme which is a one year programme.

➢ Admission to the course is done by CAC as per university/Government norms.

➢ The Management quota is 25% and college is authorized to fill these seats independently.

2.1.2 – How are the programmes advertised? What information is provided to prospectus or other similar material of the institution?

➢ All type of seats are advertised through local channels .

➢ Following information is provided to prospective students about the institution.
  1. Management committee
  2. Principal & staff members.
  3. College Building.
  4. Library, Laboratories, rooms, grounds , Infrastructure of the college, etc.,

➢ The institution has its own website www.skvce.org which provides information about Sri K.V.College of Education. The website provides information about eligibility criteria for admission, subjects combination offered, management and staff information, infrastructural facility academic activities, achievements of the institution, scholarship, extension programme, placement.

➢ The publicity for the admissions also done through institutional prospectus which give detail information about the institution & admission procedures.

➢ Prospectus issued by the central admission cell – The prospectus published by central admission cell provides details about B.Ed. colleges recognized by the Government of Karnataka provides publicity for the Government quota students.

➢ Media publicity – For the wider publicity of admissions advertisements are given local channels.

> Word of Mouth – Recommendations made by the alumni students, practice teaching school teachers, parents, community members, stake holders are also instrumental for the publicity of admission.

2.1.3 – How does the institution monitor admission decisions to ensure that the determines admission criteria are equitable applied to all applicants.

The institution admits the students allotted by the CAC (75% seats) and remaining 25% is filled by the institution on as per the eligibility criteria of the government according to the norms existing.

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)

> To retain diverse students population the institution follows English & Kannada is the medium of instruction.
> Special attention is paid to physically challenged students.
> Scholarships, fees concession & Book bank facilities are provided for socially disadvantages students.
> Institution has strategies to admit students who are from poorer sections of the society linguistic, minorities and special consideration is given for the physically challenged students during admission process, cultural and religious issues will also be considered.

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

Yes, students are given the opportunity to exhibit their knowledge, skill & needs content during their pre-practice session.
1. Talent exhibition with the individual students
2. Pre-practice lessons.
3. Practice in Micro-teaching skills.
4. Practice in communication skills.
5. Testing the teaching aptitude of the students during micro teaching.

2.2 – CATERING TO DIVERSE NEEDS

The teacher education programme consist of heterogeneous group of students which are fresh graduates, post graduates, married, unmarried, urban, rural, different linguistic backgrounds, different age groups.

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

➢ Priority of the college is to see that all students are provided with such an environment where they are absolutely free and their views are welcomed for a better learning development of the students.

➢ The Institution has appointed well experienced faculty members who are dedicated and committed for the cause of the Education.

➢ Cordial relationship among the management faculty and the students.

➢ We make effort in providing maximum opportunities to the students for the all-round development of their personality.

➢ An introduction programme is conducted and students are asked to comment on the varies infrastructure available in the institution.

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

➢ Since the B.Ed. programme consist of heterogeneous group of students with the diverse learning needs the academic program are flexible in nature.

➢ Equal opportunity and encouragement is given to all the students to participate in curricular and co-curricular activities according on the basis of their interest and ability.

➢ Democratic atmosphere exists in all academic transaction

- Our institution Caters to the diverse learning needs of students by the use of creative, activities, case studies, field trips, use of different teaching techniques, psychological test etc.,

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

The Institution carries out the following activities to understand the role of diversity and equity in teaching learning process through.

- Academic activities for the day begin with the community prayer along with Nadageethe and National Anthem.

- Various committees Science club, Social Science Club, ICT club, Language club, cultural and sports club etc., which have student representation are formed. These committees plan and organize through which students develop their organizing skills.

- Micro teaching & lesson plan writing, test item construction, practical activities are carried out to develop the teaching skills

- Community Living Camp, Blood donation camp, social awareness programmes is carried out to develop educational, social and ethical values.

- Educational excursion and field trips are carried out to provide the educational and field experiences.

- Annual sports meet and various competitions are organized to encourage and develop the innate abilities and talents of the students.

- To maintain the individual attention towards diverse needs of student teachers all faculty members adopting the pupil teachers in equal groups.

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

Our institute does ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students by the use of.

The institution organizes orientation programme and periodical meetings are conducted by the principal to ensure that the staff members are capable enough to over come such challenges of diverse students needs.

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 class room situations?

An exposure about the diverse needs and inclusion is provided by allotting the student teachers to rural and urban, Government, Aided and Unaided schools for practice teaching, by which they are exposed to teach to the students belonging to different social groups.

> ➤ Diversity and inclusion is developed in student teachers through interactions and brain storming sessions during the theory classes.

> ➤ Training is provided through practical activities.

> ➤ Training is provided in preparing and using different types of teaching aids.

> ➤ The student teachers are also trained in Basic usage of LCD, LED projectors, OHP and computer usage.

> ➤ Intra college quiz programmes helps the student teachers in giving effective learning experiences in class room situations.

2.3 – TEACHING-LEARNING PROCESS

In our Educational process B.Ed being the professional degree, here the teaching learning process is the most important component and becomes very trilling and result oriented in 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 groups individual projects, simulation peer teaching, role – playing, internships, practicum etc.,)

The teaching learning process is made effective and interesting by engaging the teacher trainees in active learning through various learning resources like.

Library: The institution has excellent library facility which has more than ten thousands volumes of books, research journals and encyclopedias, CD ROMS and computer with internet and Xerox facility. Students are encouraged to utilize the library facilities for reference work, preparation of notes, seminars, lesson plan, practical activity.

(Website: Information regarding various educational websites is provided to the students and is encouraged to browse the different websites and collect information.

Practical Activities: Individual and group practical activities are provided in methods of teaching and also in the general subjects. Students carry out practical activities and prepare the reports. They are also encouraged to develop PPT and use it during their classroom transaction.

Peer Teaching: Micro Teaching are carried out under simulated conditions. Each student trainee is expected to practice written and oral communication skills in their respective methods of teaching. Five Micro teaching skills are practiced in a peer group under the supervision of the teacher educator.

Role Playing: Teacher trainees are also trained in role playing as one of the techniques of teaching which is also tried out during the practice teaching and Micro teaching.

Internship: Intensive Internship programme is carried out to provide first hand experience in teaching in different practice teaching schools.)

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?

During the first and second semester various participatory learning activities are planned and the learning is made student centered through the following participatory learning activities.

➢ Every teacher trainee prepares and presents three seminars in general papers, two seminars in methods of teaching.

➢ In Information and Communication Technology individual teacher trainee carried out three practical activities.

> i.   Preparing class room teaching aid
> ii. Power Point Presentation
> iii. E-mail and internet working

➢ Every individual teacher trainee practices at least five to six Micro teaching skills in two methods of teaching.

➢ Library reference work is carried out for seminar preparation, lesson plan writing and preparation of notes for all the theory subjects.

➢ Field trips and educational excursion is organized to provide field experience and write reports regarding their experience and advantages of the particular field trip.

➢ Individual student trainee carries out practical activities in three general subjects and two methods of teaching. Science method students carry out series of experiments in the science laboratory related to eighth and ninth standard state syllabus.

➢ Series of Demonstration lessons in all the methods of teaching by the subject experts is organized to provide first hand experience to observe the class room interaction.

➢ Every student trainee prepares lessons plans and practices 13+13 lessons in each method of teaching and two Examination lessons.

- Individual trainee prepares teaching learning material for practice teaching lessons.
- During Practice teaching every student trainee constructs unit tests in two methods of teaching for eighth and ninth standard and administer to the secondary school students after completing the teaching of the unit and carry out statistical analysis and interpretation.
- Student trainees are trained in administering few psychological tests.

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

The following mentioned instructional approaches provided by the institutional for effective learning.

- Project method of teaching.
- Organize extension lectures by alumni.
- Organize seminar, conferences, workshops to introduce, innovative educational approaches in the field of teacher Education.
- Lecture Method.
- Discussion method.
- During practice teaching individual teacher trainee is expected to select any one model teaching in their respective methods of teaching & try it out in their classroom transaction.

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.

Theoretical knowledge regarding the various models of teaching relevant to the respective method of teaching is provided. During practice teaching Individual teacher trainee prepares and tries out a lesson using any one model in their respective methods of teaching.

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

The student teachers are trained in Micro Teaching Techniques for developing teaching skills during the first semester.

List of skills which had been practiced.

Sl.No.	Teaching skills	No. of lessons given by each student
1	Skill of introducing a lesson	01
2	Skill of explaining	01
3	Skill of probing questioning	01
4	Skill of illustrating with examples	01
5	Skill of stimulus variation	01
6	Skill of using the Black Board	01

Individual student trainee writes the episodes and practices the Micro Teaching Skills in simulated conditions.

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.)

Detail the process of practice teaching in schools

1. Every student trainee gives one fully prepared lesson per day.
2. Lessons observed by the teacher Educators 4 to 5 lessons per day.
3. Lessons are observed by peers/school teachers.
4. Feedback mechanism.
5. Monitoring mechanisms of lesson plans.

2.3.7 – Describe the process of Block teaching/internship of student in vogue

Practice teaching is the heart of teacher training programme, A well planned six weeks of practice teaching programme is carried out in 10-15 practice teaching schools.

Preparation for Practice teaching: For practice in teaching Government, aided and unaided state board schools are selected within a radius of 35 kilometers of the Institution. The prior permission is sought from the concerned authorities of Government and Private schools. Six to seven students with different methods of combination are allotted to each practice teaching school under one teacher educator who acts as the coordinator. Ten days prior to the commencement of the Practice teaching session the teacher trainees visit the practice teaching schools and obtain the units to be taught and the school time table from the subject teachers and the head master. The student trainees prepared the lesson plan and get it fully corrected by their respective method teachers. A written and oral feedback is given at the time of correcting the lesson plan and initial plans are re-planned and rewritten as the institution believes in providing pre-lesson feedback more than post lesson to make the classroom transaction effective. Necessary simple and interesting instructional materials are also prepared by the trainees for the presentation of the lesson after discussing with the method teachers.

Practice Teaching: During six weeks of practice teaching session each teacher trainee practice 12+12 lessons in two methods. As per the school time table each trainees gives on fully prepared lesson per day. The lessons are fully supervised by the teacher educator. The teacher trainees observe the lesson given by their peers and maintain the observation records books . At the end of the day the teachers educator and the peer group carries out a tread baro discussion and provides constructive feedback. Teacher trainees also actively takes part in all the activities of the school, they organize various group activities and competitions and also assist the school teachers in school activities.

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.

❖ The practice teaching sessions are well planned and executed effectively with co-operation of the school head master, school staff and mentor teachers.

❖ Teaching time table is prepared with the head masters, the school & the Mentor teachers

❖ Their co-operation is also sought in selection of unit and the organization of the content the subject teachers in the practicing schools also guide by mentor teachers.

❖ The trainee teachers will help to adopt suitable teaching strategies to develop/select relevant & suitable teaching aids.

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

The Practice teaching schools which one to the student trainees in order to manage the diverse learning needs of the students in schools. A brief introduction and orientation is given by the Head Master of the school and mentor teachers about the type (Government/Private) and environment of the school. They are advised regarding handling of the different sections allotted for them based on the Socio cultural, economic back ground, the learning difficulties, class climate and behavior problems of the student.

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

The Educational technology is the integral part of teaching learning process. The institution has taken major initiatives in giving exposure and training in the use of technology.

➢ The students are trained to operate the OHP, the Computers, the Sound System, the LCD Projectors and the slide Projectors etc.

➤ The teacher trainees are trained in the preparation and the use of Power Point Presentation for seminars, report writing and practice teaching.

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.

➤ The practice teaching sessions are well planned and executed effectively with the cooperation of the School Head Master, the School Staff and the Mentor Teachers.

➤ The practice teaching time table is prepared in consultation with the Head Master, the School and the Mentor Teachers.

➤ The school teachers and the Head Master also supervise the lessons of the teacher trainees according to their convenience and provide necessary feedback.

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

The ratio of the student teachers to the identified practice teaching has been considered accordingly o the convience of both pupil teachers and also to the school administration.

➤ Details of allotments of students to the practice teaching.

Sl. No.	Name of the School	No. of students allotted
1	Govt.High Schoo, Chickballapur	11
2	Govt. Girls High School, Chickballapur	4
3	New Horizon High School, Chickballapur	4
4	PPH School, Chickballpur	11
5	Sir M.V.M.High School, Chickballapur	7

6	Govt. High School, Nandi	7
7	Saraswathi Convent High School, Shidlaghatta	8
8	Sharadha Girls High School, Shidlaghatta	7
9	Govt.Girls High School, Bagepalli	8
10	Govt.Girls High School, Gowribidanur	7
11	Gnanamandhira High School, Gowribidanur	4
12	S.S.E.A Govt. High School, Gowribidanur	6
13	Govt.Boys High School, Gudibanda	4
14	Composite P.U.College, (High School Section), Manchenahalli	5
15	Govt. Girls High School, Vijayapura, Devanahalli	5

> It enables to carry out practice teaching effectively without interrupting the regular functioning of the school.

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

A continuous and comprehensive feedback is given to individual teacher trainees at all stages of the teaching training programme.

> A feedback mechanism is established right from the Micro Teaching and
> Communication Skill Workshop, written and oral feedback is given by the teacher educators in writing of the episodes and the presentation of the skills.

> During the tutorials written and oral feedback is given by the method teachers to the individual teacher trainee in writing of lesson plans.

> The Teacher educators supervise the lessons presented by the teacher trainees whereby a thorough discussion and constructive feedback is give for further improvement.

- The students improvement in the performance based on the feedback is also closely monitored.

- A healthy and constructive feedback is encouraged within the peer group.
- The Head Master of the school and the school staff also provide feedback whenever necessary.

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

The student teachers are updated in the policy directions and educational needs of the schools by studying in the general paper Secondary Education in India, whereby the Constitutional Provisions and latest Constitutional Amendments are taught. For example Article 45 (21a) which speaks about free and compulsory education upto the age of fourteen Trainees are encouraged to read newspapers, journals and magazines and browse the net to keep them abreast about the recent and ongoing issues and trends regarding educational policies.

2.4.5 - How does the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies by making conscious effort by attending orientation programmes refresher course, conferences, workshops, seminars and collecting information from academic bodies like DSERT, NCERT, newspapers, educational journals, mass media, internet and having interactions with school head masters and teachers etc.

The faculty members participated in curriculum development workshops and the same is translated to the student.

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

The major initiatives of the institution for ensuring personal and professional development of teaching staff of the institution by

➢ A healthy and constructive feedback in encouraged within the peer group

➢ Deputing them to attend workshops, seminars, conferences, orientation and refresher course with the provision of special leaves and OOD

➢ Providing monitory benefits to attend professional programmes

➢ Organizing workshops, seminars for the benefit of the staff and other professional colleagues.

➢ Granting special leaves adjustment in the time table for higher education

➢ As it is a privilege and an honour for the Institution it makes all efforts to depute the staffs as resource persons for academic programmes

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

The institution has a mechanism to reward and motivate staff members for good performance by recognizing their excellent performance in various academic activities and reward them through words of appreciation, promotion and special incentives.

2.5 – EVALUATION PROCESS AND REFORMS

A continuous and comprehensive evaluation process is carried out throughout the academic programme, to determine the extent with which the educational objectives are attained by the students.

2.5.1 – How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

The teacher educators make sincere efforts to identify the barriers for learning.

- ➢ In the beginning of the academic year students are encouraged to do their SWOT analysis.

- ➢ The barriers of students learning are identified, communicated and addressed by the Principal and faculty members through

   i.   Personal Interaction with the students in the class room activities workshops, practice teaching, tutorials, practicum and also through formal and informal interactions in day to day activities.

   ii. Student's performance is also assessed in the various tests and examinations.

   iii. At the individual level the students personally share their learning difficulties with the teachers.

The learning barriers are communicated and addressed in the following way
- ➢ After identifying the barriers to student learning it is personally communicated them.
- ➢ All the faculty members co-operate and make sincere efforts to help the student to overcome the learning barriers by creating conducting conductive environment for personal counseling and guidance, remedial teaching, drill work. Personal attention is provided in completing the academic activities. Collaborative learning is also encouraged at all levels. A constant motivation is given all through the course to boost their morale and confidence.
- ➢ A well qualified and experienced faculty members use their expertise to address the diverse needs of the students by providing suitable learning experiences careful grouping of students for various activities and monitoring the progress of the students at all levels.

➤ The excellent infrastructural and technological facilities of the Institution creates conducive atmosphere and motivates for effective learning and helps in overcoming the learning barriers.

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 institution follows continuous and comprehensive evaluation system. Scheme of evaluation is followed as per Bangalore University norms.

The following scheme is prescribed by the Bangalore University for the Internal assessment and term and evaluation.

FIRST SEMESTER – SCHEME OF EXAMINATION

Table 2.1

Code No.	Title of the Paper	Internal assessment	University examination	Total
C-1	Education in Emerging India	20	80	100
C-2	Fundamentals of Educational Psychology	20	80	100
C-3	Secondary Education in India	20	80	100
M-1	CCM – 1	20	80	100
M-2	CCM - II	20	80	100
C-4	Information and Communication Technology	10	40	50
	TOTAL	110	440	550
	Practicum – 1	25	**	25
	Practicum -2	25	**	25
	GRAND TOTAL	160	440	600

Internal Assessment

Seminar Presentation - 10 Marks

Tests - 10 Marks

ICT

Practical activity   -   5 Marks

Tests   -   5 Marks

FIRST SEMESTER PRACTICUM –I & II

Table 2.2

Sl.No.	Items	Max.Marks	
1	Micro Teaching	15	Activities of I Semester
2	Communication skill	10	Activities of I Semester
	TOTAL	25	

SECOND SEMESTER – SCHEME OF EXAMINATION

Table 2.3

Code No.	Title of the Paper	Internal Assessment	University Examination	Total
C- 5	School Management	20	80	100
C- 6	Psychology of Learning & Instruction	20	80	100
M - 1	CCM – I	20	80	100
M – 2	CCM – II	20	80	100
C- 7	Education & National Concern	10	40	50
	Practical Examination – I	**	**	50
	Practical Examination – II	**	**	50
	Practicum – 1	125	**	125
	Practicum – 2	125	**	125
	TOTAL	340	360	800

Internal Assessment

Practical activity   -   10 Marks

Tests   -   10 Marks

ENC

Seminar Presentation   -   5 Marks

Tests   -   5 Marks

SECOND SEMESTER PRACTICUM CCM – I & II

Table 2.4

Sl.No.		Marks	
1	Notes of Lessons	10	Activities of II Semester
2	Supervised Lessons	40	Activities of II Semester
3	Criticism Lessons	25	Activities of II Semester
4	Observation Record	10	Activities of II Semester
5	Assignment	20	Activities of II Semester
6	Assignment – II	20	Activities of II Semester
	TOTAL	**125**	

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

The assessment/evaluation outcomes are communicated to the students after every test and examination wherein

  ➢ A written and oral feedback is provided regarding the performance of the individual students.
  ➢ The official test marks are displayed on the notice board for the students information.
  ➢ The specific areas of learning difficulties of the weaker students are identified and the necessary guidance and remedial teaching is provided
  ➢ The high achievers are also provided guidance to improve the quality of their performance.
  ➢ Group Study is encouraged through collaborative learning for improvinf the performance of the students at all levels.
  ➢ The rank holders and the subject toppers are rewarded with the cash prize memento and certificates on the founders' day.

2.5.4 – How is ICT used in assessment and evaluation process?

ICT is used in assessment and evaluation process whereby the question papers are prepared for the official test. In maintaining the records of the official test marks and internal assessment marks. Disseminating the information about the evaluation to the students. ICT is used for official preparation for the University examination and sending internal evaluation mark to the university in the form of hard and soft copies.

2.6 – BEST PRACTICES IN TEACHING – LEARNING AND VALUATION PROCESS

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

- The institution has excellent has excellent learning resources like Physics, Biology, Chemistry and Psychology and Computer laboratory, Library, Method Rooms, Multipurpose hall. Fully pledged play ground, lecture hall, Audio-Visual room, Auditorium which provides conducive environment for teaching learning and evaluation process.
- The Institution organizes various curricular and co-curricular activities like Community Living Camp, Field Trips, Educational Excursion, Social Educational and Health Awareness Programme, Celebration of Days, Annual Sports meet various competitions, Workshops, Seminars etc for the al-round development of the personality of the teacher trainees.
- The students performance is monitored by continuous and comprehensive evaluation system and the feedback mechanism developed by the institution.
- In the teaching learning process more importance is given for development of the teaching skills as a result of that our students have proved themselves as excellent teachers in the schools where they are working.

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

- ➢ The institution trains the students in basic computer operations and integration of technology in the class room teaching.
- ➢ The institution maintains the cordial relationship with the Practice Teaching schools for professional consultancy, placement and students training.
- ➢ Teacher educators train their students in different innovative methods and techniques of teaching.
- ➢ Various methods and techniques are used in giving the series of demonstrations to the students to equip them to face present challenges of the classroom.

CRITERION – III

RESEARCH, CONSULTANCY AND EXTENSION

EXTENSION ACTIVITIES

3. 1 – PROMOTION OF RESEARCH

Research is an intellectual and creative activity. It is an integral part of quality Practice in teacher education. It plays vital role in quality improvement and helps the faculty to keep abreast with the current knowledge development in the field of teacher education. The institution promotes the research culture among the faculty members and motivates to take up research.

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

The Institution tries its level best to motivate the teachers to take up research work in Education and related areas to keep abreast of the current knowledge and development in the field of teacher Education. The management motivates the faculty members to pursue their doctorate and post doctoral qualification.

The institution encourages teaching staff for research work by adjusting the workload in the time table. The library is equipped with variety of books and National journals are also subscribed for the library. BSNL internet connectivity is available to the Teacher Educators.

Institution motivates its teachers to take up research adopting following measures-increment /financial encouragement for undertaking research projects.

➢ Providing registration fees etc, for presenting research paper
➢ Teachers   are   provided with facilities to conduct research studies
➢ Guest lectures are arranged to promote research culture
➢ Academically leaves are granted for undertaking research activities
As a result of motivation the following staffs have completed their M.Phil and Ph.d

1. Prof. Nagabhushana K.R.   -completed M.phil and pursuing Ph.d
                                   (awaiting for ph.d   viva-voce)
2. Sri Shekar.P.N.   -completed M.phil and pursuing Ph.d
                                    (awaiting for ph.d viva-voce)
3. Sri B.G.KrishnaMurthy   -completed M.phil
4. Sri K.M.Lakshminarayana   -completed M.phil
5. Sri V.Narendra Babu   -completed M.phil
6. Sri S.B.Ravikumar   -completed M.phil
7. Sri Subramanyam   -Pursuing Ph.d
8. Sri Y.G.GuruMurthy   -completed N.E.T.
9. Sri T.Shivaramu   -completed K-S.E.T
10. Sri C.K.Guruprasad   -completed M.phil and pursuing Ph.d

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

Instructional technology and multimedia

➢ Organizational Management

➢ Influence of psychological, social and Democratic factors in Education

(A study of the secondary level teaching competition-KRN)

3.1.3 -Does the institution encourage Action research? If yes give details on some of the major outcomes and the impact.

Yes, the Institution encourages action research projects. Action research is a compulsory provision in the syllabus of the B.Ed Course. During the years all the teacher-educators along with student teachers have taken up a good number of action researchers successfully. Action research mainly focused on immediate classroom problems, needs and its solution. The student-teachers with the help of teacher-educators have conducted research on a wide range of problems and their solutions.

The Institution Encourages regular teacher trainees and Indira Gandhi National Open University{IGNOU} In-service teachers to carry out action projects in all the methods of teaching as a part of practical activity during practice teaching. Some of the major outcomes and impacts are related to the areas like effectiveness of remedial teaching in

Mathematics:

Concept formation, generalization of Mathematical concept.

Language:

Spelling, pronunciation and Grammar

The major outcomes and the impacts of the action research are:

The teacher trainees gets firsthand experience in preparing action plans, preparing the models, the techniques to teach concepts and tryout in the class room.

Overall the major outcomes of action research are-

❖ Improving and modifying the classroom strategies, tactics and teaching aids.

❖ Develop interest, attitude and values of the student towards their studies

❖ Dealing with classroom problems and school problems related to discipline and code of conduct.

❖ Developing the habits like completion class notes and active participation

3.1.4 – Give details of the Conference/seminar/workshop attended and organized by the faculty members in last five years.

The institution organized one day workshop on the topic "Inter disciplinary approach to curriculum transaction" for Secondary School Teachers of Chickballpur-District, on 23rd December2015.

Various workshops/seminars/Educational programs attended by the faculty members - list enclosed.

Table3.2

Sl No	Name	Name of the seminar/conference/workshop	Name of the sponsoring Agency , place at duration
1	Prof.K.R.Nagabhusha Principal	1. One day State Level Seminar on "CBCS B.Ed Programmes on " A Paradigm Shift"	B.E.S.College of Education Bangaloreon 27/10/2014
		2.Two days State Level Seminar on quality improvement in Teacher Education issues and Challenges"	Hemadri College of Education,Kolar on 28th &29/11/2014
		3.Two days state level seminar on "Innovation practices in Teacher Education	Rajaji nagar College of Education, Bangalore on 10/07/2015 To 11/07/2015
		4.One day State level Conference on "New trends and Initiatives in teacher Education	Ambedkar college of Education, Bangalore ,on 17/10/2015.

2	P.N.Shekar Assistant Professor	1.Two days seminar on Life skills Education for Teachers Educators of Karnataka State .	Ambedkar College of Education, Bangalore on 20/4/2012 To 21/04/2012
		2.Orientation Programme	UGC/ASC/BUB/For 30days from 25/02/2013 to23/03/2013
		3.Refresher Course programme on Educational Technology	UGC/ASC/BUB/For 21days from 19/03/2014 To 09/04/2014
		4.Two days State Level Seminar on Quality Improvement in Teacher Education issues and Challenges	Hemadri College of Education,Kolar on 28th & 29/11/2014
		5.Two days National Seminar on Ethical and Efficient leadership qualities in the institutional Development,(Paper presented)	Sri Sarvajna College of Education, Bangalore on 23/04/2015 To 24/04/2015
		6.Worked as Board of Examination Member of Bangalore university and attended the meeting for scrutinizing Question papers	Al-Ameen College of Education, Bangalore From 6/05/2015 To 8/5/2015
		7.Two days State Level Seminar on Innovation practices in Teachers Education, 8.One day state Level Conference on "New Trends and Initiatives in Teacher Education".	Rajaji nagar College of Education, Bangalore on 10/07/2015 To 11/07/2015 Ambedkar college if Edn,Bangalore on 17/10/2015.
3	B.G.Krishna Murthy Assistant professor	1.Attended as a resource person on the topic "Meditation in life"	Sri Govind Theertha College, Nandi. Chickballapur-taluk and district on 18/02/2012
		2.Attended 46th Orientation Programme	UGC/ASC/Bangalore University, Bangalore from 25th Feb 2013 to 23rd March 2013-30days.
		3.Compleated short term course in the trade of Computer Fundamental.	Organized by DLF Life Skill India from 1/10/2013 To 15/11/2013.
		4.One day orientation programme on the new syllabus	Vijaya Teachers College,Bangalore on 23/02/2015

		5.One day Orientation Programme on Constructivism"	Organised by Vijaya Teachers College of Education, Bangalore on 6/05/2015
.4	K.M.Lakshminarayana Assistant professor	8.One day state Level Conference on "New Trends and Intitatives in Teacher Education".	Ambedkar college if Edn,Bangalore on 17/10/2015.
5	V.Nrendra Babu Assistant professor	1.47th Orientation programme	UGC/ASC/Bangalore University on 25th March 2013 to 24th April 2013-30days.
		2. Two days State Level Seminar on Quality Improvement in Teacher Education issues and Challenges	Hemadri College of Education,Kolar on 28th & 29/11/2014
		3.Two days international Seminar on "Blended Learning"	Vysya College of Education, Salem, Tamil Nadu. 13th and 14th December 2014.
		4. Two days State Level Seminar on Innovative practices in Teachers Education	Rajaji nagar College of Education, Bangalore on 10/07/2015 To 11/07/2015
6.	S.B.Ravi kumar Assistant professor	1.Three days workshop on "Review of New Mathematics Text Books on NCF 2005"	R.V.Teachers College Bangalore on 17/10/2011 To 19/10/2011
		2.Worked as a Judge for District Level Science Seminar	Organised by DIET,Chickballapur on 11/17/2012
		3.Two day orientation programme on Open and distance learning	Organised by IGNOU,Reginal Centre ,Bangalore. On 16th&17th March 2013
		4.one day State :eve; Seminar on " CBCS in B.Ed Programme A Paradigm Shift "	B.E.S.C ollege of Education, Bangalore. On 27/10/2014
		5.One day Orientation Programme on the new syllabus	Vijaya Teachers College, Bangalore on 23/2/2015
		6.Two days National Seminar on "Ethical and Efficient leadership Qualities in the Institutional Development"	Sri Sarvajna College of Education, Bangalore 23rd and 24th April 2015

		7.Two Days State Level Seminar on "Innovative practices in Teacher Education "	Rajaji Nagar Colege of Education Bangalore 10th and 11th July 2015.
		8 Two days National Meet on "Yoga Education"	At Vysya university Organised by NCTE,Bangalore. On 9th and 10th August 2015
		9.One day State Level Conference on "New Trends and initiatives in Teacher Education"	Organised by Ambedkar College of Education,Bangalore. On 17th October 2015.
		10. one day Orientation on "Unfolding key terms of Educational policies related to Teacher Education."	Sanjay Gandhi College of Education, Bangaleore. On 6th November 2015.
7	S.Subramanyam Lecturer	1. Two days seminar on Life skills Education for Teachers Educators of Karnataka State.	Ambedkar College of Education, Bangalore on 20/4/2012 To 21/04/2012
		2.46thOrientation Programme	UGC/ASC/BUB/For 30days from 25/02/2013 to23/03/2013
		3.Refresher Course programme on Educational Technology	UGC/ASC/BUB/For 21days from 19/03/2014 To 09/04/2014
		4. Two days State Level Seminar on Innovation practices in Teachers Education,	Rajaji nagar College of Education, Bangalore on 10/07/2015 To 11/07/2015
		5 .One day state Level Conference on "New Trends and Initiatives in Teacher Education".	Ambedkar college if Edn,Bangalore on 17/10/2015.
8.	Y.G.GuruMurthy Assistant Professor	1.Two days Orientation Porgrmme on CBCS and CAGP	Organised Department of Education, Mysore University,Mysore on 28th&29th January 2011.
		2. .One day state Level Conference on "New Trends and Initiatives in Teacher Education".	Ambedkar college if Edn,Bangalore on 17/10/2015.

9	C.K.GuruPrasad Librarian	1.Two Days National conference on Collection Management in changing context problems and prospectus	Organized by Kuvempu University College Librarian Association,Shimoga on 19th and 20th August 2011.
		2.Refresher Course in Library and Information Science	UGC/ASC/Bharathidasan University.Tiruchirapally-Tamil Nadu on 6th August 2011 to 26thAugust 2011-21days
		3. One day National Conference on Re-inventing and restructuring of Public Library system in India.	Organized by SC/ST Librarian Association, jnana jyothi Auditorium, Bangalore University, Bangalore on 28th July 2013.
		4. Three Days International Conference on "knowledge Management and Organization in the Digital ERA".	Sri Sidda ganga Arts, Science and Commerce College for women, Tumkur on17th January 2013 To 19th January 2013.
		5.Two day National Conference on" the Challenges and Opportunities in the Management of Libraries" {Paper presented on the topic "Collection Development and Access Management"}	Organized by Sadkatulla Appa College, Tirunelveli, Tamil Nadu. On 28th and 29th November 2014.
		6.Refresher Course in Library and Information Science	UGC/ASC/Bharathidasan University.Tiruchirapally-Tamil Nadu on 11th February 2015 To 3rd March 2015-21 days.
		7.Two days National Conference on "Adopt Change Evolve"	Organized by New Horizon College of Education, Bangalore on 4th and 5th Dec2015.

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.

Over the years the faculty and student-teachers Collaborated in developing instructional and others materials suited to local needs of the instruction.

Details of Instructional materials developed are

- ➢ Self instructional learning material

- ➢ Print handouts and modules

- ➢ Power point presentation on various topics in different subjects.

- ➢ OHP Transparencies for orientation to micro-teaching

- ➢ Instructional materials like transparencies and slides are developed by the teacher-educators for class room teaching, work education and work experience.

- ➢ Concept of maps on different topics.

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

The institution has furnished well equipped Educational Technology with 25 computers of latest configuration with BSNL Internet facilities, Library with having more than 10000volumes of book, encyclopedia, journals, and educational C.Ds, health and physical education facilities, Audio-visual aids, Psychology lab, science lab, and well equipped musical instruments also supports the instructional programme.

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

During the last 5 years the teacher-trainees and teacher educators have been prepared ICT/Technology related to instructional materials like-

- ➢ Power point presentations are using in general and as well as methodologies

- ➢ Documentations on micro-teaching, communication skills, demonstration lessons, workshops, seminars

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

The institute organized workshop relating to the topic on "Inter disciplinary Approach to curriculum transaction" for secondary school teachers of chickballapur District, on 23rd December 2015.

Training programmes and workshops on instructional material development attended by the staff-

Sl. No.	Name of the faculty	Name of the training programmes/ workshops on Instructional Material development attended by the faculty	Sponsoring Agency, place and duration
1.	Prof.K.R.Nagabhushana Principal	1.Two day workshop on CBCS B.Ed Curriculum Orientation	Dept of Education, Bangalaore University, Bangalore on 16th & 17th Jan.2015
2.	Sri P.N.Shekar Asst. Professor	1.Four Days workshops on curriculum construction for B.Ed. Programme based on CBCS	Vijaya Teachers College, Bangalore on 11th Aug to 14th Aug. 2014.
		2.Two day's workshop on B.Ed curriculum construction	Dept of Education, Bangalaore University, Bangalore on 22nd Sept.2014 to 23rd Sept.2014.
		3. Two day workshop on CBCS B.Ed Curriculum Orientation	Dept of Education Bangalore University, Bangalore on 16th & 17th Jan. 2015
		4.One day state level workshop on Kannada lesson plan preparation based CCE	Rajajinagar College of Education, Bangalore on 14th March 2015
		5.One day workshop on "Two year B.Ed Curriculum Structure"	Department of Education, Bangalore University Bangalore on 15th June 2015
3.	Sri B.G.Krishn Murthuy Asst. Professor	1.One day orientation programme on Models of Teaching in CCM of Teaching History & Civics	Sri Sarvajna College of Education, Bangalore on 20th April 2012

		2.Two days workshop on CBCS B.Ed curriculum orientation	Department of Education, Bangalore University, Bangalore on 16th and 17th Jan.2015
4	Sri K.M.Lakshminaryana Asst. Professor	1.Four days workshops on Curriculum Construction for B.Ed Programme based on CBCS	Vijay Teachers College on 11th Aug.2014 to 14th Aug.2014
		2.Two day's workshop on B.Ed. Curriculum Construction	Dept. of Education, Bangalore University, Bangalore on 22nd and 23rd Sept.2014
		3Two day's workshop on CBCS B.Ed. curriculum orientation	Dept of Education, Bangalore University, Bangalore on 16th and 17th Jan.2015
5	Sri V.Narendra Babu Asst. Professor	1.As a Key note speaker in Annual day celebration	Vijaya Chethana P.U.College, Chickballapur on 27th July 2011
		2.Chief Guest in District level quiz programme	Govt. High School, Sadali, Chickballapur Dist. on 17th Jan. 2012
		3.As a Resource person in NSS Camp of Government First Grade College	At Singhata Kadhirenahally, Chickballapur District on 10th Feb.2012
		4.Judging District level "Inspiter Award" of Government junior College	Govt. Junior College, Chickballapur opn 5th July 2012
		5. Two days orientation on "Open and Distance learning	At IGNOU regional centre, Bangalore 16th & 17th March 2013.
		6. As a Chief Guest for "Alumni Association"	Sri Jagadhguru Chandrashekhar NIrimamidi First Grade College, Chickballapur on 15th February 2014.

		7.Four day's workshop on Curriculum Construction for B.Ed Programme based on CBCS	Vijaya Teachers College, Bangalore on 11th Aug. to 14th Aug.2014
		8.Two day's workshop on B.Ed. Curriculum construction	Department of Education, Bangalore University Bangalore on 22nd Sept. to 23rd Sept. 2014
		9.Two day's workshop on CBCS B.Ed Curriculum Orientation	Department of Education, Bangalore University, Bangalaore on 16th & 17th Jan.2015.
6.	Sri S.B.Ravi Kumar Asst. Professor	1.Four day's workshop on NCF2005 based on 10th Standard Mathematics text book programme	Vijaya Teachers College, Bangalore on 26th Nov. to 29th Nov. 2013.
		2.Four day's workshop on curriculum construction for B.Ed programme based on CBCS	Vijaya Teachers College, Bangalore on 11th Aug. to 14th Aug. 2014
		3. Todays workshop on "B.Ed Curriculum construction	Dept. of Education, Bangalore University, Bangalore on 22nd Sept.2014 to 23rd Sept. 2014.
		4. Two days workshop on CBCS B.Ed Curriculum on Orientation	Dept of Education, Bangalaore University, Bangalore 16th Jan to 17the Jan.2015
		5.Two day's workshop on CBCS B.Ed Curriculum	Al-Ameen College of Education, Bangalore on 31st July and 1sAust. 2015

7.	Sri S.Subramanaym Lecturer	1.Four day's workshop on Curriculum construction for B.Ed., Programme based on CBCS. 2.Two day's workshop on CBCS B.Ed., curriculum Orientation	Vijaya Teachers College on 11th Aug. 2014 to 14th Aug.2014 Deept. Of Education, Bangalaore University, Bangalore 16th and 17th Jan.2015
8.	Sri Y.G.Guru Murthy Asst. Professor	1,One day workshop on Preparation of Lesson plan	Sri B.G.S.College of Education, Adichunchanagiri Kshethra, Mandya District on 8th Feb.2014
9.	Sri T.Shivaramu	1.One day workshop of Modalities of CBCS B.Ed Curriculum 2.Two day's workshop on CBCS B.Ed. Curriculum Orientation	Dept of Education, Bangalore Universitym Bangalore Dept of Education, Bangalore University, Bangalore on 16th & 17th Jan. 2015

- ➢ Workshop on developing lesson plans format
- ➢ Quality improvement in setting question paper for B.Ed semester scheme.
- ➢ Workshop on developing common lesson plan format

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

- Nil-

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

- Nil -

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

- Nil-

3.3 – CONSULTANCY

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

Most of the faculty members are provided voluntary consultancy services to the surrounding B.Ed and D.Ed Teacher Training institutions to complete NCTE, DIET and university formalities. Developing infrastructure, suggesting list of text books, journals, psychological experiments assignments, preparing format for internal Assessment and conducting exam for B.Ed programmes. Some of the faculty members are also supervising dissertation work of M.Ed and M.Phil students.

Faculty members extend their consultancy services to Sri K.V.Sister institutions in orienting teachers about the techniques of teaching , classroom Management and recruitment of teachers.

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

Yes, the faculty members of the institution are competent to undertake consultancy the areas are-

- Consultancy services to In-service Teachers

- Consultancy services to develop infrastructural facilities

- Extending consultancy services to the In-service Teachers in new methods and approaches

- Extending their consultancy services in developing Instructional Design.

- The consultancy services are extending in the development of instructional Modules

- The faculty members are extending their consultancy services how to conduct psychological tests
- They are also extending their consultancy services in guidance and counseling.

- The faculty members are extending their consultancy services in development of Communication skills, among teachers of various Institutions.

- The faculty members are able to extend their consultancy services in development of peace through meditation.
- The institute deputes faculty members for consultancy services ,whenever the occasions arises among the sister institutions.

- The management and principal are supportive to take up the consultancy services.

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?

The consultancy services are honorary

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

Not Applicable (Self finance only)

3.4 – EXTENSION ACTIVITES

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

The institution runs awareness programmes on Aids, environment Education, health hygiene awareness , water conservation awareness , awareness programmes on lead etc

➢ The institution has given full support to orphanage Sri Venkatanarasamma gurukula Ashra,a run by Sri K.V.Trust.

➢ The institution helps orphan children in their Education and fulfill their basic requirements

➢ The institution has co-ordinated with Indira Gandhi National Open University (IGNOU) in training.

➢ The institution also has IGNOU Inservice teachers for the B.Ed program from the year 2012 .

➢ Provides infrastructural facilities for conducting exams like KPSC and other Departmental Examination and also election duties

➢ The instution carries outreach programs like Community living camps , blood donation camp and awareness programs on fire safety, social problems etc for the rural folk students.

➢ Conducted job fair.

➢ Conducted varies sports competitions.

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

As the institution is situated in a rural area the community is participative in most activities of the institution. Community participation is seen inn talent research competitions, festival celebrations, like founders day function. During such occasions, interaction with community member yields valuable suggestive measures to make the institution more progressive in term of efficiency and quality.

Many schools have been tied up with us for practice teaching. All the staff members and head of these schools are friendly and co-operative with our student as well as teachers. This is helpful to us in giving quality education. Local community is very helpful to us an organized various activities like celebrating Trust day and National festival, extension activities, camps etc.

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

The institution encourages its students to help the weaker sections of the society to learn. It has devised a plan to encourage every student to make an illiterate person to literate person during their course duration. The institution also devises certain plan to involve students in awareness programme in contemporary issues like women empowerment, save water, save trees and environment etc.

Organizing social, educational and health awareness programmes to the Marganahally, Reddygollara hally villagers every year during Community living camp.

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

The institution has developed the Sri Ventakatanarasamma Gurukula Ashrama orphanage, Kandawarapet , chickballapur ,since 2000 and is helping in providing to their basic and educational needs.

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

The students and faculty members organizes cultural programmes and competitions like Talent day, Community living camp, founders day, Teachers day, world environmental day, women's day, group dynamics music, fancy dress , Trust day sports meet and drawing competitions in founders day function and fire camp to develop social values and skills.

The institution gives extra precautionary measures to conduct cultural programs on celebration of National festivals like independence day, Republic day, Gandhi Jayanthi, Kannada Rajyotsava to develop citizen values.

The institution encourages its students to actively participate in tree plantation programme and tree conservation initiatives.

Education excursion and field trips like picnic are organized to visit places of historical and educational cultural importance to develop ethical values.

The community leaving camp is organized in a rural set up to develop social, cultural, educational values by organizing social awareness programmes to the rural community through shramadaan and community prayers. Education programmes like blood donation camp, first aid , fire safety (How to prevent fire accidents and the remedies by adopting fire extinguishers) health and hygiene and trekking , cultural programmes like camp fire arrangement, quiz programmes, sports and village games, Dramas etc.,

Distribution of note books to secondary school children at Government High School at Reddygollarahalli.

3.5 – COLLABORATIONS

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

T   he institution has linkage with organization like IGNOU (Indira Gandhi National Open University), KSPB (Karnataka State Pollution Board, Red Cross Society and Karnataka State Horticulture Department.

IGNOU (Indira Gandhi National Open University)

The institution has been recognized as IGNOU B.Ed programme since 2012 through IGNOU, we are providing In-service training programme for 200 teachers every year by conducting, counseling classes , workshops and observation of the practical Records like lesson plan etc.

The Institution benefited in getting the nationwide recognition. It has also benefited the teachers educators to use their expertise in training the in-service teachers.

KSPCB (Karnataka State Pollution Control Board)

All our faculty members involved with the KSPCB to prevention of trees. The Institution collaborated KSPCB in organizing programmes on Environmental education for B.Ed trainees.

Red Cross Society

The institution has established linkage with Red-Cross Society Blood Donation Camp programme in our campus. All the faculty members and students donate their bloods and also other college students are also invited to participate so that they may be aware of health issues

Karnataka State Horticulture Department

The institution has established linkage with Karnataka State Horticulture Dept., by inviting our faculty members to actively participate in tree plantation programme and tree conservation initiatives.

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

The college has not yet established linkage with the International Organization. But it has future plan to venture into it as and when the opportunity arises.

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

Curriculum Development: The Curriculum is designed by the university, College has to follow the curriculum design by the university. However, the linkage with IGNOU, Department of Education has provided insight in bringing about their changes in the curriculum introducing subjects like ICT, Environmental education. The linkage with schools has helped in introducing the new techniques of teaching evaluation in the B.Ed Curriculum.

Teaching: Various journals and study material of NCERT and NCTE is helpful in enhancing the teaching quality.

Training; The Guidelines Of University, NCERT and NCTE play a major role in providing training to students as well as teacher educator.

Practice Teaching; The linkage with practice teaching schools contributes in training, the teacher trainees for teaching skills and class room management. The College provides instructional materials like research journals to help the faculty members and student teacher to give effective practice Training.

Consultancy: The institution members provides consultancy to our student teacher on various topics.

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

At present the institution has linkages with the schools for practice teaching. The institution has good and healthy linkages with school and community members. The linkage of the institution with school sisters like ICSE ,CBSE, international schools and state Board(Government, Corporation aided and un-aided) has enabled us in conducting practice teaching programme for the teacher trainees organize demonstration lessons, provide placements for teacher trainees and to have professional interactions.

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.

Yes, the faculties are actively engaged with school staff during practice teaching. In the beginning of the practice teaching at school, a discussion session is arranged in which all the student- teachers. The faculty members in consultation with the School Head master and teachers help the trainees to design practice teaching timetable, school based activities, content organization, test and evaluation and feedback.

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

The institution collaborates with other teacher education institution for reporting the grievances to the higher authorities like University Higher education Dept., reading up gradation of curriculum, fee structure and other such matters.

  The faculty members collaborates with Head Master and teachers of practices teaching schools in organizing practice teaching programmes, providing professional help to the school teachers in adopting methodologies of teaching, concept clarifications through formal and informal meetings and appointment of teachers.

The faculty members collaborate with B.Ed Colleges and other colleges of Bangalore University and other universities organizing and attending workshops, seminars and conferences. The faculties' exchange of professional human resources, sharing of a academic and other professional concerns.

The University faculty members collaborate with the university faculty members of the Department of Education for the academic and research activities.

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 institution encourages its faculty members to pursue research endeavors in the field of Education. Institution provides increased opportunity to faculty for attending seminars, workshops, training programmes on research methodology and development of teaching and instructional material. The Institution encourages teaching staff for research work by adjusting their work load in the timetable. The teachers are given study leave. The college has provides ICT laboratory, Library facility to pursue the research activity.

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

The Institution maintains a cordial relationship with all the practice teaching schools and supporting them by providing instructional materials and human resources for growth and development of their institution. The Institution collaborates with the various National and State Organizations at NGOs in promoting research and extension activities.

CRITERION – IV
INFRASTRUCTURE AND LEARNING RESOURCES

INFRASTRUCTURE

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

The infrastructure is the outlook of the Institution. An excellent infrastructural facility facilitates teaching and learning process effectively.

The institution is located in a good educational environmental place and its is well connected to National high way-7 and rural parts of the society. The institution has exclusive space for conducting B.Ed course. The facilities available are –

Sl. No	Description	capacity		Area in Square Fts
1	Class rooms	3	(20.3x27.6)	1670.625 sq.fts
2.	Room	1	(20.3x27.6)	584.375 sq.fts
3	Lab	4	(21.3X27.6)	2282.550
4	Principal Chamber	1	(30.3X27.6)	859.375
5	Office Room	1	(20.3x27.6)	556.875
6	Staff Room	1	(20.3x27.6)	556.875 sq.fts
7	Store room	1	(9.3X27.6)	254.375
8	Ladies and gents (Rest room)	2	(9.3X27.6)	508..750
9	Ladies and gents (Toilet)	2	(9.3X27.6)	508.750
10	Library	1	(75.3X27.6)	2069.375
11	Seminar Hall	1	(52.3X27.6)	1436.875
12	Stair case Lobby	3	(9.6X27.6)	783.750
13	Corridor	3	(20.3x27.6)	3654
14	Multipurpose hall	1	(75.3X27.6)	2069.375
15	Sports and Arts/craft room	1	(43.3X27.6)	1189.375
16	Science lab	1	(21.3X27.6)	584.375
17	Portico	3	(18X20)	1080
	Total-Built up area			**22395 sq.fts**

The amount invested for developing the infrastructure facilities is approximately around 50 lakhs.

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 regularly plans to meet the needs of augmenting the infrastructure to keep pace with a academic growth. The class rooms, laboratories, Library, multipurpose hall etc. are furnished with adequate furniture and equipments to facilitate better teaching learning process. The Management tries its best to make available infrastructure required for pursue of good academic growth.   The institution ensures utilization of its infrastructural facilities to its maximum.

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

❖ The infrastructure facilities for co-curricular activities and extra-curricular activities including games and sports are provided by the institution.

❖ The institution has shared spacious play ground with facilities to play cricket, volley ball, badminton, basket ball, etc are available.

❖ The students could also play indoor games like carom, chess, table tennis etc.

❖ Craft room and work experience room and Music room are also provided.

❖ The Multipurpose Hall with the seating capacity of 250 persons is in the institution to provide a platform to students, faculty, to exhibit their teaching skills in the conferences and seminars etc. The hall equipped with good lighting facility and public addressing system.

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

1. **PLAY GROUND**-Indoor and outdoor games, sports meets etc.

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 center, etc.)

➢ The Institution provides priority for maintaining health of the staff and students. Sufficient ministerial staffs are appointed for cleaning purpose.
➢ Pure drinking water facility is provided for all the students and staff members.
➢ Regular pest control operation is carried out
➢ First aid facilities are available.
➢ Four rest rooms are constructed one at principal chamber, one at ministerial staff and two large rest room are constructed exclusively one for men and one for women.
➢ During the academic year some health camps are organized for ex-Blood donation camp and medical Checkup camp.
➢ R.O. Water filters are provided in every floor of the institute.
➢ Fire extinguishers are placed at appropriate areas
➢ Canteen facility is available.

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

  ➢ The institution has separate hostel facility for both gents and ladies. The gent's hostel can accommodate 200 students and ladies hostel can accommodate 100 students.
  ➢ The institution is providing gymnasium, recreational indoor games facilities.
  ➢ Only two girls students make use of the hostel facilities.

4.2 – MAINTENANCE OF INFRASTRUCTURE

4.2.1 – What is 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.

  ➢ Building
  ➢ Laboratories
  ➢ Furniture
  ➢ Equipments
  ➢ Computers
  ➢ Transport/Vehicle

The Management has plans and facilities for need based developments and expansion of infrastructure. Maintenance of the existing infrastructure is look after by a committee with faculty and student representatives. And it has focus on upkeep and the maintenance of infrastructure, a part of the budget is spent on the maintenance of the infrastructure.

The budget provisions are optimally made for the maintenance of various services in the College.

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

The available infrastructure is optimally utilized by the Institution. The College functions from 9.a.m to 5.p.m. Where all the infrastructure like class rooms, labs, Library are utilized for carrying out the curricular and co-curricular activities.

During vacations and holidays the infrastructure is used B.Ed counseling classes and workshops of IGNOU, Departmental exams like KPSC and other training programmes conducted by DIET and DSERT

4.2.3 – How does the Institution consider the environmental issues associated with the infrastructure?

> ➢ The institution considers the environmental issues associated with the infrastructure. The institution is situated in a calm and beautiful natural surrounding with a complete pollution free campus.
> ➢ The classrooms are spacious and well ventilated. This facilitates un better teaching –learning process.
> ➢ The institution give priority for cleanliness in and around the campus, Care will be taken for proper disposal of solid waste
> ➢ Dustless chalk pieces are used in the class room to prevent health problems and environmental pollutions.
> ➢ Plastic Carrying bags is discouraged in the campus
> ➢ The institution gives lot of importance to promote environment consciousness by saplings of plants.

4.3 – LIBRARY AS A LEARNING RESOURCE

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

Library has a well qualified Chief librarian with B.com, M.A. ,M.L.I.Sc., M.Phil qualification and 15years of experience. One library Assistant and one Attender provided for material collection and to support the Library services.

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)

The College Library has the following instruction resources

Sl.No	Description	Numerical information/Remarks
1	Reading facility available	Seating arrangement for 50 students
2.	Reference section	20 students
3	Volume of Books	10485
4	Reference Books	758

5	National Journals	15
6	Magazines	10
7	News papers	05
8	Audi-visual –C.D's	50
9	Internet access	02

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

The Library has an Advisory committee. The committee headed by the chief Librarian, Principal and Three Assistant Professors

Convener   -   C.K.Guruprasad

President   -   K.R.Nagabhushana

Vice president   -   P.N.Shekar

Members   -   V.Narendra babu
                                  -             S.B.Ravi kumar
                                  -             S.Subramanyam

   The library committee is formed in the beginning of the Academic year.   The committee meets to take various decisions on library up grading and usage of Library resources.

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

The library is partially computerized Lib-sy software has been installed for library data base. The library has BSNL Internet facility.

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

Yes , The institution library has computers with internet facilities. There is a computer with printer and xerox machine. An active internet connection is also available in the college library. All these facilities are available in the college Library. All these facilities are used by faculty as well as student teachers. Students are allowed to get photo copy of relevant pages of journals and magazines on payment basis. However faculty can avail the faculty to a certain extent free of cost

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

The institution does not have Inflibnet /Delnet/IUC facilities.

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

The library is kept open throughout the year except National Holidays. The Library function six days per week (Excluding Sunday) and 230 days in a Academic year. The library remains open 9.00 am to 6.00 p.m.

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

Staff members and students come to know about new arrivals in the library through regular notice, display on the notice board placed in the library. Teachers also give brief information about new arrivals in the class rooms.

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

Yes, the institution library has book bank facility. In this book bank facility books are issued to the economic weaker trainees. These books are retained by those trainees up to the end of the semester examinations. Eligible trainees apply for this facility to the Principal. The Principal after consulting with the other staff members give permission to the trainees.

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

For easy accessibility to the Library, Librarian personally attends the physically challenged student teachers. The books are issued for more number of days to those students in order to cope with their disability.

A separate reading room facility is provided in the ground floor for disabled students. The librarian taking personal interest, the books are issued in the ground floor.

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 ensure the optimum use of the facility.

The institution has an advanced Technology cum computer lab which provides computing facilities. Computer lab with 25 computers with latest configuration of having BSNL Internet facility. The lab comprises of various equipments like LCD projectors, overhead projector, Television, Tape recorder, radio, and audio-visual aids like charts, models, maps, power point presentation and transparencies meant for effective teaching training.   Students are given training in handling these equipments and using them in making teaching and learning effective.

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

Proper consideration is given to ICT while implementing the curriculum. Teacher provides necessary instructions to the students regarding the course, contents and skills regarding the use of these equipments. There is a provision in the curriculum for imparting computer skills to all the students. They are taught about information technology, internet email etc. student with this discipline of computer education and computer application is there in the curriculum and this made the process easier for the institution for making student teachers aware of the role of ICT in Education.

In this students are taught about M.S.Word, M.S.Excel, Power point presentation and Application software. Various books on computer education are also available in the library, every student-teacher and lecturers are trained in handling the ICT equipments.   Student –teachers motive to develop good power point presentation with hyper linking. While, teaching his/her students.   The students are also promoted to use Internet to construct knowledge and use of free down loadable materials available.

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

Staff members of the College are proficient in the use of Information and computer technology (ICT). The institution has made provision for use of the new technologies for administrative and curricular transactional processes. Training is provided to the students for the use of ICT in basic computer operations, preparing lesson plans, PPT, Web browsing sending E-mails. Computers are widely used in office correspondence, Accounts, teaching and learning and in the quality improvement

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

Student-teachers take keen interest and take help ICT in preparing lesson plans, teaching aids and delivery of lesson. The students prepare Power Point Presentation, transparencies and audio-visual aids for class room transactions. Preparing question papers for the unit test through the use of technology, for preparing the lesson plan and other teaching aids through Xerox facility

4.5 – OTHER FACILITIES

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

The institution shares its facilities with IGNOU-in service teachers for training. The teachers of this institution visit other institutions and act as judges in other institutions functions. The faculty members of this college are invited many times by the other institution for guest lecturers and as a resource person. The audio-visual aids like charts and models prepared by the student-teachers are donated to the practice teaching schools and other schools situated nearby the College.

The institution share its facilities with others by-

- ➢ Coaching students of weaker section in the evening
- ➢ Organizing cultural events in the auditorium of the college.

Organizing sports meet like Annual Trust day sports meet etc.

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

Various Audio-visual aids like CD's , Audio cassettes, and transparencies on content of various school teaching subjects are available, Charts, models and improvised Apparatus in Science are also available to the trainees.

- ❖ Teachers themselves used Audio-Visual aids while presenting the content before the trainees in the class room.
- ❖ The trainees are motivated by the teachers to use audio-visual aids while presenting their seminars and in the preparation of lesson plans and teaching aids etc.

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 institution has well equipped laboratories. They are listed in details are as follows-

1. Science Laboratory-

- ➢ This lab can accommodate 20 students at a time. It is well equipped with working tables and stools.
- ➢ Separate racks are preserved for the storage of chemicals.
- ➢ Apparatus required for carrying out experiments related to secondary school syllabus.
- ➢ The lab comprises of various charts, models microscope etc.

    - ❖ It is well equipped with specimens, microscopes, slides, skeleton, dissection box and trays to carry out experiments related to secondary level school syllabus relating to biology.

2. **Psychology Lab:**
    - ➢ The institution has well furnished and equipped psychology Laboratory exclusively for B.Ed program.

➢ The Psychology tests suggested by the University curriculum like – intelligence tests, personality tests, picture completion tests, mirror drawing apparatus, Bhatia's battery tests etc are available in the laboratory.

4.**Computer Lab:**
➢ The institution has a well equipped computer laboratory with 25 computers of latest configurations.
➢ All the computers are having BSNL Internet facility and uninterrupted power supply backup of 2 hours.

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

Multipurpose Hall: The institution has a spacious well ventilated Multi-purpose Hall of 250 seating capacity. This hall is used for conducting conferences, seminars, workshops, debates, discussions and other events of the College.

Open – aidr - Auditorium: The institution has an open Auditorium of 1000 seating capacity with effective sound and lighting facilities. It is used for Annual day functions, co-curricular activities etc.

Sports Room: The institution has equipped with good sports room in the College. The play ground is shared with the Sri K.V. College of Physical Education(SKVCPE). The play ground consists of volley ball, cricket, basket ball etc.

Transport: The institute has a transport department with 09 buses which provides bus facility from adjoining areas of the college campus both for faculty and students.

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

All classrooms and seminar hall are provided with LCD projectors and screens with a multimedia computers and seminar hall is also equipped with public addressing system which is connected to the LCD and computers.

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?

Faculty seeks to model and reflects on the best practice in the diversity of instruction, includes the use of technology.

➢ The faculty use ICT like LCD Projector, Over Head Projectors and Power Point Slides for teaching.

➢ Most of the faculty members participated in the conferences, workshop have got training by an expert about the use of computer in teaching.

➢ In teaching of Science respective teacher lays emphasis on improvisation of apparatus.

➢ Teachers create such situations for providing conducive environment to the student for appropriate learning.

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

➢ Student-teachers give Power Point Presentation in their Class room seminars and use ICT for preparing their lesson plans.
➢ Every student-teacher is taught about the basics of Computer.

4.6.3 – What innovations/best practices in "Infrastructure and Learning resources' are in vogue or adopted/adapted by the institution?

❖ The institution is situated in green environment and free from all types of pollution.

❖ The institution provides well furnished class rooms and well equipped laboratories for smooth functioning of teaching- learning process.

- ❖ Student problems are diagnosed and remedial teaching is provided to the concerned students.

- ❖ Suggestion box is also available in the college premises. The needs of the students and their suggestions in the suggestion box are attended on priority.

- ❖ The College organizes sports meet and cultural programmes which gives the students opportunity to exhibit and express their talents.
- ❖ Teacher's evaluation is made through self appraisal.
- ❖ Parking facility is provided.
- ❖ Bus facility provided for staff and students.
- ❖ Indoor and outdoor games facilities provided.
- ❖ Basic facilities in terms of good canteen, well maintained hostel for girls and boys
- ❖ Purified drinking water facility is provided.
- ❖ Open Air Auditorium provided.
- ❖ Good academic ambience
- ❖ Library is fully computerized with Easy- Lib Software, Open Access and book bank facility along with adequate reading space.

CRITERION – V
STUDENT SUPPORT AND
PROGRESSION

STUDENT PROGRESSION

5.1 STUDENT PROGRESSION

5.1.1 - How does the institution access the student's preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students request knowledge and skill of advance) to completion?

The students for B.Ed Course are allotted by the Karnataka state government during the admission personal interview is held for individual student to know their interest and attitude towards teaching profession. In the Interview, The principal advised about the academic expectation of the course.

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

The management has provided all the necessary infrastructure facilities and qualified staff members to promote motivation, satisfaction, development and performance improvement of the students

The institution environment provides a lot of opportunities to the student teachers development their potential and skill. All the faculty members and the administration of the college act as a force for motivation, satisfaction and development to improve the performance of the student- teacher.

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

Year	Male	Female	Total
2010-2011	00	00	00
2011-2012	00	00	00
2012-2013	02	02	04
2013-2014	01	00	01
2014-2015	01	01	02

The ratio of male and female who seek admission for B.Ed Course is 1:2.
The possible reasons for the female dropout are;
1. Family Problems

2. Health Problems

The possible reasons for the male dropout are:

1. Health Problems

The institution adopts certain mechanisms like

❖ The principal and faculty members guide and council the married students to overcome some of the family problems by making necessary adjustments.

5.1.4 - What additional services are provided to students for enabling them to complete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State Services through competitive examination in the last two years?

The college has well equipped placement cell which help students in getting employment. As per tracer study conducted after completing the B .Ed course from college. A large number of students got jobs in various Govt. and Private schools. 60% of our students from previous batches working as teachers in various Govt. and private schools and colleges on regular/Contractual Temporary basis. About 90% of our students go for higher studies through regular and distance education course.

5.1.5 What percentage of students on an average goes for further studies/choose teaching as a career? Give details for the last Three Years?

Year	2011-2012	2012-2013	2013-2014
Higher Studies	24%	13%	14%
Teaching	50%	62%	70%

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

-No-

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

The Institution has established the placement cell, one of the senior faculty members Sri. P.N Shekar is given additional charge as a placement officer.

The placement cell has established network with the reputed state pattern ICSE and CBSE Schools FOR the placement of the student-teachers after the completion of the course.

The institution also makes provision for the placement in our own sister institution. For the last two years about 15-20% of students are benefited.

5.1.8 - What are the difficulties (If any faced by placement cell? How does the institution overcome these difficulties?

The Institutional placement cell is faced with some of the following practical difficulties;

❖ Kannada medium students always aspire for Govt. jobs and they need to appear for state Govt. competitive examinations to get in to Govt. Schools. Hence the placement cell faces constraints in providing placements for the Kannada medium students.
❖ Due to the migration of the students locally and globally the placement cell finds it difficult to place students, since we have networking of these schools within the district. However the institution makes efforts to overcome these difficulties by;
   • The placement cell orients kannada medium students about the preparation for competitive examinations to get in to Govt. Schools
   • The placement cell makes all efforts to place students in schools, where there a better salary status and opportunities for professional growth.

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

The requirements of the faculty in the practice teaching schools are collected at the time of teaching practice sessions and at the end of each session student-teachers are informed and facilitate to get job in the school of their choice. During the practice teaching at the schools the heads of the concerned schools are allowed to observe the lessons delivered by the each student-teacher so as to select one of them for their school.

5.1.10 - what are the resources (financial human and ICT) provided by the institution to placement cell?

The institution has provided Human, ICT and financial resources to the placement cell. One computer system with internet, printer, one telephone is provided to in charge of placement cell.

5.2 STUDENTS SUPPORTS

5.2.1 - How are the curricular (teaching learning process) co-curricular and extracurricular programme planned (Developing academic calendar,

communications across the institutions, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

The principal and faculty members prepare the 1st and 2nd semester academic calendar during the first week of the commencement of the course in accordance with Bangalore university calendar of events. The calendar of events is also made flexible in order to adjust the changes advised by the university.

The students are oriented about the academic programmes to be carried out during the 1st and 2nd semester and they are also oriented about the B.Ed. course syllabus, important curricular and co-curricular activities of the B.Ed are also communicated to the students in prospectus.

The institution has developed the mechanism to get a continuous feedback mechanism from the students and the faculty members. At the end of the every curricular and co-curricular and extracurricular activity written and oral feedback is obtained from the students.

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

Institution is allotted 1 to 2 % physically challenged students by the centralized admission cell by the Govt. of Karnataka. The institution also following the same curricular plan for the physically challenged as that of regular students special attention and provisions are made for physically challenged students during the curriculum transactions like providing extra time for completion of assignments and writing lesson plan. Peer co-operation is carrying out academic activities, comfortable seating is provided. Individual guidance and counseling is provided to cope with the course.

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

The Institution has mentoring the arrangements and it is a part and parcel of the B.Ed programme. Mentoring is carried out individually and also in groups. The student trainees are allotted to the faculty members in the ratio of 1:12 for mentoring in the general subjects and method wise mentoring is carried out by the method teacher.

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

❖ Excellent library, laboratory and ICT facilities provided for supporting professional efficiencies
❖ The faculty members are encouraged to participate in various state, national conferences, seminars and workshops for their profession growth and development.
❖ The teacher educators are deputed for orientation and refresher course for the professional enrichment

- ❖ The faculty members are also deputed as resource person to various organization for academic deliberation
- ❖ The teacher educators are encouraged to shoulder the responsibilities entrusted by the university like BOE members, members of syllabus framing committee, practical examiner, paper setter, squad, reviewer and valuer.

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

The institution has its own website www.skvce.org

The following information are posted about the Institution process details

- ❖ Profile of faculty members
- ❖ Curricular and Co-curricular activities
- ❖ Infrastructural facilities

Website is updated three to four times in the year

5.2.6 - Does the Institution have a remedial programme for academically low achievers? If yes give details?

The Adoption system is introduced, in this system hundred students are distributed to faculty members to the ratio 1:12 through this we solved students problems like low achievements.

5.2.7 - What specific teaching strategies are adopted for teaching?

Advance learner of the institutes are encouraged for peer teaching and slow learners are given more writing assignment and activity based learning schedules.

5.2.8 - What are the various guidance and counseling services available to the students give details?

Guidance :

- ❖ Academic and professional guidance is provided to the students in developing competencies in teaching

- ❖ Guidance is provided to the students to overcome from stress and strain through meditation

- ❖ Career guidance is provided for pursuing higher education

- ❖ Guidance is provided for preparing for the interviews and job opportunities

Counseling:

❖ Counseling is provided for the students to cope with the course

❖ Counseling is provided for the students to overcome personal and academic problems

❖ Individual Counseling is provided to overcome fear anxiety inferiority complex and stress and to boost their self esteem and confidence

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

Women cell, guidance and counseling cell are established for grievances redressal of the students. All the problems of the students are reported and entertained through these cells. Suggestion box is there in the mechanism to record the grievances if any of the students. The grievances are being addressed with proper care and redressed to the satisfaction of the student-teachers. The institute normally does not come across any major grievances because of better conductive educational environment.

5.2.10 - How is the progress of the candidates at the different stages of programmes monitored and advised?

The progress of the students is closely monitored at different stages of programmes

❖ During the Communication skill and micro teaching skills written and oral feedback is provided by the teacher educators to the teacher trainees for written of episodes and presentation of the skills.

❖ The progress of the students is monitored and advised through assessment of their performance in class test, official test and semester examination

❖ The progress of the observed at various stages of the B.Ed programme. Viz. Participation of students in the classroom transactions. Organization and participation in co-curricular and curricular activities feedback is provided to the students for improvement and encouragement

❖ During the practice teaching 24 lesson plans written by each student are corrected by their respective method teacher and a written and oral feedback is given individually for their improvement.

5.2.11 - How does the Intuition ensure the students competency to begin practice teaching (Pre practice preparation details) what is the follow of support in the field of (practice teaching) provided to the students during practice teaching in schools?

❖ The Institution ensures the students competency to begin practice teaching organizing communication skills and micro teaching during the first semester.

❖ The general orientation and demonstration is provided development of effective communication and modes of communication. Teacher trainings are divided in to small groups for practicing oral and written communication skills in their respective methods under the guidance and supervision of one teacher educator in each group

❖ Micro teaching workshop is organized to develop the various teaching skills the teacher trainings. The teacher educators orient and demonstrate the teaching skills like

  ▪ Skill of introduction
  ▪ Skill of explanation
  ▪ Skill of illustrating with examples
  ▪ Skill of probing question
  ▪ Skill of stimulus variation
  ▪ Skill of reinforcement
  ▪ Skill of using black board
  ▪ Skill of achieving closure.

The students practice these skills in small groups under the guidance and supervision of teacher educator in each group.

❖ A lesson plan writing workshop is organized by the method teacher to train them in writing of the instructional objectives and the lesson plan

❖ The teacher trainees are oriented to construct test items unit test and the statistical analysis of the unit test results

❖ The lesson plan written by the teacher trainees is fully corrected and guided by the respective method teacher

❖ During the practice teaching the follow of support is provided to the teacher trainees in preparing practice teaching school time table, presentation of the lessons supervision and feedback.

5.3 STUDENT ACTIVITIES

5.3.1 - Does the institution have an alumina association? If yes

    (i) List the current office bearers

    (ii) Give the year of the last election.

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

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

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

The institution has an alumina association consisting of following office bearers

- Sri T.K.Raghavendra   -   President
- Sri Raghavendra Desai   -   Vice President
- Sri Mallikarjuna   -   Secretary
- Sri Narayanaswamy   -   Treasurer
- Sri Srinivasa Reddy   -   Joint Secretary
- Sri Jayaram   -   Executive Member
- Sri Murali   -   Executive Member
- Sri Mahanthesh   -   Executive Member
- Smt Gayithri Bai   -   Executive Member

The meetings was held on three consecutive Saturdays in the month of September 2011. Some of the alumni members voluntarily accepted to become office bearers of the association.

The alumni association has organized a guest lecture by Sri T.K.Raghavendra on comprehensive continuous evaluation on 12/04/2012.

A guest lecture was given by Raghavendra Desai on Teacher and responsibilities on 22/10/2013.

The institution is proud to name the few alumni who are occupying prominent positions in various institutions

- Sri Rajendra Prasad   - Principal, Govt.B.Ed. College, Chickballapur.
- Smt Poornima.P.V   - Asst. Commissioner, BBMP, Bangalore.
- Sri T.K.Raghevendra   - B.E.O, Srinivasapura.
- Sri Siddalingaiah   - Circle Inspector, Lokayuktha, Kolar.
- Sri Kaleel Ahmed   - B.E.O, Chinthamani.
- Sri Nagaraj   - RDPR, Secretariat, Govt. of Karnataka
- Sri B.R.Narasimha Naidu - State Secretary, JDS Party

- Sri Mallikarjun   - Head Master, Govt. High School, R.G.Halli.
- Sri Muziber Rehaman   - Police Sub Inspector, Ananthapur, A.P.

The contribution of alumni to growth and development of the institution are as follows:

❖ The alumni members are invited to give guest lecturers and demonstrations etc,..

❖ A series of demonstrations in various subjects are given by alumni members who are practicing teachers in various schools

❖ As a stake holders the alumni members inform about vacancies about in their respective schools.

❖ Alumni also give feedback about the curriculum and the needs of schools.

5.3.2 - How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievement of student during the last three years?

The institution gives priority to develop the all-round personality of the student-teachers by providing an opportunity to participate in various extracurricular activities organized by other institutions. The institution encourages and sponsors the students for intercollegiate competitions.

Achievements of students for the last two years are listed below:

- Gangappa – 1st prize in pick and speech

5.3.3 - How does the institution involve and encourage the students to publish materials like catalogs, wall magazines, college magazines and other material. ? list the major publications/materials brought out by the students during the previous academic session ?

Students are encouraged to write articles and take up art work and exhibit the same on the bulletin board. Display committee takes the initiative in maintaining all bulletin boards in the college. The students are encouraged to write articles for college magazines which is published annually.

5.3.4 - Does the institution have a student council or any similar body? Give details on constitution, major activities and funding?

In the beginning of the every academic year the student council is formed the constitution of the student council is as follows;

The student council is formed through election/selection by the student body. The student council consists of

1. General Secretary
2. Joint Secretary
3. Cultural Committee
4. Literary Committee
5. Science Club
6. Humanities Club
7. Community Living Camp

The major activities carried out by a sub committees of the student council are cultural activities, community living camp, educational social and health awareness programme, educational excursion, celebration of various national days and festivals like Independence day, Republic Day, Kannada Rajyosthava, Women's Day, Teacher's Day. The management provides the required funds for carrying out all the above activities

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

The various bodies which have student representation on it are;

STUDENT COUNCIL

A. General Secretary
B. Joint Secretary

CULTURAL COMMITTEE

Cultural Committee consists of one staff in charge, one convener, and three selected members. The activities carried out by this committee are;

A. Organizers cultural programs for various functions of the institutions. Organizers celebration of teacher's day, environmental day. National days like republic day and independence day

LITERARY COMMITTEE

Literary Committee consists of one staff in charge, one convener, and three selected members. The activities carried out by this committee are;

A. Organizers various literary competitions like essay writing and debate etc,..

B. Encourage the students to writing and editing of articles for the college magazines and the bulletin board

SPORTS COMMITTEE

Sports Committee consists of one staff in charge, one convener, and three selected members. The activities carried out by this committee are;

    A. Organizers and participates in annual sports meet

    B. Forming the team to participate in inter collegiate competitions

SCIENCE CLUB

Sports Club consists of one staff in charge, one convener, and three selected members. The activities carried out by this club are;

    A. Organizers the exhibition of science instructional materials

    B. Celebration of national and international science days and environmental day

    C. Organizers seminars and quiz on science topics

HUMANITIES CLUB

Humanities Club consists of one staff in charge, one convener, and three selected members. The activities carried out by this club are;

    A. Organizers historical quiz, field trip to historical places

    B. Guest Lecturers

COMMUNITY LIVING CAMP COMMITTEE

This committee consists of one staff in charge, one convener, and three selected members. The activities carried out by this committee are;

    A. Plan and organize community living camp for three days in the rural set up

    B. Organizers awareness programs on social educational and health issues for rural school children and villages.

5.3.6 - Does the intuition have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of programme and the growth and development of the institution?

The institution has the mechanism to seek and use data and feedback from its graduates and from employers for the growth and development of the institution

The institution has developed questioners to collect the feedback from students and at the end of the academic year about the activities and the whole academic programme.

The management provides timely feedback for the growth and development of the institution during the governing council meeting, formal and informal interaction with the principal and the faculty members on different occasions.

After the declaration of each semester results the management analysis the results and provides feedback for the growth and development of the institution.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

1. The institution has developed its own website which provides all the necessary details about the institution. It is beneficial to the students across the country to get information about the B.Ed course for admission .

2. The institution has necessary infrastructural facilities for the curriculum transactions which helps in students in support and progress

3. The institution prepares day wise calendar of events in accordance with Bangalore university calendar of events which helps in the effective and smooth functioning of the academic activities

4. The institution plans and organizers various curricular and co-curricular activities throughout the academic year which provides the opportunity for all round development of personality of the teacher trainees

5. The institutions forms student council with various sub committees this facility is develop in leadership qualities among the students.

Equal importance is given for high and low achievers, the faculty members putting their best efforts to support and motivate them in their perform.

CRITERION – VI
STUDENT SUPPORT AND PROGRESSION

6.1 Institutional Vision and leadership

6.1.1 – What are the institutions stated purpose, vision, mission and value? How are they made known to the various stakeholders?

The institution is guided by noble mission and clear vision inspired by the motto "In pursue of Excellence" and motivated by core values that ultimately creates a complete human being. To reach the mission, objectives and goals of the institution it is supported by the dynamic leadership from the management and head of the institution

Vision:

➢ The institution aspires to provide quality teacher education to enlighten emancipate and empower the rural back ground students teacher fraternity and foster lifelong learning.

Mission:

➢ To develop in students the skills and competencies necessary to pay the multifaceted role, the teacher in the new millennium. To encourage innovativeness creativity and excellence among students and faculty in an environment infused with spirit, integrity and mutual trust.

➢ To inculcate sincerity and dedication amongst student and faculty.
➢ To provide opportunities to the teachers and student teachers to undertake action research projects convoluting to new insights into the teaching learning process.
➢ To prepare leaders in the field of education.
➢ To achieve the goal of univerasilation of elementary education.
➢ To enable the student teachers to leave in harmony with one cell and others in the profession community and society at large.

Objectives:

To develop an atmosphere of sincerity in a class where the teacher is alive and enthusiastic to develop a centre of excellence in true sense of national policy on education.

- ➢ To develop soft skills and life skills to planned training, guidance and counseling .
- ➢ To instill in all the teacher trainees right virtues, moral and ethical values and sense of fulfillment.
- ➢ To provide high quality professional training in order to meet the expectations of the global society.
- ➢ To provide a platform to address ecological and environmental issues.
- ➢ To bring out the inherent creative talents of the teacher trainees and nurture them.
- ➢ To orient in record innovations and methodology in the field of education.
- ➢ To encourage care and attention for special group of students.

GOAL

"To Adhere to the Reputation of being an Institution to prepare Professionally Superior and Ethically Strong Nation Builders"

VALUES

Core values of the Institution **"In Pursuit of Excellence"**

- ➢ **Democratic Values:** Concern for Justice, Equality and Fraternity.

- ➢ **Intellectual Values:** Search for Truth and knowledge.

- ➢ **Social Values:** Shouldering Social Responsibilities with co-operation Commitment and Civic Sense.

- ➢ **Moral Values:** Truthfulness, Honestly, Sincerity, Punctuality and Integrity of Character.

- ➢ **Spiritual Values**: Faith in god and Love for Mankind and Charity.

> **Aesthetic Values**: Sense of Appreciation and Conservation of Fine Things of Life and Nature.

<div align="center">**Quality policy**</div>

"We are committed to provide to qualitative Education and train our students In pursue of excellence and enable them to Integrate their skills and serve the Society as Inspiring Teacher"

Institutional Vision, Mission, Goal, Objectives, Values and Quality policies are made know to the stakeholders through prospectus, college website and display boards in the institution students are oriented about the vision, mission, goal, objectives values and the quality policies of the institution at the beginning of the academic year. Vision, Mission and Goal Objectives and values are integrated in all the curricular and co-curricular activities.

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?

The institution Mission includes the institutional Goal and objectives. The Goals and objectives of the institution are set, keeping in view the needs of the society, the institution traditions and values. The academic activities are planned in such a way that it enables to achieve the set institutional goals and objectives. This in turn helps us in fulfilling our Vision and Mission.

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.,)

The institutional management consists of Chairman – who is instrumental in providing Educational leadership for all the Sri k.Venkatapatheppa Trust Institutions. The Sri K.Venkatapatheppa College of Education constitutes of Governing Council body, which consists of Chairman University nominee, heads of sister Institution, Two senior faculty members and the Principal.

The Principal is the link between the institution and the management. The head of the institution reports to the Chairman about day to day

academic and administrative matters. The Chairman approves the administrative decisions of the institution.

The governing Council body meets twice in a year. The academic proposals and calendar of events, administrative matters are presented before the Governing Council for their consent.

All the academic activities are carried out by the faculty members with the consultation of the Principal. The Principal supports the faculty members in smooth and effective functioning of the institution.

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?

➢ The institution has well defined roles and responsibilities for the Principal, Assistant Professors, Administrative staff and Ministerial staff (Group-D)

➢ The management and head of the institution ensures that the responsibilities are communicated to the staff of the institution in oral and written form immediately after their appointment and induction.

➢ The head of the institution orients the staff about the roles and responsibilities whenever additional charge is assigned to the faculty members.

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?

Management and Governing Council to review the activities of the institution by providing the calendar of events of the academic activities and Management Information System (MIS) reports, Annual report of the academic activities, consolidated result sheets and feedback from the students.

The management participates in some of the academic deliberations like Inauguration of Students' Association, Celebration of National festivals, Teachers' day, Workshops, Seminars, Community Living Camp, Annual Trust Day sports meet and Annual day to avail information personally.

The head of the institution communicates the valid information about the activities of the institution during the formal and informal meetings with the management.

6.1.6 - How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The institution identifies the barriers in achieving the Vision, Mission and the Goals by the feedback received from the management, faculty members, students, practice teaching school and other stake holders.

The principal and the faculty members introspect the success and the failures of the various academic activities to identify the barriers. Necessary suggestions are provided for future improvement.

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 is very supportive to the staff for increasing their effectiveness and efficiency by providing necessary freedom to plan and function efficiently. The management has been offering UGC and State pay scale with regular increments to the staff
- ➢ The institution has provided adequate infrastructional facilities to facilitate effective and smooth functioning of the institutional process.
- ➢ The management encourages and supports the staff members to pursue Doctoral studies.
- ➢ The management provides an opportunity to the staff members to organize and to attend seminars, workshops and conferences and to attend refresher course and orientation programmes for their professional growth.
- ➢ The management deputes staff members as resource persons for various academic programmes of the University and other organizations

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.

➢ Head of the institution acts as a link between the management and the Staff members

➢ Carry out transparent admission procedures.

➢ Recruits eligible and efficient teaching and non-teaching staff members and orients them about roles, responsibilities, Vision, Mission, Goals and institutional culture.

➢ Involves the faculty members in planning and implementing academic activities.

➢ Allocates work load and academic responsibilities to the faculty members.

➢ Organize meetings with the management, Governing council body, staff and students.

6.2 – ORGANIZATIONAL ARRANGEMENTS

6.2.1 – List the different committees constituted by the institution for management different institutional activities? Give details of the meetings held and the decision made, regarding academic management, finance, infrastructure, faculty, research extension and linkages and examinations during the last year.

The different committees constituted by the institution for the management of different institutional activities are

1. Governing Council:
2. Library Committee:
3. Academic Committee:
4. Purchase Committee:
5. Cultural Committee.
6. Language Club.
7. Science Club.

The Major decision taken by the different committees are

Governing Council: The Governing Council meets twice in a year.

The major decisions made during the academic year 2013-14

    i. The institution need to go for NAAC accreditation in the year 2013-14.

    ii. Approval for recruitment of the new appointment in the institution for Grant-in-Aid post under roster system.

    iii. Approval of the Academic Calendar of events for the year 2013-14.

    iv. Recommending the staff for Ph.D registrations.

    v. Recommending for organizing Workshops and seminars.

    vi. Recommending the staff to participate in conference, orientation programmes, Refresher Courses, workshops, Seminars and Training Programmes.

Library Committee: The Library Committee meets thrice in a year.

The major decisions made are

    a. Nominated the new Committee members for the year 2013-14.

    b. Purchase of more Kannada medium books as the number of government quota students in Kannada medium is going to be increased from 50 to 75.

    c. One Internal Journal need to be subscribed.

Academic Committee: The Academic Committee meets four times in a year two times in the beginning and ending of each semester.

The major decisions made are.

    a. Planning all the academic activities.

    b. Approving the Calendar of events for the academic year 2013-14.

    c. Allotting the faculty members on rotation basis as in-charge for the different sub committees having students representation

    d. Necessary changes in the academic activities are brought about as and when the need arises.

    e. Critically reviewing the tests and examination question papers.

Purchase Committee: The Purchase Committee meet twice in a year.

The major decisions made are

    a. The required materials to be purchased for maintenance of the infrastructure.

b. Chemicals and apparatus to be purchased for the laboratories as per the indent given by the subject teachers

c. Purchase of stationeries like Pens, Papers, Files, Refills, Note Books, attendance books etc.

6.2.2 – Give the organizational structure and the details of the academic and administrative bodies of the institution

ORGINATIONAL STRUCTURE

CHAIRMAN				
ACCOUNT		MAINTAINANCE		
PRINCIPAL				
TEACHING	NON-TEACHING	PURCHASE	ADMISSIONS	STUDENTS

For the smooth functioning of the academic and administrative activities varieties various committees are formed.

The faculty members are made in-charge for various academic activities like

i. Micro teaching and communication workshop.

ii. Demonstration lessons

iii. Guest lectures

iv. Practice teaching

v. Test and examination

vi. Time table

vii. Attendance

viii. Educational excursion and field trips

ix. Community Living Camp

x. Sports.

The various sub committees are formed with the students representation to carry out extracurricular activities.

1. **STUDENTS' ASSOCIATION**

   General Secretary.

   Secretary.

Sub Committies

   i. Cultural Committee

   ii. Literary Committee

   iii. Educational Excursion and Field trips Committee

   iv. Community Living Camp Committee

   v. Display Committee

   vi. Sports Committee

   vii. Science Club

   viii. Humanity Club

   ix. ICT Club.

ALUMNI ASSOCIATION

6.2.3 – To what extent is the administration decentralized? Give the structure and details of its functioning.

      The administration is decentralized by forming various departments for the smooth an effective functioning of the institution. The responsibilities of different departments are clearly defined by the management.

DECENTRALIZED ADMINISTRATION STRUCTURE

CHAIRMAN

ACCOUNT

MAINTENCE

PRINCIPAL

ADMISSIOMS

PURCHASE

TRANSPORTATION

FDC   **FDC**   **CLASS IV**

SDC   **SDC**

(Academics) (Exams)
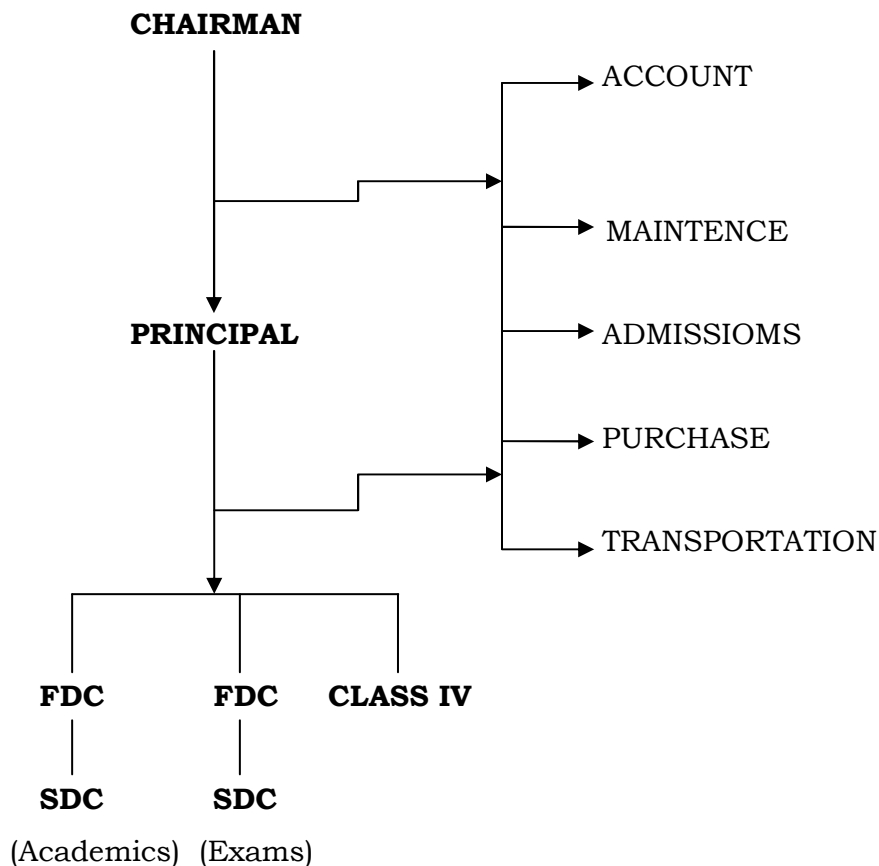
CHAIRMAN

- Final authority for all the academic and administration approvals
- Provides necessary directions and approval to accounts, admission, purchase and maintenance for the effective functioning.
- Provides necessary directions and approval to the Principal for taking academic and administrative decisions and implementing
- Monitors the growth and development of the institution.

ACCOUNTS

- Preparing the annual budget in consultation with the management and the head of the institution
- Collection of tuition fees
- Preparing the salary bills and disbursal of staff salary.
- Maintaining the records of PF and Income Tax of the staff
- Carry out day to day financial transactions
- Preparation of balance sheet and auditing.

ADMISSIONS

- Release of the advertisement for the admissions
- Issue of applications
- Maintaining the admission records

PURCHASE

- Taking stock of requirements for purchase
- Receiving indent of laboratory materials, furniture and fixtures, electrical and electronic gadgets, stationeries, cleaning materials etc.
- Obtaining the quotation.
- Getting approval by the Chairman
- Placing the order and purchase
- Maintaining the records of purchase

MAINTENANCE

- Attending to daily and annual maintenance.
- Planning for the renovation of the building during the vacation
- Maintaining the hygiene of the institution

PRINCIPAL

- ➤ Admissions of the students and recruitment of the staff
- ➤ Co-ordinating with the management about the academic and administrative activities.
- ➤ Establishing links with other educational institutions and universities
- ➤ Allotting the academic and administrative responsibilities
- ➤ Planning for staff welfare
- ➤ Planning and implementing academic programmes
- ➤ Administrative responsibilities
- ➤ Conducting and attending academic bodies meetings
- ➤ Conducting University examinations
- ➤ Monitoring the academic infrastructure and administrative works.
- ➤ Organizing extension programmes.

ADMINISTRATION STAFF

- ➤ Carrying out day do day administrative work.
- ➤ Updating and maintaining the faculty records.
- ➤ Carrying out admission procedures by counseling and verifying the eligibility
- ➤ Approval of the admissions
- ➤ Maintaining the students records
- ➤ Corresponding the affiliating bodies
- ➤ Attending tto student, parent and other stake holders enquiries.
- ➤ Preparing the Academic reports and sending to the NCTE, University and UGC.
- ➤ Assisting for the examinations and all other academic activities.
- ➤ Organizing academic bodies meetings
- ➤ Co-ordinating extension activities.
- ➤ Maintaining the Management information System

6.2.4 – How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The institution collaborates with its entire sister institutions –

        i. Sri K.V.English School, [ICSE]

        ii. Sri K.V.College of Physical Education

        iii. Sri K.V.College of Pharmacy.

        iv.   Sri K.V.D.Ed.

        v.   S.K.V.T. Polytechnic.

For the common institutional programmes like Celebration of Independence day and Republic day, Mentors' day, Teachers' day, Deepawali and Ganesha Festivals, Workshops, Seminars and Conferences and institutional get together. This helps in professional get together and interactions and also sharing of professional resources.

Collaboration with the practice teaching schools: The institution collaborates with the practice teaching schools and makes use of the services of senior experienced teachers for demonstration lessons, providing guidance for the teacher trainees during practice teaching session and for placement services. The institute organizes workshops to help the school teachers in the techniques of teaching.

B.Ed. Colleges: The institution collaborates with other B.Ed. Colleges in organizing Workshops, Demonstration lessons. The services of our faculty members as resource persons are also provided to the other B.Ed. colleges.

University: The institution collaborates with the Bangalore University and other Universities in organizing and participating in the professional programmes. Some of our faculty members are in the various academic bodies of the universities.

Prof.K.R.Nagabhushan	-	Member,Board of Examination, NCTE visiting team member.
Sri P.N.Shekar	-	Member, Board of Examination, Banglore university NCTE visiting team member
Sri B.G.Krishnamurthy	-	NCTE visiting team member
Sri K.M.Lakshminarayan	-	NCTE visiting team member
Sri S.B.Ravi Kumar	-	NCTE visiting team member.
Sri Subramanyam.		NCTE visiting team member.

Indira Gandhi National Open University (IGNOU): The institution has collaboration with IGNOU as the B.Ed Programme Study Centre providing in-service B.Ed. programme for 200 in-service teachers.

6.2.5 – Does the institution use the various data and information obtained from the feedback in decision- making and performance improvement?   If yes, give details.

   The institution use the various data and information obtained from the feedback given by the management, students, faculty members, practice teaching schools, alumni, IGNOU students, participants of the workshops and conference and other stakeholders.

6.2.6 – What are the institution's initiatives in promoting, co-operating, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conductive environment).

> ➢ The institution promotes co-operating, sharing of knowledge, skill and innovations of the faculty members by providing them conducive environment and opportunities within the institution.
> ➢ The institution identifies the knowledge, special skills and the abilities of the faculty members and encourages them to take up additional responsibilities to empower them.
> ➢ The institution permits and deputes the faculty members as a resource person for various academic programmes organized by the other institutions
> ➢ Whenever the staff members attend workshops, seminars and conferences they are provided an opportunity to share their experiences with the other faculty members and share the resource materials obtained.

6.3 – STRANTEGY DEVELOPMENT AND DEPLOYMENT

6.3.1 – Has the institution as MIS in place to select, collect align and integrate data and information on academic and administrative aspects of the institution?

   The institution has MIS in place, and a system works to inform the data collected through varies aspects and decisions will be taken accordingly.

6.3.2 – How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the actions plans?

ALLOCATION OF HUMAN RRESOURCES
- ➢ The skills, efficiencies, interests and commitment of the staff members in different areas are identified based on their efficiencies some specific responsibilities are handed over for effective functioning.
- ➢ The junior staff members are assigned with the senior staff members to carryout different academic activities and also to be trained to carryout academic responsibilities as per the institutional norms.
- ➢ The faculty members volunteers to take up the responsibilities as and when the need arises.
- ➢ Whenever the faculty members are on leave or OOD the substitute arrangements are done by the Principal for the smooth functioning of the activities.
- ➢ Whenever vacancies arises immediate decision and action is taken for the appointment.

ALLOCATIONS OF FINANCIAL RESOURCES
- ➢ The preparation of the budget is done in the beginning of the every financial year for all the institutional activities to be carried out.
- ➢ The allotted budget amount is utilized from time to time to carry out planned activities.
- ➢ Interim budgets are granted by the management in case of emergence of any unplanned activities.
- ➢ An advance amount of Rs,1,000/- to 5,000/- is given for utilization of contingency expenses.

6.3.3 – How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

HUMAN RESOURCES
- ➢ The qualified and efficient staff members are appointed as per the NCTE University and UGC norms.
- ➢ All the teaching and non teaching staff members are reminded of the vision mission and the goals of the institution on different platforms.

> With the involvement of all the faculty members Curricular and co-curricular activities are well planned and implemented to achieve the vision, mission and goals of the institution.

> The professional contribution of the staff members in achieving the vision mission and goals of the institution are recognized and appreciated.

FINANCIAL RESOURCES

> The preparation of the budget is done in the beginning of the every financial year for all the institutional activities to be carried out.

> The institution makes an effort to identify possible sponsoring agencies to sponsor the planned outreach programmes. The management also provides financial support for the outreach programmes.

> The available finance is used judiciously in order to achieve progress of the institution to reach the planned objectives.

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?

The academic planning is carried out in consultation with the faculty members, administrators and practice teaching schools.

> The academic planning is done in accordance with the University calendar of events keeping in mind the total number of working days and various academic activities to be completed during the First and Second Semester.

> The day wise calendar of events is prepared by involving all the faculty members and it is approved by the Institutional academic Committee and the Governing Council.

> Individual faculty members' workload, roles and responsibilities are planned and detailed institutional time table is prepared.

> While preparing the calendar of events due weightage is given for academic curricular and co-curricular activities.

> The planning of curricular and co-curricular activities are focused on achieving vision, mission and goals of the institution.

- The practice teaching programme is planned in consultation with the school head master.
- The permission is obtained from the concerned authorities for the utilization the practice teaching schools.

6.3.5 – How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institution for institutional development?

- The objectives of the institution are clearly communicated to the individual employees at the time of appointment.
- The Principal explains the objectives and work culture of the institution to the new appointees during their induction into the faculty.
- The objectives are also communicated during the formal and informal meetings of the management with the staff members.
- On various occasions the management motivates the employee to contribute the best of abilities for the institutional development.
- The faculty members are suitably rewarded for their individual contribution for the institutional development.

6.3.6 – How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

- The Principal and all the staff members closely monitor all the academic activities in implementing the vision and mission.
- At the end of every academic programme the written or oral feedback is received from the faculty members, students and stakeholders to evaluate the effectiveness of the academic programmes.
- The faculty members evaluate the planning and implementation of the activities during the staff meetings and provide necessary feedback.
- Necessary decisions and actions are taken immediately for revising the plans and the mode of the implementation for the improvement.
-

6.3.7 – How does the institution plan and deploy the new technology?

The institution plan and deploy the new technology based on the needs of the society and the stake holders, recommendations of the academic bodies like UGC NCTE and University changes bought up in the curriculum and the demands that arises from the employers.

6.4 – HUMUN RESOURCE MANGEMENT

6.4.1 - How do you identify the faculty development needs and career progression of the staff?

        The faculty development needs and career progression of the staff is identified based on the following criteria:

➢ As per the latest UGC and NCTE norms the need for enhancing the qualification of the faculty members is identified and such faculty members are encouraged to enhance their qualification.

➢ The latest developments in the field of education and need for developing new knowledge and skills in teaching profession are identified by the Principal and the faculty members. Whenever the opportunity arises to enhance the new knowledge and skills, the faculty members are deputed for attending such training programmes, orientation and refresher course.

➢ Faculty members are deputed to attend orientation programmes and refresher courses organized by Academic Staff College of different Universities.

➢ Whenever there is revision of curriculum the staff members are deputed attend orientation programmes organized by the University.

➢ When the individual staff has personnel interest and efficiency to enhance cares progression they are encouraged to pursue with their interests.

➢ When there is need for fulfillment of certain norms for promotions, such staff members are identified and sent for Faculty development or Careers progressions.

6.4.2 – What are the mechanism in place for performance assessment (teaching, research service) of faculty and staff? (Self-appraisal method, comprehensive evaluations to students and peers) Does the institution use the evaluation to improve teaching research and service of the faculty and other staff?

        The institution has established its mechanism for performance assessment of its faculty and staff.

➢ The institution has adopted continuous and comprehensive assessment of the faculty and staff by the self appraisal method, students and peer group.

➢ The performace assessment of the faculty is done at the end of every academic activity through questionnaires, rating scales, oral feedback, self assessment.

- All the faculty members observe the micro and macro lesson demonstrations given by their colleagues. At the end of the demonstration the peer group and the students evaluate the demonstratin and provide the feedback orally.
- At the end of the academic year the students evaluates individual teacher educators' performance on different dimensions through a questionnaire. The students also provide suggestions for future improvements.
- The faculty and the staff carries out self evaluation through self appraisal method at the end of the academic year.
- The feedback obtained from self appraisal method, students and peer assessment is used by all the faculty members to improve teaching and service.

6.4.3 – What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

- The faculty members are paid as per the prevailing UGC and state norms.
- Regular annual increment is given to all the staff.
- Bank loan facility is available to all the staff through STATE BANK OF MYSORE.
- Special leaves are sanctioned in case of severe health problems.
- Finance is advanced for expensive medical treatments.
- Cash awards are given for special achievements like writing of books, publishing articles, Ph.D. awards.
- The institution sponsors and sanctions OOD and special leaves to the staff members to attend the seminars and conferences for the paper presentation orientation programmes.
- The institution has installed "TRUST DAY" award motivate the faculty for dedication and efficiency.
- During the admissions the priority is given for the faculty members' children 50% fee concession and free transportation facilities for the faculty members.
- Free uniform is provided for the group 'D' employees.

6.4.4 – Has the institution conducted any staff development programme for ask up gradation and training of the teaching and non-teaching staff? If yes, give details.

The institution has organized Staff Development Programmes for skill up gradation and training of the teaching and non-teaching staff.

The staff development programmes organizes by the institution for teaching staff are listed below

Table 6.1

Sl.No.	Name of the Programme	Date
01	Three Days Workshop on "Developing Skills in Children Through innovative techniques of teaching"	21st, 22nd & 23rd October 2013
02	Three Days Workshop on "Institution Quality"	4th, 5th & 6th February 2014

The Institution has organized Staff Development programmes for Non-teaching are listed below

Sl.No.	Name of the Programme	Date
1	One Day Orientation Programme on 'Let's do Things Better"	26/07/2013
2	Three Days Workshop on "Institutional Quality"	12th, 13th & 14th December 2013

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 kills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of statutory and regulatory bodies (NCTE, UGC, University etc.)?

The institution has its recruitment policy, salary structure and service conditions on par with DSERT, NCTE and UGC norms for the recruitment of teaching and non-teaching staff members.

➢ Whenever the vacancy arises, the head of the institution with the consent of Chairman release advertisement in the daily Newspapers.

- Reservation policy as per the Government norms is followed at the time of recruitment.
- Applications are scrutinized and the short listed eligible candidates are called for Personal Interview and Demonstration of Lessons.
- The selection committee Constitutes Chairman of the Institution, Prrincipal , Subject=Expert, one of the Governing Council Member & University representative.
- The appointment is approved by the Governing Council Members and the same is approved by the concerned University Authorities.
- The selected candidates are absorbed under probationary period for one year.
- After the satisfactory completion of one year of probation the post I confirmed.
- The same procedure is followed for the recruitment of non-teaching Staff.
- Candidates are appointed based on their performance in the personal interview and they are paid salaries on poar with state government scales.

6.4.6 – What are the criteria or employing part-time/ Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (Eg. salary structure, workload, speciliazation).

- The institution has no provision for employing part-time/Adhoc faculty for the B.Ed. course.

6.4.7 – What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? E.g. budget allocation for staff development, sponsoring for advanced study, research participation in seminars, conferences, workshops, etc and supporting membership and active involvement in local, state, national and international professional associations).

The institution has its policy to support and ensure professional development of the faculty.

- The institution sponsors the faculty members to attend Seminars, Workshops, Refreshers courses and Conferences.

➤ The institution provided special leaves to participate in Seminars, Conferences, Workshops and Refresher Courses.

➤ The institution Collaborates with Bangalore University and other professional bodies for organizing Workshops and Conference.

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 provided individual which is suitable for Tutorials Guidance and Counseling and Lesson Preparation. Computers with Internet facility provided to facilitate instruction effectively.

6.4.9 – What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

➤ The institution has reception and enquiry counter in the lobby which provides general information about the institution and course.
➤ The administrative Office attends to all the enquiries by the faculty and other stake holders and provides necessary information.
➤ The administrative office attends to the complaints & Grievances of the faculty and stake holders and pass on the information to the Head of the Institution.
➤ The Administrative office also attends to telephonic enquiries and provides necessary information.
➤ The principal attends to the personal enquiries made by the faculty members students, parents and other stakeholders.

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 institution follows the workload prescribed by State Government and Bangalore University

Table 6.3

Sl.No.	Activity	Average No. of Hours/Week
1	Teaching	8 hours/week
2	Evaluation (Feedback-Theory/Practical)	1 hour/week
3	Tutorials	4 hours/week
4	Preparation for Teaching (Library work/Laboratory setting)	5 hours/week
5	Practical's, Practice Teaching & Lab Activity	10 hours/week
6	Assignment- Guidance	8 hours/week
7	Administrative work	2 hours/week
8	Organizing Co-curricular Activities	2 hours/week
	Total	40 hours/week

6.4.11 – Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The institution has developed its own mechanism to reward and motivate staff members.

➢ Cash awards are given for special achievements like writing of books, published articles Ph.D awards.

➢ The institution has installed "TRUST DAY" award motivate the faculty for dedication and efficiency.

➢ Every year on teacher's day the institution recognizes the dedicated services of the teachers and honours them.

➢ The Management recognizes and appreciates the faculty members through students achievements n curricular and co-curricular activities.

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 any, give details of the source of revenue and income generated.

The institution is aided, it receives only salary grants from the Government of Karnataka.

Various sources of Income generated to run the institution:

➢ Fees paid by the Students

➢ Interest received on Fixed Deposits

➢ Trust Contribution

6.5.2 – What is the quantum of resources mobilized through donations? Give information for the last three years.

The resources are not mobilized through the donations by the 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?

The operational budget of the institutions inadequate to cover the day to day expenses because

i. Shortage of admissions due to mushrooming of B.Ed. colleges in the State.

ii. The amount of fees fixed by the State Government for B.Ed. course is less.

The deficit of the budget is met by the management.

6.5.4 – What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past give years, depicted through income expenditure statement, future planning, resources allocated during the current year and excess/deficit).

BUDGET ALLOCATION FOR THE PAST FIVE YEARS

Particulars	2010-11	2011-12	2012-13	2013-14	2014-15
Salaries and other allowances	32,50,872/-	38,73,065/-	4,397677/-	70,94,974/-	81,64,312/-
Electricity charges	16,338/-	18,220/-	19,205/-	21,635/-	24,330/-
Water Expenses	22,500/-	23,800/-	25,100/-	26,250/-	28,300/-
Postage and Telegrams	6,500/-	8,100/-	9,450/-	10,300/-	10,850/-
Telephone charges	12,670/-	13,665/-	14,150/-	11,690/-	13,751/-
Printing and stationery & News paper	44,500/-	49,300/-	51,630/-	52,625/-	55,780/-
Advertisement and Publicity	16,000/-	18,500/-	19,750/-	15,000/-	20,100/-
Lab Expenses	85,000/-	60,000/-	50,000/-	78,000/-	92,000/-

Computer Maintenance	32,000/-	36,500/-	31,500/-	33,720/-	36,850/-
Sports maintenance	46,000/-	52,000/-	48,000/-	52,500/-	61,050/-
Repairs and maintenance Buildings	49,800/-	1,25,000/-	2,05,000/-	18,80,000/-	70,32,000/-
Fees Concession and Scholarship	4,20,430/-	7,38,857/-	1,29,525/-	4,39,760/-	3,52,780/-
Travelling and conveyance	11,500/-	13,610/-	16,200/-	17,300/-	18,650/-
Library Books	11,222/-	6,024/-	73,940/-	7,426/-	9,500/-
Staff Welfare and Development	17,600/-	21,200/-	23,150/-	22,350/-	23,750/-
Affiliation and Recognition Expenses	1,21,618/-	1,24,571/-	93,224/-	3,12,576/-	4,60,448/-
Audit fee	6,500/-	6,500/-	6,500/-	6,500/-	6,500/-
Annual Day/Prizes and Gifts	65,000/-	80,000/-	75,000/-	86,000/-	95,650/-
Student Association/Exam. Recognition Expenses	44,541/-	46,500/-	45,650/-	42,000/-	48,635/-
CLC Camp	30,000/-	57,000/-	22,630/-	28,000/-	57,200/-
Other Expenses	8,500/-	12,000/-	14,250/-	14,200/-	16,380/-
Bus Maintenance	65,000/-	2,25,000/-	3,45,000/-	50,000/-	1,25,000/-
Total Budget	43,25,591/-	5,60,9412/-	57,16,531/-	1,03,05,806/-	1,67,53,816/-
Total Income	49,71,423/-	5,38,6138/-	54,46,197/-	83,83,669/-	95,04,901/-
Surplus +	6,45,822/-				
Deficit -		2,23,274/-	2,70,334/-	19,22,137/-	72,48,915/-

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 institutional accounts are audited quarterly by the Internal Auditors and annum audit is carried out by the External Auditors. Bangalaore Collegiate Education Department Internal Audit Cell visit to college periodically to verify the receipt collected by the college on behalf of Bangalore University. There is no pending Objections raised or dropped.

6.5.6 – Has the institution computerized its finance management systems? If yes, give details.

-No-

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

1. For the smooth and effective functioning he institution has developed its organizational structure and decentralized the responsibilities at various levels

2. The institution has well defined policies, roles and responsibilities of the faculty and the staff which enables every employees to be accountable to the institution.

3. The institution has developed good feedback mechanism at various levels which Helps in decision making and performance improvement.

4. The institution recognizes and utilizes human and financial resources to the optimum level for the growth and the development of the institution.

5. The institution is quite generous meeting the needs of the faculty members and the other institutional needs.

6. The institutional finance department is quite efficient in planning and utilization of financial resources and maintenance of accounts and auditing.

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.

The institution has established IQAC in the year 2014.

The composition of IQAC is

Chairperson	-	Prof.Nagabhushana.K.R
Co-ordinator	-	Sri Ravi kumar.S.B
Management Representative-		Sri A.Kondappa, Member Sri K.V.Trust.
Members	-	Sri Shekar.P.N
	-	Sri Krishnamurthy.B.G
	-	Sri Lakshminarayana.K.M
	-	Sri Narendra Babu.V

IQAC is still in the initial stage. It has made an effort to assess the effectiveness of academic activities of the institution with the help of the questionnaire.

➢ It has organized one day workshop on "Inter disciplinary approach to curriculum transaction" for secondary school teachers of Chickballapur District on 23rd Dec.2015.

The objective of IQAC are:

➢ To ensure the quality improvement in the entire activities and programmes of the institution.
➢ To evaluate the goals and objectives of the institution.
➢ To ensure stakeholders participation in planning and development of different programmes.

7.1.2 - Describe the mechanism used by the institution to evaluate The achievement of goals and objectives.

The following mechanisms are adopted by the institution:

➢ The institution continuously evaluates the curricular and co-curricular activities.

➢ It evaluates the goals and objectives of the institution. It involves the evaluation of feedback and suggestions provided by the student teachers, practice teaching schools, alumni members etc.,

➢ The academic achievements of the students are taken into consideration to evaluate the goals and objectives.

➢ All the suggestions, feedback, self appraisal of the teacher educators and overall achievements of the institution every year will provide the status of goals and objectives.

➢ The management and the faculty members review the achievements of the pupils in the tests and examinations to evaluate the accomplished goals and objectives.

7.1.3 - How does the institution ensure the quality of its academic programmes?

The institution has taken the following steps to ensure the quality of the academic programmes.

➢ The institution appoints qualified and experienced faculties to ensure the quality.
➢ The team work is encouraged among the faculty members and the pupils.
➢ The roles and responsibilities are defined and distributed among faculty members.
➢ The pupils are trained through qualitative academic programmes.
➢ The institution insists discipline, duty consciousness among pupils.

7.1.4 - How does the institution ensure the quality of its administration and financial management processes?

The quality of the institution in its administration and financial management is ensured by the following ways.:

➢ Regular inspections by the Local Inquiry Committees
➢ Constant motivation is provided to all the faculty members.
➢ Decentralizing the responsibilities.
➢ Defining the roles and responsibilities of the staff.
➢ Financial transparency is maintained.
➢ Proper budgeting is maintained.
➢ Periodical inspection of the management committee members on financial management is done.
➢ Periodical internal auditing by the Internal auditor and certified C.A auditing is also done.

7.1.5 – How does the institution identify and share good practices with various constituents of the institution.

The institution identifies and shares good practices with various constituents in the following ways:

➢ The staff members extend their services in developing good practices of the institution.
➢ Each staff member makes an effort to adopt good practices and share the same with the colleagues.
➢ The institution is open for accepting and trying out the good practices suggested by the faculty members.
➢ The good practices adopted by the institution are informed to the management and they will support in the growth and development of the institution.

7.2 – INCLUSIVE PRACTICES

7.2.1 – How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

❖ The issues of inclusion are sensitized through the curriculum prescribed by the Bangalore University.

❖ The Institution has organized guest lectures on inclusion.
❖ The Institution has made provision for all the staff members to watch episodes related to inclusion.
❖ The information related to inclusive education is drawn from various sources like educational journals, news papers and websites.
❖ Paper clippings on inclusive education are displayed on the bulletin boards

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 institutions has made provision in the academic plan to learn about inclusion and exceptionalities as well as gender differences and their impact on learning through the curriculum prescribed by Bangalore University.
❖ The institution organizes guest lectures on inclusion.
❖ Teacher trainees are trained to handle children with exceptionality and gender differences during practice teaching.

7.2.3 – Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation.

The various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement through in learning & self- motivation.
➢ Building in link between the school & community.
➢ Through classroom interactions and episodes.
➢ Watching films.

7.2.4 – How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

➢ The Institution helps the student teacher to develop proficiency for working with children from diverse backgrounds and exceptionalities by providing them sufficient theoretical knowledge through the curriculum .
➢ The trainees are oriented about the techniques of teaching to cater to the needs of the children from diverse background and the exceptionalities.

- The teacher trainees are made aware about the constitutional provisions and acts for the children with diverse background and exceptionality.
- During Practice teaching the teacher trainees gets an opportunity to work with children from diverse background and exceptionality.

7.2.5 – How does the institution address to the special needs of the physically challenged and differently abled students enrolled in the institution?

- Timely motivation, Guidance and Counseling is provided to cope with the pressure the course.
- The institution takes special care in meeting the needs of physically challenged students.
- During the practice teaching, the schools are allotted according to their convenience.
- Co-operation is ensured by the staff and the students in their teaching learning processes.

7.2.6 – How dos the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

- The Institution is much concerned with regard to the gender issues.
- The grievances related to the gender issues are handled through the grievance cell.
- The institution also makes an effort to bring about attitudinal change among students regarding the gender issue.
- Women cell is formed and periodical meetings are conducted regularly.
- As of now complaints are not received.

7.3 – STAKE HOLDER RELATIONSHIPS:

7.3.1 – How does the institution ensure the access to the information on organization performance (academic and administrative) to the stakeholders?

- The institution provides an access to the information on the academic administrative performance to its stakeholders through websites, telephonic conversation.

➢ The academic performance of the institution is informed to all the practice teaching school through official letters.

➢ The information about the organizational performance is disseminated through placement networking.

➢ During the various programmes like workshops seminars, annual day, annual sports meet, educational excursion, community living camp etc., the information about the organizational performance is brought to the notice of various sections of the society.

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 encourages its stakeholders to provide the feedback about the organizational performance in training teachers.

➢ The institution makes use of feedback given by students and stakeholders about the institutional process like admission, administration, academic activities and analyses the success and failure of the programmes.

➢ The institution whole heartedly accepts the constructive suggestions provided by the stakeholders.

7.3.3 – What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, alumni and other stakeholders on program quality. How does the institution use the information for quality improvement?

➢ The institution has developed its own feedback mechanism to collect the data from the students, alumni and stakeholders for its quality improvement.

➢ At the end of every academic year written and oral feedback is obtained from the students & staff members.

➢ The written feedback is obtained from the practice teaching schools to assess the quality practice teaching programme.

➢ The opinions of the parents are also obtained through informal interactions.

7.4 BEST PRACTICE IN INNOVATIVE PRACTICES.

➢ The institution is always adoptable for bringing about the changes and implementation for enhancement of the quality.

➢ The institution accept and try to implement the suggestions given by the stake holders.

➢ The institution has developed its internal quality assurance cell which monitors the quality of the institution through feedback received from the various stakeholders.

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

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
Admission and orientation	■																																			
Theory		■	■	■	■		■	■	■	■		■			■		■									■	■	■		■	■	■		■		
Tutorials/Seminars		■	■	■	■		■	■	■	■		■														■	■	■		■	■	■		■		
Sessional work-test & assignments													■																						■	
Practical work						■					■							■											■							
Preparation of Internship: demonstration/Observation of lessons, Micro teaching simulations						■					■							■																		
Practice teaching/ Internship																			■	■	■	■	■	■	■								■			
Co-curricular Activities																																				
Working with community/project work														■																						
End term examination															■																					■

Note: A week is of six working days and a day is of six clock hours
The table should cover the entire academic session and may be extended as per the requirement.

BEST PRACTICES FOR STUDENT SUPPORT

THE CONTEXT

Sri K.Venkatapatheppa College of Education with a motto "In pursuit of Excellence" desires to train competent teachers by providing ample of opportunities to rural and downtrodden community for varied learning experiences and constant motivation. The students who join the B.Ed. course are from diverse background, hence there is lot of individual differences that exists in the classroom, So, to overcome this obstacle the institution makes its best efforts through some of the best practices.

THE OBJECTIVES

➤ To develop self esteem in every teacher trainee and equip them to be competent teacher

➤ To tap the innate abilities of individual student teacher and to nurture them

➤ To bring about attitudinal changes for better adjustment in the changing scenario of the education system.

THE PRACTICES

➤ We take initiative to identify the talents of the students in the beginning of the academic year by organizing programmes like induction and Talents day.

➤ The institution provides various opportunities to teacher trainees for taking part in various curricular and co-curricular activities. About 95% of the students participate in most of the activities.

➤ Formation of the Student Council, an opportunity is given to the students to select their leaders and council members to carry out various co-curricular activities throughout the academic year. The sub committees in the student council plan and organize various activities.

➤ The institution encourages the students in the use of ICT be providing basic training in computer operations. All the students compulsorily maintain their e-mail ID and become the members of the Institutions' e-group for constant information and interactions.

➤ The students are trained in the use of innovative techniques and made to try out during practice teaching programme.

➤ A Continuous and comprehensive feedback is followed right from the beginning of the academic year to the end of the academic year to mentor the student progression.

THE OBSTACLES

The obstacle faced to adopt the best practices are

➢ The diverse backgrounds of the student like Urban-Rural, Married, Un-married, different linguistic background, varied age group time gap between graduation and the B.Ed. course.

➢ The other obstacles faced are in regard to taking initiativeness are responsibilities in the student council because of the marital status and the time gap in the education, age and language problem

➢ The students from the rural background are not familiar with the use of Computers hence find it difficult to apply their technical skills in learning. Due to lack of exposure and ICT facilities at home they are not motivated for the use of technology.

STRATEGIES ADOPTED TO OVERCOME THE OBSTACLES

➢ Initially students try to make friendship with their own language and state students. To overcome these obstacle lot of group activities are carried out. The students are divided into small groups by the teachers so that students from diverse backgrounds can mix up well with their classmates.

➢ The constant motivation by the faculty members and also their participation in most of the activities.

➢ The self esteem of students is boosted by giving them positive feedback by the faculty members and their friends after every academic and co-curricular activities.

➢ Students who have inhibitions to operate computer are individually trained and encouraged to use ICT. They are also attached with students who are competent in ICT to encourage co-operative learning.

➢ Students who have their own laptops are encouraged to use it for classroom teaching during practice teaching session.

IMPACT OF THE PRACTICES

- The impacts of the practices are having significant result and satisfaction. We are able to move towards achieving our Vision and Mission in developing the self confident and competent teachers.
- There is significant change in the attitude of the teacher trainees coming from diverse backgrounds towards the teaching profession.
- There is a cordial relationship established among the students and among the students – teachers.
- The students are also to recognize their innate abilities and use there for their personal and professional growth.

SUPPORTED RESOURCES
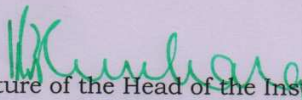
- Faculty members who are Dedicated, Motivated and Co-operate in carrying out the various activities.

- Allotment of time to accommodate various co-curricular activities in the time table

- Student's willingness to participate and co-operate in organizing extracurricular activities.

DECLARATION BY THE HAED OF THE INSTITUTION

I am aware that peer team will validate I certify 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 discussion and No part thereof had been outsourced.

The information provided in this SAR during the peer team visit.

Signature of the Head of the Institution

PRINCIPAL
Sri K. Venkatapatheppa
College of Education
CHICKBALLAPUR-562101

Place: Chickballapur.

Date: 12-01-2016

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PART – III

APPENDIX - I

PRESENT SCENARIO OF SECONDARY TEACHER EDUCATION IN THE STATE OF KARNATAKA

Reforms in school education are pivotal for creating an edifice on which a knowledge society can be structured. While India has witnessed significant progress in school education, the goal of universal access to elementary education has not yet been achieved. There are also wise disparities in access to school education between state, rural and urban areas, gender as well as different economic classes.

In addition issues of quality such as teacher training, curriculum. Pedagogy, school infrastructure and outcomes need to be addressed as an immediate basis. There is also an urgent need to increase the resource allocation to school education.

CURRENT SCENARIO

LITERARY: As per 2011 census the literary rate in India was 74.04%. The male percentage was 82.14% and female percentage was 65.46%, the gender gap literary is estimated to be roughly 17%.

SCHOOL: The number of Primary schools in the country increased from 7.4 lakhs in 2011-1, to 7.9 lakhs in 2013-14. In the same period the number of Secondary Schools increased at a rate from 1.2 lakhs to 1.3 lakhs.

NUMBER OF SCHOOLS IN LAKHS FOR THE YEAR 2013-14

PRIMARY   -   7.9

UPPER PRIMARY   -   4.0

SECONDARY   -   1.3

SENIOR SECONDARY-   1.0

TOTAL   -   14.2

ENROLMENT: Primary Education increased four times from 350 lakhs in 1960-61 to 1300 lakhs in 2013-14. Secondary Education increased two times from 190 lakhs in 2000-2001 to 370 lakhs in 2013-2014.

Secondary teacher education plays a significant role in training the teachers to mould the future generations. There are three types of teacher training institutions namely – Government, Grant-in-Aid, Self Financed total number of colleges of Education. Providing regular face to face Bachelor of Education course there are 300 colleges in Karnataka state. Of this 09 are Government colleges and 48 aided institutions while the remaining are private Unaided institutions (243 Colleges). The number of seats of each college is 100.

Recent year's – teacher education has witnessed rapid expansion of teacher education colleges in the state. The Government issues no objection, University provided affiliation to the recognize colleges after verifying the norms standard, for building human relations laid down by the NCTE.

ADMISSION: It is on the basis of the percentage marks secured at graduation level. Graduates with 50% of marks for general quota and 45% marks for SC/ST quota are eligible. Admission procedure starts in the month of October.   The Central Admission Cell allots 100% seats to Government Colleges and Aided Colleges with a ratio of 3:1 (75% Government quota and 25% Management Quota) and unaided colleges with a ratio of 1:1 (50% Government Quota and 50% Management Quota).   Reservation policy as per State Government norms is followed State Government, Grand-in-Aid.

The fee structure is as per the Government norms. The affiliating University curriculum for Bachelor of Education course is followed. Any change in the curriculum at university level it goes to the BOS – Academic Council faculty and syndicate for further decisions and implementation.

BANGALORE ✤ UNIVERSITY

Golden Jubilee Year 2014

Academic Section –I,
Jnanabharathi, B'lore-56

No: Aca.I / B.Ed/Revised Calendar of Events/2013-14

Dated 08.07.2014

NOTIFICATION

Sub: Re-revised Terms, Vacation and other Calendar of Events for B.Ed., Course for the year 2013-2014

Ref: 1. Notification No: Aca.I/B.Ed/Calendar of Events/2013-14 Dt:25.01.2014
2. Opinion of the Dean Faculty of Education, BUB dated: 12.03.2014
3. Notification No: Aca.I/B.Ed/Revised Calendar of Events/2013-14, Dt:14.03.2014
4. Notification No: Aca.I/B.Ed/Revised Calendar of Events/2013-14, Dt:01.07.2014
5. Hon'ble Vice-Chancellor approval in the file.
** * **

Partial

In modification of the Notification dated: 01.07.2014, the Calendar of events are revised for B.Ed., course for the academic year 2013-14 and notified as hereunder:-

Sl.No	Name of the Event	Date fixed for 2013-14
1.	Commencement of B.Ed., I Semester	03.02.2014
2.	Last date for admission without penal fee	18.03.2014
3.	Last date for admission with penal fee of Rs.300/-	20.03.2014
4.	Last date to download the Admission application forms.	22.03.2014
5.	Last date for submission of uploaded admission application form along with affiliation order and notified fees to be paid in the form of D.D. along with the required documents for approval by the University. The date and time will be intimated individually to each college for admission approval.	24.03.2014 to 05.04.2014
6.	Last date to submit Internal Assessment marks of I Semester B.Ed., to the University	19.05.2014
7.	Last working day of I Semester	31.05.2014
8.	Commencement of Mid term Vacation	02.06.2014
9.	Commencement of I Semester Theory Examination	18.06.2014
10.	Commencement of Valuation work of B.Ed., I Semester examination	02.07.2014 to 14.07.2014
11.	Re-opening of Colleges for II Semester	14.07.2014
12.	Practice, teaching including Criticism lessons ·	24.07.2014 to 18.09.2014
13.	Practical examinations	20.11.2014 to 06.12.2014
14.	Last date to submit Internal Assessment marks of II Semester to the University	13.12.2014
15.	Last working day of II Semester	20.12.2014
16.	Commencement of II semester theory examination	29.12.2014
17.	Commencement of valuation work of B.Ed., II Semester examination	07.01.2015

Note: 1. Strict compliance to the above schedule.
2. During vacation, it is mandatory for teachers to undertake theory valuation and practical examination and other examination related work assigned by the University.

BY ORDER

REGISTRAR

To

1. All the Principals of B.Ed colleges affiliated to Bangalore University
2. Dean, Faculty of Education & Chairman Dept. of Education, Bangalore University, Bangalore
3. The Director of Students Welfare, Bangalore University, Bangalore
4. The Registrar (Eva), Bangalore University, Bangalore
5. Smt. Sujatha, System Analyst, Bangalore University, Bangalore

Copy to:
1. PS to VC/Reg/Reg (Eva)/PA to Finance officer, Bangalore University, Bangalore
2. PRO, Bangalore University Bangalore with a request to publish the above notification in Daily News Paper
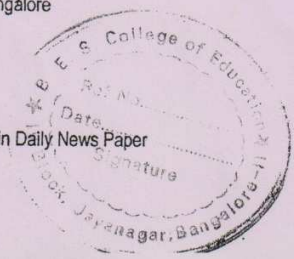
SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION

C.V.V.CAMPUS CHICKBALLAPUR-562101

CALENDAR OF EVENTS FOR THE YEAR 2013-14

FIRST SEMESTER

1.	3/2/2014	Monday	Commencement of B.Ed.Class-Introduction & orientation about B.ed. course
2.	4/2/2014	Tuesday	Introduction B.Ed Programme
3.	5/2/2014	Wednesday	Programme introduction
4.	6/2/2014	Thursday	Syllabus orientation
5.	7/2/2014	Friday	Syllabus orientation
6.	8/2/2014	Saturday	Syllabus orientation
7.	9/2/2014	Sunday	Holiday
8.	10/2/2014	Monday	Theory classes
9.	11/2/2014	Tuesday	Theory classes
10.	12/2/2014	Wednesday	Theory classes
11.	13/2/2014	Thursday	Theory classes
12.	14/2/2014	Friday	Theory classes
13.	15/2/2014	Saturday	Theory classes
14.	16/2/2014	Sunday	Holiday
15.	17/2/2014	Monday	Theory classes
16.	18/2/2014	Tuesday	Theory classes
17.	19/2/2014	Wednesday	Theory classes
18.	20/2/2014	Thursday	Talents Day
19.	21/2/2014	Friday	Theory classes
20.	22/2/2014	Saturday	Theory classes
21.	23/2/2014	Sunday	Holiday
22.	24/2/2014	Monday	Theory classes

23.	25/2/2014	Tuesday	Theory classes
24.	26/2/2014	Wednesday	Theory classes
25.	27/2/2014	Thursday	Theory classes
26.	28/2/2014	Friday	Theory classes
27.	01/3/2014	Saturday	Formation of students association
28.	02/3/2014	Sunday	Holiday
29.	03/3/2014	Monday	Theory classes
30.	04/3/2014	Tuesday	Theory classes
31.	05/3/2014	Wednesday	Theory classes
32.	06/3/2014	Thursday	Theory classes
33.	07/3/2014	Friday	Theory classes
34.	08/3/2014	Saturday	Inauguration of Students Association
35.	09/3/2014	Sunday	Holiday
36.	10/3/2014	Monday	Theory classes
37.	11/3/2014	Tuesday	Communication skills
38.	12/3/2014	Wednesday	Communication skills
39.	13/3/2014	Thursday	Theory classes
40.	14/3/2014	Friday	Theory classes
41.	15/3/2014	Saturday	Theory classes
42.	16/3/2014	Sunday	Holiday
43.	17/3/2014	Monday	Theory classes
44.	18/3/2014	Tuesday	Theory classes
45.	19/3/2014	Wednesday	Theory classes
46.	20/3/2014	Thursday	Theory classes
47.	21/3/2014	Friday	Theory classes
48.	22/3/2014	Saturday	Theory classes
49.	23/3/2014	Sunday	Holiday

50. 24/3/2014	Monday	Theory classes
51. 25/3/2014	Tuesday	Theory classes
52. 26/3/2014	Wednesday	Theory classes & Essay writing competition
53. 27/3/2014	Thursday	Theory classes
54. 28/3/2014	Friday	Theory classes
55. 29/3/2014	Saturday	Theory classes
56. 30/3/2014	Sunday	Holiday
57. 31/3/2014	Monday	Chandramana Ugadi Holiday
58. 01/4/2014	Tuesday	Theory classes
59. 02/4/2014	Wednesday	Theory classes
60. 03/4/2014	Thursday	Theory classes
61. 04/4/2014	Friday	Theory classes
62. 05/4/2014	Saturday	Theory classes
63. 06/4/2014	Sunday	Holiday
64. 07/4/2014	Monday	Theory classes
65. 08/4/2014	Tuesday	Theory classes
66. 09/4/2014	Wednesday	Theory classes
67. 10/4/2014	Thursday	Theory classes
68. 11/4/2014	Friday	Theory classes
69. 12/4/2014	Saturday	Theory classes
70. 13/4/2014	Sunday	Mahaveera Jayanthi Holiday
71. 14/4/2014	Monday	Dr.Ambedkar Jayanthi celebrtion
72. 15/4/2014	Tuesday	Theory classes
73. 16/4/2014	Wednesday	Election duty holiday
74. 17/4/2014	Thursday	Election duty holiday
75. 18/4/2014	Friday	Good Friday Holiday
76. 19/4/2014	Saturday	Theory classes

77. 20/4/2014   Sunday   Holiday

78. 21/4/2014   Monday   Micro teaching workshop

79. 22/4/2014   Tuesday   Micro teaching workshop

80. 23/4/2014   Wednesday   Micro teaching workshop

81. 24/4/2014   Thursday   Micro teaching workshop

82. 25/4/2014   Friday   Micro teaching workshop

83. 26/4/2014   Saturday   Micro teaching workshop

84. 27/4/2014   Sunday   Holiday

85. 28/4/2014   Monday   Theory classes

86. 29/4/2014   Tuesday   Theory classes

87. 30/4/2014   Wednesday   Theory classes

88. 01/5/2014   Thursday   May day

89. 02/5/2014   Friday   Basava Jayanthi celebration

90. 03/5/2014   Saturday   Thoery classes

91. 04/5/2014   Sunday   Holiday

92. 05/5/2014   Monday   Theory classes

93. 06/5/2014   Tuesday   Theory classes

94. 07/5/2014   Wednesday   Theory classes

95. 08/5/2014   Thursday   Theory classes

96. 09/5/2014   Friday   Theory classes & Music competition

97. 10/5/2014   Saturday   Theory classes

98. 11/5/2014   Sunday   Sunday

99. 12/5/2014   Monday   Theory classes

100. 13/5/2014   Tuesday   Theory classes

101. 14/5/2014   Wednesday   Ist official test

102. 15/5/2014   Thursday   Ist official test

103. 16/5/2014   Friday   Ist official test

104. 17/5/2014	Saturday	Theory classes
105. 18/5/2014	Sunday	Holiday
106. 19/5/2014	Monday	Community Living Camp
107. 20/5/2014	Tuesday	Community Living Camp
108. 21/5/2014	Wednesday	Community Living Camp
109. 22/5/2014	Thursday	Theory classes
110. 23/5/2014	Friday	Theory classes & Music competition group)
111. 24/5/2014	Saturday	Theory classes
112. 25/5/2014	Sunday	Holiday
113. 26/5/2014	Monday	Preparatory Examination
114. 27/5/2014	Tuesday	Preparatory Examination
115. 28/5/2014	Wednesday	Preparatory Examination
116. 29/5/2014	Thursday	Preparatory Examination
117. 30/5/2014	Friday	Preparatory Examination
117. 31/5/2014	Saturday	Last working day

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION

C.V.V.CAMPUS CHICKBALLAPUR-562101

CALENDAR OF EVENTS FOR THE YEAR 2013-14

SECOND SEMESTER

1. 18/7/2014   Friday   Re opening & General orientation

2. 19/7/2014   Saturday   Syllabus orientation

3. 20/7/2014   Sunday   Holiday

4. 21/7/2014   Monday   Theory classes

5. 22/7/2014   Tuesday   Theory class & Environmental day

6. 23/7/2014   Wednesday   Theory class

7. 24/7/2014   Thursday   Demonstration classes

8. 25/7/2014   Friday   Demonstration classes

9. 26/7/2014   Saturday   Demonstration class

10. 27/7/2014   Sunday   Holiday

11. 28/7/2014   Monday   Demonstration classes

12. 29/7/2014   Tuesday   Ramzon Holiday

13. 30/7/2014   Wednesday   Demonstration classes

14. 31/7/2014   Thursday   Theory classes

15. 01/8/2014   Friday   Theory classes

16. 02/8/2014   Saturday   Theory classes

17. 03/8/2014   Sunday   Sunday

18. 04/8/2014   Monday   Practice-in-teaching

19. 05/8/2014   Tuesday   Practice-in-teaching

20. 06/8/2014   Wednesday   Practice-in-teaching

21. 07/8/2014   Thursday   Practice-in-teaching

22.	08/8/2014	Friday	Practice-in-teaching
23.	09/8/2014	Saturday	Practice-in-teaching
24.	10/8/2014	Sunday	Sunday
25.	11/8/2014	Monday	Practice-in-teaching
26.	12/8/2014	Tuesday	Practice-in-teaching
27.	13/8/2014	Wednesday	Practice-in-teaching
28.	14/8/2014	Thursday	Practice-in-teaching
29.	15/8/2014	Friday	Independent day
30.	16/8/2014	Saturday	Practice-in-teaching
31.	17/8/2014	Sunday	Holiday
32.	18/8/2014	Monday	Practice-in-teaching
33.	19/8/2014	Tuesday	Practice-in-teaching
34.	20/8/2014	Wednesday	Practice-in-teaching
35.	21/8/2014	Thursday	Practice-in-teaching
36.	22/8/2014	Friday	Practice-in-teaching
37.	23/8/2014	Saturday	Practice-in-teaching
38.	24/8/2014	Sunday	Sunday
39.	25/8/2014	Monday	Practice-in-teaching
40.	26/8/2014	Tuesday	Practice-in-teaching
41.	27/8/2014	Wednesday	Practice-in-teaching
42.	28/8/2014	Thursday	Practice-in-teaching
43.	29/8/2014	Friday	Ganesha Chathurthi - holiday
44.	30/8/2014	Saturday	Practice-in-teaching
45.	31/8/2014	Sunday	Sunday
46.	01/9/2014	Monday	Practice-in-teaching
47.	02/9/2014	Tuesday	Practice-in-teaching
48.	03/9/2014	Wednesday	Practice-in-teaching

49.	04/9/2014	Thursday	Practice-in-teaching
50.	05/9/2014	Friday	Practice-in-teaching
51.	06/9/2014	Saturday	Practice-in-teaching
52.	07/9/2014	Sunday	Sunday
53.	08/9/2014	Monday	Practice-in-teaching
54.	09/9/2014	Tuesday	Practice-in-teaching
55.	10/9/2014	Wednesday	Practice-in-teaching
56.	11/9/2014	Thursday	Criticism Lessons
57.	12/9/2014	Friday	Criticism Lessons
58.	13/9/2014	Saturday	Criticism Lessons
59.	14/9/2014	Sunday	Holiday
60.	15/9/2014	Monday	Criticism Lessons
61.	16/9/2014	Tuesday	Criticism Lessons
62.	17/9/2014	Wednesday	Criticism Lessons
63.	18/9/2014	Thursday	Theory classes
64.	19/9/2014	Friday	Theory classes
65.	20/9/2014	Saturday	Theory classes
66.	21/9/2014	Sunday	Holiday
67.	22/9/2014	Monday	Theory classes
68.	23/9/2014	Tuesday	Theory classes
69.	24/9/2014	Wednesday	Mahalaya Amavasya
70.	25/9/2014	Thursday	Theory classes
71.	26/9/2014	Friday	Theory classes
72.	27/9/2014	Saturday	Theory classes
73.	28/9/2014	Sunday	Holiday
74.	29/9/2014	Monday	Theory classes
75.	30/9/2014	Tuesday	Theory classes

76. 01/10/2014	Wednesday	Theory classes
77. 02/10/2014	Thursday	Gandhijayanthi Celebration
78. 03/10/2014	Friday	Ayudha Pooja Holiday
79. 04/10/2014	Saturday	Vijayadashami Holiday
80. 05/10/2014	Sunday	Holiday (Bakridh)
81. 06/10/2014	Monday	Theory classes
82. 07/10/2014	Tuesday	Theory classes
83. 08/10/2014	Wednesday	Valmiki Jayanthi celebration
84. 09/10/2014	Thursday	Theory classes
85. 10/10/2014	Friday	Theory classes
86. 11/10/2014	Saturday	Theory classes
87. 12/10/2014	Sunday	Holiday
88. 13/10/2014	Monday	Theory classes
89. 14/10/2014	Tuesday	Theory classes
90. 15/10/2014	Wednesday	Theory classes
91. 16/10/2014	Thursday	Theory classes
92. 17/10/2014	Friday	Educational Excursion
93. 18/10/2014	Saturday	Educational Excursion
94. 19/10/2014	Sunday	Educational Excursion
95. 20/10/2014	Monday	Educational Excursion
96. 21/10/2014	Tuesday	Educational Excursion
97. 22/10/2014	Wednesday	Narakachathurdashi Holiday
98. 23/10/2014	Thursday	Theory classes
99. 24/10/2014	Friday	Balipadyami Holiday
100. 25/10/2014	Saturday	Theory classes
101. 26/10/2014	Sunday	Holiday
102. 27/10/2014	Monday	Theory classes

103. 28/10/2014	Tuesday	Theory classes
104. 29/10/2014	Wednesday	Theory classes
105. 30/10/2014	Thursday	Theory classes
106. 31/10/2014	Friday	Theory classes
107. 01/11/2014	Saturday	Kannada Rajyosthava celebration
108. 02/11/2014	Sunday	Holiday
109. 03/11/2014	Monday	Theory classes
110. 04/11/2014	Tuesday	Moharam Holiday
111. 05/11/2014	Wednesday	Theory classes
112. 06/11/2014	Thursday	Theory classes
113. 07/11/2014	Friday	Theory classes
114. 08/11/2014	Saturday	Kanakadasa Jayanthi celebration
115. 09/11/2014	Sunday	Holiday
116. 10/11/2014	Monday	Theory classes Theory classes
117. 11/11/2014	Tuesday	Theory classes
118. 12/11/2014	Wednesday	Theory classes & Debate Competition
119. 13/11/2014	Thursday	Theory classes
120. 14/11/2014	Friday	Theory classes
121. 15/11/2014	Saturday	Theory classes
122. 16/11/2014	Sunday	Sunday
123. 17/11/2014	Monday	Theory classes
124. 18/11/2014	Tuesday	Theory classes
125. 19/11/2014	Wednesday	Theory classes
126. 20/11/2014	Thursday	Theory classes
127. 21/11/2014	Friday	Theory classes
128. 22/11/2014	Saturday	Theory classes
129. 23/11/2014	Sunday	Holiday

130. 24/11/2014   Monday   Practical Examination

131. 25/11/2014   Tuesday   Practical Examination

132. 26/11/2014   Wednesday   Practical Examination

133. 27/11/2014   Thursday   Practical Examination

134. 28/11/2014   Friday   Practical Examination

135. 29/11/2014   Saturday   Practical Examination

136. 30/11/2014   Sunday   Holiday

137. 01/12/2014   Monday   Practical Examination

138. 02/12/2014   Tuesday   Practical Examination

139. 03/12/2014   Wednesday   Theory Classes

140. 04/12/2014   Thursday   Theory Classes

141. 05/12/2014   Friday   Theory Classes

142. 06/12/2014   Saturday   Theory Classes

143. 07/12/2014   Sunday   Holiday

144. 08/12/2014   Monday   2nd official test

145. 09/12/2014   Tuesday   2nd official test

146. 10/12/2014   Wednesday   2nd official test

147. 11/12/2014   Thursday   Theory Classes

148. 12/12/2014   Friday   Theory Classes

149. 13/12/2014   Saturday   Theory Classes

150. 14/12/2014   Sunday   Holiday

151. 15/12/2014   Monday   Preparatory Examination

152. 16/12/2014   Tuesday   Preparatory Examination

153. 17/12/2014   Wednesday   Preparatory Examination

154. 18/12/2014   Thursday   Preparatory day Examination

155. 19/12/2014   Friday   Preparatory Examination

156. 20/12/2014   Saturday   Last working

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION, C.V.V.CAMPUS, CHICKBALLAPUR-562101

CLASS TIME TABLE- FIRST SEMESTER -2013-14

Day/Time	9.00 to 9.15 am	9.15 to 10.15 am	10.15 to 11.15 am	11.15 to 11.30 am	11.30 to 12.30 pm	12.30 to 1.30 pm	1.30 to 2.00 pm	2.00 to 3.00 pm	3.00 to 4.00 pm	4.00 to 5.00 pm
MONDAY	PRAYER	**FEP** EM- VNB KM-SBR	**ICT** EM-SSM KM-TS		**CCM – I** Bio - KML Eng - SSM Kan - PNS Phy - VNB	**EEI** EM-BGK KM-KML		**CCM-II** Che – YGG His-BGK&TS Maths – SBR	**ARTS** Library **SCIENCE** Practicum	Practicum Group – 1 Assignment Guidance Group-2
TUESDAY	PRAYER	**EEI** EM-BGK KM-KML	**FEP** EM- VNB KM-SBR		**CCM-II** Che – YGG His-BGK&TS Maths–SBR	**SEI** EM-SSM KM-PNS		**CCM – I** Bio - KML Eng - SSM Kan - PNS Phy - VNB	Practicum Group – 2 Assignment Guidance Group-1	Tutorials
WEDNESDAY	PRAYER	**EEI** EM-BGK KM-KML	**ICT** EM-SSM KM-TS	B r e a k	**SEI** EM-SSM KM-PNS	Co-Curricular Activities	Lunch Break	**ARTS** Library **SCIENCE** Practicum	Practicum	Tutorials
THURSDAY	PRAYER	**FEP** EM-VNB KM-YGG	**EEI** EM-BGK KM-KML		**CCM-II** Che – YGG His-BGK&TS Maths- SBR	Practicum Group – 1 Assignment Guidance Group-2		**CCM – I** Bio - KML Eng - SSM Kan - PNS Phy - VNB	Practicum Group – 2 Assignment Guidance Group-1	Tutorials
FRIDAY	PRAYER	**ICT** EM-SSM KM-TS	**SEI** EM-KRN KM-PNS		**CCM – I** Bio - KML Eng - SSM Kan - PNS Phy - VNB	Practicum Group – 1 Assignment Guidance Group -2		**CCM-II** Che – YGG His-BGK&TS Maths – SBR	Practicum Group – 2 Assignment Group - 1	Tutorials
SATURDAY	PRAYER	**SEI** EM-SSM KM-KRN	**FEP** EM- VNB KM-YGG		Practicum **ICT**	Co-Curricular Activities				

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION, C.V.V.CAMPUS, CHICKBALLAPUR-562101

CLASS TI ME TABLE- SECOND SEMESTER -2013-14

Day/Time	9.00 to 9.15 am	9.15 to 10.15 am	10.15 to 11.15 am	11.15 to 11.30 am	11.30 to 12.30 pm	12.30 to 1.30 pm	1.30 to 2.00 pm	2.00 to 3.00 pm	3.00 to 4.00 pm	4.00 to 5.00 pm
MONDAY	PRAYER	**SM** EM- SSM KM-PNS	**PLI** EM-VNB KM-SBR		**CCM – I** Bio - KML Eng - SSM Kan - PNS Phy - VNB	**LIBRARY**		**CCM-II** Che – YGG His–BGK&TS Maths – SBR	**Practicum**	Practicum Group – 1 Assignment Guidance Group-2
TUESDAY	PRAYER	**PLI** EM-VNB KM-SBR	**SM** EM- SSM KM-PNS		**CCM-II** Che – YGG His–BGK&TS Maths-SBR	**ENC** EM-BGK KM-KML		**CCM – I** Bio - KML Eng - SSM Kan - PNS Phy - VNB	Practicum Group – 2 Assignment Guidance Group - 1	Tutorials
WEDNESDAY	PRAYER	**ENC** EM-BGK KM-KML	**PLI** EM-VNB KM-SBR	B r e a k	**CCM – I** Bio - KML Eng - SSM Kan - PNS Phy - VNB	**SM** EM- SSM KM-KRN	Lunch Break	**CCM-II** Che – YGG His–BGK&TS Maths-SBR	Practicum Group – 1 Assignment Guidance Group - 2	Tutorials
THURSDAY	PRAYER	**SM** EM-KRN KM-PNS	**LIBRARY**		**CCM-II** Che – YGG His–BGK&TS Maths–SBR	**CCM – I** Bio - KML Eng - SSM Kan - PNS Phy - VNB		**Practicum**	Practicum Group – 2 Assignment Guidance Group - 1	Tutorials
FRIDAY	PRAYER	**PLI** EM-VNB KM-SBR	**ENC** EM-BGK KM-KML		**Practicum**	Co-Curricular Activities		Co-Curricular Activities	**Practicum**	Tutorials
SATURDAY	PRAYER	**SM** EM-SSM KM-PNS	**ENC** EM- BGK KM-KML		**Practicum** Group – 2 **Assignment Guidance** Group - 1	**Practicum** Group – 1 **Assignment Guidance** Group - 2				

BANGALORE ⚜ UNIVERSITY

Jnanabharathi, Bangalore- 560 056.

Ph:(080) 22961036/22961038 Fax: (080) 23211020

No.Aca-II/A4/F.O.Ed/Syl/2006-07

Dated 20.11.2006

NOTIFICATION
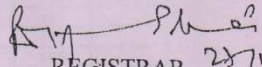
Sub: Modified Syllabus pertaining to B.Ed degree Course under Semester Scheme to be effective from the Academic Year 2006-07 and modified Syllabus of M.Ed course of I & II Semester.

Ref: 1. Resolution of the Faculty of Education meeting held on 21.7.2006.
2. Resolution of the Adjourned Meeting of the Academic Council held on 28.7.2006.

* * * * *

Pursuant to the Resolution of the Adjourned Meeting of the Academic Council held on 28th July 2006, **modified Syllabus pertaining to B.Ed., degree course** under Semester Scheme is hereby notified, from the Academic Year 2006-07. The *modified Syllabus of M.Ed course* of I & II Semesters is also hereby notified as follows.

1.*Paper III*: *"Methodology of Educational research & Educational Statistics*"

2.*Paper 1.3*: *"Educational Management – "Educational Leadership and group Dynamics"*.

BY ORDER

REGISTRAR 28/11/13

To.

1. The Dean, Faculty of Education, Bangalore University, Bangalore.
2. The Chairperson, BOS in Education, Bangalore University, Bangalore.

Copy to :

1. All the Principals of affiliated B.Ed Colleges, Bangalore University, Bangalore.
2. The Registrar (Evaluation), Bangalore University, Bangalore.
3. The Deputy Registrars, Examination Branch, Bangalore University, Bangalore.
4. The Deputy Registrar, Academic Section – I, B.U.B
5. The Assistant Registrar, Academic Section – I, B.U.B
6. The Director, Prasaranga, Bangalore University, Bangalore – with a request to publish the same in the next University Gazette.
7. The Librarian, Bangalore University, Bangalore – with a request to please include this in the University Website.
8. P.S to VC/Registrar/Registrar (Evaluation), Bangalore University, Bangalore.
9. The Co-ordinator, Statistical Cell, Bangalore University, Bangalore.
10. Office Copy.

BEd Course - Syllabus 2006-07

Scheme of Examination

First Semester – 18 Weeks

Code No.	Title of the Paper	Contact Hours	Internal Assessment	University Examination		Total	
				Max	Min	Max	Min
C – 1	EEI	4	20	80	40	100	50
C – 2	FEP	4	20	80	40	100	50
C – 3	SEI	4	20	80	40	100	50
M – 1	CCM – 1	6	20	80	40	100	50
M – 2	CCM – II	6	20	80	40	100	50
C – 4	ICT	3	10	40	20	50	25
	Total	27	110	440	220	550	275
	Practicum – 1	4	25	-	-	50	
	Practicum – 2	4	25				
	Grand Total	35	160	440	220	600	

EEI – Education in Emerging India   FEP – Fundamentals of Educational Psychology   SM – School Management
SEI – Secondary Education in India   ICT -- Information & Communication Technology   CCM – Content Cum Methodology

Scheme of Examination

Second Semester – 22 Weeks

Code No.	Title of the Paper	Contact Hours	Internal Assessment	University Examination		Total	
				Max	Min	Max	Min
C - 5	SM	5	20	80	40	100	50
C – 6	PLI	5	20	80	40	100	50
M – 1	CCM – 1	6	20	80	40	100	50
M – 2	CCM – 2	6	20	80	40	100	50
C - 7	ENC	3	10	40	20	50	25
	Practical Examination – I					50	25
	Practical Examination – II					50	25
	Total					550	275
	Practicum – 1	5	125			125	
	Practicum – 2	5	125			125	
	Total	35	340	360		800	

Grand Total (I & II Semester) 600 +800 = 1400
SEI – Secondary Education in India   PLI – Psychology of Learning & Instruction   ENC – Education & National Concern
CCM – Content Cum Methodology   SM -- School Management

Distribution of Internal Assessment Marks for Pratcicum of CCM
of Teaching School Subjects I & II

I Semester

Sl. No	Items	Max Marks	
1	Micro teaching	15	Activities of I Semester (To be completed in 3 weeks)
2	Communication Skill	10	
	Total	25	

II Semester

Sl. No.			Marks	
1	Notes of Lessons	-	10	Activities of II Semester (To be completed in 8 weeks)
2	Supervised Lessons	-	40	
3	Criticism Lessons	-	25	
4	Observation Record	-	10	
5	Assignment – I	-	20	
6	Assignment - II	-	20	
	Total		125	

PLAN SHOWING THE PROPOSED BUILDING FOR SRI. K.VENKATAPATHEPPA COLLEGE OF EDUCATION (RUNNING B.ED COURSE) S.K.V.V CAMPUS CHICKBALLAPUR.....

GROUND FLOOR PLAN

- CLASS ROOM (SOCIAL SCIENCE LAB) 21'3"X27'6"
- STAFF ROOM 20'3"X27'6"
- OFFICE ROOM 20'3"X27'6"
- PRINCY CHAMBER 31'6"X27'6"
- MULTI PURPOSE HALL 75'3"X27'6"
- CORRIDOR 6'0" WIDE
- PORTICO 18'0"X20'0"
- GENTS COMMON ROOM 9'3"X27'6"
- GENTS TOILET 9'3"X27'6"

FIRST FLOOR PLAN

- LAB 21'3"X27'6"
- LAB 20'3"X27'6"
- CLASS ROOM 20'3"X27'6"
- CLASSROOM 21'3"X27'6"
- STORE ROOM 9'3"X27'6"
- LIBRARY 75'3"X27'6"
- CORRIDOR 6'0" WIDE
- BALCANY 18'0"X20'0"
- LADIES COMMON ROOM 9'3"X27'6"
- LADIES TOILET 9'3"X27'6"

SECOND FLOOR PLAN

- LAB 21'3"X27'6"
- LAB 20'3"X27'6"
- SEMINAR HALL 52'3"X27'6"
- CLASS ROOM 20'3"X27'6"
- CLASS ROOM 20'3"X27'6"
- STORE ROOM 9'3"X27'6"
- CORRIDOR 6'0" WIDE
- BALCANY 18'0"X20'0"
- SPORTS & ARTS CRAFT ROOM 43'3"X27'6"

61.87M [203']
10.67M [35']
8.84M [29']
10'3" C/C
16'0" C/C

SCHEDULE OF OPENING:

SCALE = E:100

NOTE: ALL DIMENSION ARE IN METERS ONLY

TITLE:- PLAN SHOWING THE PROPOSED BUILDING FOR SRI K VENKATAPATHEPPA COLLEGE OF EDUCATION RUNNING B.ED COURSE S.K.V.V CAMPUS CHICKBALLAPUR-562 101. KARNATAKA

OWNER'S NAME & DESIGNATION: SRI K VENKATAPATHEPPA POST CHICKBALLAPUR CHAIRMAN

SEAL & SIGNATURE

LAND DETAIL
SURVEY NO ------ 20/2
HL NO ------ 131
LAND EXTENT ------ 1.04 ACRE

DRAWN BY
K.S.JAINATH BEEGVILI
K.S JAINATH
B.E. CIVIL P.G
Reg No. KA-MLL2
CHICKBALLAPUR

SANCTIONING AUTHORITY:

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION

C.V.V.Campus, Chickballapur-562101

2013-14

OPINIONAIRE OF MICROTEACHING

1. Do you think microteaching is useful for teacher trainees?   YES/NO

2. Do you think it should be a part of B.Ed., Course?   YES/NO

3. The micro teaching practice should be conducted in the beginning

    of the course?   YES/NO

4. Do you think the method wise demonstration for each skill is required?   YES/NO

5. The microteaching practice should be conducted at the end of the course?

    YES/NO

6. The general orientation given on microteaching was effective?

    YES/NO

7. The time allotted for practice of each skill was sufficient?

    YES/NO

8. Is the sufficient and effective orientation and demo given on each skill if no specify.

9. The skill, which was very difficult to understand and also to write episode?

10. The skill in which the components are not clear to you?

11. Over all how do you rate the orientation given on the skills of microteaching?

Not Satisfactory	Satisfactory	Good	Very Good	Excellent

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION

C.V.V.Campus, Chickballapur-562101

FEEDBACK FORM FOR HEAD MASTER – PRACTICE IN TEACHING PROGRAMME 2013-14

Dear Sir/Madam,

　　　This form is given to you in order to analyze the effectiveness of student teachers in the practice in teaching program. Your valuable and genuine information will help us to improve the effectiveness of our Practice in Teaching Program.

Name of the School	
Name of the Head Master/ Head Mistress	
Type of School (Tick as appropriate	Government/Corporation,Aided/Unaided

Please tick (√) under the appropriate column as against the questions

Sl. No.	Questions	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
01	Duration of the Practice in teaching program					
02	The quality of the student teachers sent to your school					
03	Number of student teachers allotted to your school					
04	Preparation of the students before each class					
05	Discipline of the student teachers while in class and other wise					
06	Interaction of the student teacher with school staff and teachers					
07	Effectiveness of presentation of student teachers (Appearance Dress Etc.)					

08	Effectiveness of presentation of student teachers (Subject wise)					
09	Use of Audio-Visual Aids and instructional materials					
10	Rapport with students					
11	Punctuality of the student teachers to school each day					
12	Punctuality of student teachers to class at the time allotted					
13	Adaptability of student teacher to the time table					
14	Involvement of student teachers in the school activities such as ❖ Morning Assemply ❖ Inspection of Students ❖ Participation in Mid day meals ❖ Celebration of different important days					

YOUR SUGGESTIONS (If any)

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION

C.V.V.Campus, Chickballapur-562101

2013-14

ASSESSING THE COMPUTER LITERACY AWARENESS AMONG TEACHER
TRAINEES

Name:

Address:

Contact Phone No. :

Mobile No.   :

E-mail ID   :

Instruction: Read the following questions carefully. Tick the appropriate response.

1. Do you have knowledge about computers?

   YES/NO

2. Do you have computer at home?

   YES/NO

3. Are you familiar about computer components?

   YES/NO

4. Are you using computer frequently?

   YES/NO

5. Have you got basic training in computers?

   YES/NO

6. Have you got any professional training in computers?

   YES/NO

7. Do you have Internet connection at home?

   YES/NO

8. Do you know Internet browsing?

   YES/NO

9. Are you frequently browsing Internet?

   YES/NO

10. Do you have your own e-mail ID?

    YES/NO

11. Do you know how to create your own e-mail ID?

    YES/NO

12. Do you check your e-mail regularly?

    YES/NO

13. Are you familiar with using websites?

       YES/NO

14. Are you familiar about using floppy. CD & Pen drive?

       YES/NO

15. Are you familiar with Ms-Word?

       YES/NO

16. Are you familiar with typing, editing and aligning text?

       YES/NO

17. Are you familiar with Ms-Excel?

       YES/NO

18. Are you familiar at using Power Point Presentation?

       YES/NO

19. Are you familiar with e-learning?

       YES/NO

20. Are you familiar with e-publishing?

       YES/NO

21. Are you familiar in using printers?

       YES/NO

22. Do you have familiarity with using scanner?

       YES/NO

23. Are you familiar with operating LCD Projector?

       YES/NO

24. Are you familiar in using OHP?

       YES/NO

25. Do you know to prepare transparencies to OHP?

       YES/NO

26. Are you frequently using computers at college?

       YES/NO

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION

C.V.V.Campus, Chickballapur-562010

Educational Excursion-

2013-14

Feedback from the students about educational excursion

Your opinion about educational excursion is highly appreciated and will be taken for further improvement. Please Tick Yes or No.

1. Was the selection of the place educative and interesting?   YES/NO

2. Whether the consent of the students was sought in selecting the place?   YES/NO

3. Whether adequate planning was done for conducting educational excursion?

    YES/NO

4. Whether comfortable Transport facilities were provided?

5. Was the food provided was hygienic and sumptuous?   YES/NO

6. Was the accommodation provided comfortable?   YES/NO

7. Was there the involvement of the teachers throughout the excursion?   YES/NO

8. Were the safety measures taken appropriately during excursion?   YES/NO

9. Were the First aid facilities provided?   YES/NO

10. Has it served the educational purpose?   YES/NO

11. Has the excursion developed human values amongst you?   YES/NO

12. Did you get relevant and required training to organize an excursion?   YES/NO

13. Was the number of days of educational excursion sufficient?   YES/NO

14. How do you rate the conducted educational excursion overall?

                                        Average/Good/Excellent

15. Any Suggestions:

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION
C.V.V.CAMPUS, CHICKBALLAPUR-562101

STUDENT'S APPRAISAL OF TEACHERS PERFORMANCE

Dear Student,

> This form is given to you in order to analyses the effectiveness of teachers in providing quality education to you. Your valuable and genuine information will help us to improve effectiveness of our professional service. This information is not meant to judge the teacher but to look into the deficiencies if any and to improve upon
>
> **DO NOT WRITE YOUR NAME ANY WHERE IN THIS FORM**

Name of the Teacher:

Subjects taught
    General Paper :
    Method Paper :

1. Language fluency of the Teacher Kannada and English

2. Punctuality of the Teacher for the Theory Classes.

Practice Teaching Schools

3. Content knowledge of the teacher in
   General Papers   -

   Method Papers   -

4. Preparation of the teacher for the Class
   General Class   -

   Method Class   -

5. Presentation (explanation) of the Content and
   methodology of teaching
   General Paper   -

   Method Paper   -

6. Whether portions have been completed on time? Mention
   if any topics are left out?
   General paper   -

   Method paper   -

7. Quality of learning material provided by the teacher
   General Paper   -

   Method Paper   -

8. Mention the topics aught by the teacher but were found
   difficult to understand
   General Paper   -

   Method Paper   -

9. Guidance provided for the preparation and presentation
   of Seminar papers and practical activities
   General Paper   -

   Method Paper   -

10. Practice Teaching
   a. Guidance provided for the writing of lesson plan in the respective method.

   b. Observation and feedback provided during Practice Teaching

11. Maintenance of discipline in the classroom

12. Interaction of the teacher with students
    General Paper   -

    Method Paper   -

13. Teacher's approach to the students.

14. Any suggestions for the improvement of the teacher's performance.

15. Considering all the professional qualities of a teacher. Give your rating of this teacher by putting (   )   mark to any one of the following.

Excellent

Average

Good

Poor

ACADEMIC ACTIVITIES

1. Community Living Camp

   Place   -

   Organization of Programmes   -

   Student's participation   -

   Food   -

   Accommodation   -

2. Educational Excursion

   Students participation   -

   Selection of places of visit   -

   Transportation   -

   Accommodation   -

   Food

\-

3. Quality of all the Programmes held in the college
   Organization   -

   Students Participation   -

4. Competitions held during the academic year

   The way competitions were held   -

   Suggestions for any other competitions to be included in
   future

5. Test & Examination
   No. of Tests required   -

   Time table   -

   Way of Conducting   -

Feedback by the teacher   -

6. What is your impression about semester scheme?

7. Are you satisfied with the B.Ed. course offered by this institution? I not give reasons.

INSTITUTIONAL FEED BACK FORM

1. General atmosphere of the institution -

   College Timing & Timetable –

2. Class room facilities
   a) Seating Arrangements –

   b) Lighting –

   c) Sound System –

   d) Audio Visual Aids –

3. Science Laboratory Facilities.

   Usage of Laboratory Facilities

4. Psychology Laboratory Facilities –

Usage of Psycho Lab –

5. Computer Laboratory Facilities-

Usage of Computer Lab –

6. A.V.Room facility & Usage –

7. Library Facilities
   Timing   -

   Location of the Books   -

   Availability of books   -

   Issue of the books   -

8. Play ground facilities and usage –

9. Toilet facilities and maintenance –

10. Office Assistance -

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION

C.V.V.Campus, Chickballapur-562101

SELF ASSESSMENT REPORT

1. Name   :

2. Designation   :

3. Academic qualification :

Exams Passed	Board/University	Subjects	Year	Division
SSLC				
PUC				
B.A/B.Sc				
M.A/M.Sc				
B.Ed				
M.Ed				
M.Phil.				
Ph.D				
Please specify if any other				

4. Teaching Experience:

   Secondary Level   -

   UG Level   -

   PG Level   -

5. Research Experience:

Research stage	Title of work/Thesis	University where the work was carried out
M.Phil		
Ph.D		
Research Guidance		

Research projects carried out:

Sl.No.	Title	Funding Agency	Duration	Remarks

Seminars, Symposia, Conference, Workshops etc., Attended/Organized
during the academic year

Sl.No.	Name of the Seminar/Conference/ Symposia/Workshop etc.	Name of the Sponsoring Agency	Place & Date

6. Teaching Activities:

A) Teaching Load Per Week:

Class	Lecturers	Practice Teaching	Seminars	Tutorials	Total

B) Subjects taught in the last 2 semesters:

Sl.No.	Title of the paper	Units Allotted	No. of classes to be conducted as per syllabus	Actual Classes Held	Remarks
1	I Semester General CCM				
2	II Semester General CCM				

C) Special Classes engaged, if any in lieu of classes lost

Subject	No. of Class	Remarks

D) Students Guided:

Name of the Academic Activity	No. of students Guided	Remarks
Seminars		
Micro Teaching		
Communication Skills		
Practical Activity		
ICT Practical Activity		
Preparation of Instructional Materials		
Lesson Plan Writing		

E) Demonstration Lessons:

Title	No. of Lessons Given	Remarks
Micro-Teaching		
Communication Skills		
Macro Lessons		
As a Resource Person in other institutions		

7. Extension Activities:

    a) IGNOU

      i)   No. of Workshops Co-ordinated :   I Year
                                                   II Year-

      ii) No. of Sessions Engaged   :   I Year
                                                   II Year

      iii) No. of Assignments Evaluated :   I Year
                                                 II Year

      iv) No. of Lessons Supervised   :

  b) Plenary talks/key note addresses/Guest Lecturers Delivered if any.

  c) Awards/Recognitions received (Please mention only State/National/ International Level).

  d) Contribution to Books, Laboratory Manuals etc.
    (Give details about publishers, ISBN number etc)

  e) Work done for the University order than teaching & research.

  f) Extension/Consultancy work carried out under the sponsorship of different
    funding agencies and funds sanctions, if any.

  g) Membership/Participation in Bodies/Committees on Education and National
    Development.

  h) Membership to Professional Bodies:

8. Total number of days availed for the following purposes in the calendar year

        a) Casual Leave

        b) Duty Leave

        c) Special Casual Leave

        d) University work

        e) Others (Conference/Symposia etc.)

9. Outline activities for the next year (teaching, research, extension etc)

10. Any other information not covered above that is relevant for assessment of your
       activities:

Place: Chickballapur   Signature
Date :

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION, C.V.V.CAMPUS, CHICKBALLAPUR-562101

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2015

EXPENDITURRE		INCOME	
To Salaries A/C	81,64,312/-	By Salary A/C	81,64,312/-
" Electricity charges	24,330/-	" Fees collections	6,14,555/-
" Postage and Telegrames	10,850/-	" Fees (Dues 2013-14)	2,66,350/-
" Printing and stationery	55,780/-	" Scholarships	3,52,780/-
" Advertisement	15,000/-	" Bank Interest A/C	6,914/-
" Lab Expenses	26,000/-	" BUB Fee	98,830/-
" Scholarships	3,52,780/-	" Library Fee	1,160/-
" Travelling and conveyance	21,267/-	"Excess Expenditure over income	8,88,178/-
" Staff Welfare	19,880/-		
" News paper and Journals	5,334/-		
" Phone charges	13,751/-		
" Bank Charges	935/-		
" Red Cross contribution	1,500/-		
" Affiliation and Recognition	4,60,448/-		
" NAAC Registration Expenses	28,184/-		
" CL Camps and Trours	57,200/-		
" Repairs and Maintenance	1,25,000/-		
" Depreciation	10,10,528/-		
Total Rs.	**1,03,93,079/-**	**Total Rs.**	**1,03,93,079/-**

PRINCIPAL
Sri K. Venkatapatheppa
College of Education
CHICKBALLAPUR-562101

Ranganatha Y.N
Auditor
Chickballapur

राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)
दक्षिण क्षेत्रीय समिति   गुरुर्गुरूतमो धाम
NCTE

National Council for Teacher Education
(A Statutory Body of the Government of India)
Southern Regional Committee

F.SRO/NCTE/AOS00496/B.Ed/KA/2015-16/64970   Date: 16/05/2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution has by affidavit consented to come under New Regulations and sought for two basic units in **B.Ed** which require additional facilities.

3. AND WHEREAS, on scrutiny it is found that the institution has not maintained/revalidated the Fixed Deposited Receipts towards Endowment and Reserve Funds.

4. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely,

I.   The institution shall submit revalidated FDRs of the enhanced values, in joint account with the SRC before 30 June, 2015 failing which the recognition will be withdrawn.

II.   The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.

III. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015.   Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.

IV.   The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. NOW THEREFORE, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to **Sri.K.Venkatapatheppa College of Education, Chickballapur-562101, Kolar District, Karnataka** for conducting **B.Ed** programme of **two** years duration with an annual intake of **100** for two basic units of 50 students each from the academic session **2015-16** subject to submission of revalidated FDRs of the enhanced value in joint account with the SRC before 30 June, 2015 and fulfillment of the conditions mentioned at II & III herein before 31.10.2015.

6. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable.
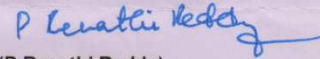
Cont...2

7. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

a) Sanctioned programmes along with annual intake in the institution:
b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
c) Name of faculty members who left or joined during the last, quarter:
d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
e) Fee charged from students;
f) Available infrastructural facilities;
g) Facilities added during the last quarter;
h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
i) The affidavit with enclosure submitted along with application.
j) The institution shall be free to post additional relevant information. if it so desires.
k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made of issued there under , the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

(P.Revathi Reddy)
Regional Director.

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

To:

The Principal,
Sri.K.Venkatapatheppa College of Education,
Chickballapur-562101,
Kolar District,
Karnataka.

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, ShastriBhavan, New Delhi – 110 001.
2. The Principal Secretary (Higher Education) Government of Karnataka, M.S. Building, Dr. AmbedkarVeedhi, Bangalore-560001, Karnataka.
3. The Registrar, Bangalore University, Bangalore, Karnataka.
4. The Director, DSERT, Ring Road, BSK 2nd Stage, Bangalore.
5. The Correspondent. **Sri K.Venkatapatheppa Trust. Chickballapur.**
6. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadursbhah Zafar Marg, New Delhi – 110 002.
7. Office Order file/Institution file.

BANGALORE UNIVERSITY

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION,
C.V.V.CAMPUS, CHICKBALLAPUR-562101

The provisional result of B.Ed.,I Sem June 2014 is announced as follows

Date: 25/08/2014

First Class:

13ETD05001, 002, 004, 005, 006, 007, ·008, 009, 011, 012, 013, 014, 015,
016, 017, 018, · 019, 020, 022, 023, 024, 025, 026, 028, 029, 030, 031, 032,
033, 034, 036, 037, 038, 039, 040, 041, 042, 043, 044, 045, 046, 047, 048,
049, 050, 051, 052, 053, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063,
064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 075, 076, 077, 078, 079,
080, 081, 082, 083, 084, 085, 086, 088, 089, 090, 091, 092, 093, 094, 095,
096, 097, 098.

PRINCIPAL
Sri K. Venkatapatheppa
College of Education
CHICKBALLAPUR-562101

No. of students appeared - 97.
No. of students passed - 91.
No. of students failed - 06.
No. of students absent - 01
Highest % of our college – 88.67%
Total Percentage – 94%.

o/c

BANGALORE UNIVERSITY

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION,
C.V.V.CAMPUS,.CHICKBALLAPUR-562101

The provisional result of B.Ed.,II Sem January 2014 is announced as follows

Date: 21/04/2014

First Class:

12ETD05001,   002, 003, 004, 005, 006, 007, 008, 009, 010, 011, 012, 014, 015, 016, 017, 019, 020, 021, 022, 023, 024, 025, 027, 028, 029, 030, 031, 032, 033, 034, 035, 036, 037, 038, 039, 040, 041, 042, 043, 044, 045, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074, 076, 077, 078, 079, 080, 081, 082, 083, 084, 085, 086, 087, 088, 089, 090, 091, 092, 093, 094, 095, 096.

No. of students appeared - 95.

No. of students passed - 92.

Highest % of our college – 94.38%

No. of students failed - 02.

No.of NP students – 01.

Total Percentage – 96.84%.

PRINCIPAL
Sri K. Venkatapatheppa
College of Education
CHICKBALLAPUR-562101

SRI K.VENKATAPATHEPPA COLLEGE OF EDUCATION

C.V.V.Campus, Chickballapur-562101

FEED BACK FORM ABOUT PRACTICE-IN-TEACHING

2013-14

This feedback form is given to you in order to analyze the effectiveness of the practice in teaching programme organized by the institution as a part of the B.Ed. Programme. You can indicate your response by ticking appropriate option.
Do not write your name anywhere in this form

I.   PRE-PRACTICE IN TEACHING

A. Workshop on Communication skills and Micro-Teaching

1. Were the workshops informative?
   - a. More than adequate
   - b. Adequate
   - c. Inadequate
   - d. Cannot say

2. Were the number of days for both the workshops sufficient?
   - a. More than enough
   - b. Enough
   - c. Not enough
   - d. Cannot say

3. How effective were the workshops in terms of number of skills practices and the time allotted for practice?
   - a. Excellent
   - b. Good
   - c. Satisfactory
   - d. Below satisfactory

4. Were all the skills needed for macro lesson covered?
   - a. More than adequate
   - b. Adequate
   - c. Inadequate
   - d. Cannot say

5. How was the teacher educators guidance and feedback towards writing of episodes and presentation?
   - a. Excellent
   - b. Good
   - c. Satisfactory
   - d. Below satisfactory.

6. Have the workshops given confidence to you to integrate and practice the skills in classroom teaching?
   - a. Excellent
   - b. Good
   - c. Manageable
   - d. Cannot say

B. Orientation of methods of teaching

7. How effective was the orientation on methods, models and techniques of teaching given by the method teachers?
   a. Excellent
   b. Good
   c. Satisfactory
   d. Below satisfactory

8. Have you received sufficient knowledge on the method, Models and techniques of teaching?
   a. More than adequate
   b. Adequate
   c. Inadequate
   d. Cannot say

C. Lesson Plan Writing and Correction

9. How effective was the orientation given on writing of lesson plan?
   a. Excellent
   b. Good
   c. Satisfactory
   d. Below satisfactory

10. Did the orientation provide you sufficient idea about steps of writing the lesson plan?
    a. More than adequate
    b. Adequate
    c. Inadequate
    d. Cannot say

11. How effective was the idea given for writing lesson plans with respect to innovative approaches of teaching?
    a. Excellent
    b. Good
    c. Satisfactory
    d. Below satisfactory

12. How effective was the method teachers guidance and feedback in writing the lesson plan?
    a. More than adequate
    b. Adequate
    c. Inadequate
    d. Cannot say

D. Demonstration Lessons

13. How effective were the demonstration lessons and discussions organized in the various methods?
    a. Excellent
    b. Good
    c. Satisfactory
    d. Below satisfactory

14. Were the number of demonstrations in each individual methods of teaching sufficient?
    a. More than enough
    b. Enough

c. Not enough   d. Cannot say

15. Have the demonstrations given you an idea about actual ways of using methods and techniques of teaching in the class room?
    - a. More than adequate   b. Adequate
    - c. Inadequate   d. Cannot say

16. Have the demonstration given you an idea about the introduction, content presentation, using of teaching aids, blackboard work, evaluation and classroom management?
    - a. More than adequate   b. Adequate
    - c. Inadequate   d. Cannot say

E. Preparation of Instructional Materials

17. How was the training given by method teachers in selection, preparation and use of Instructional materials?
    - a. Excellent   b. Good
    - c. Satisfactory   d. Below satisfactory

18. How was the method teachers expertise in guiding and training in preparation of

    instructional materials?
    - a. Excellent   b. Good
    - c. Satisfactory   d. Below satisfactory

19. Has the training given you confidence to select, prepare and use instructional
    materials?
    - a. More than adequate   b. Adequate
    - c. Manageable   d. Cannot say

II. DURING THE PRACTICE-IN-TEACHING

20. Were the selected convenient for practice teaching?
    - a. Highly convenient   b. Convenient
    - c. Manageable   d. Cannot say

21. Were the schools accessible to you?
    - a. Very Convenient   b. Convenient
    - c. Manageable   d. Not convenient

22. How was the co-operation extended by the Head Master and the teachers of the

        school?

        a. Very helpful   b. Sometimes helpful

        c. Not at all helpful   d. Did not advise

23. How was the students participation in the classroom teaching?

        a. Excellent   b. Good

        c. Satisfactory   d. Below satisfactory

24. To what extend did the school teachers involve you in organizing their curricular

        and co-curricular activities?

        a. Always   b. Sometimes

        c. Rarely   d. Not at all

25. How effective was the exposure you got in handling the diverse learners?

        a. Excellent   b. Good

        c. Average   d. Cannot say

26. How was the support extended by the schools to you with regard to physical and

        Instructional facilities?

        a. Excellent   b. Good

        c. Average   d. Cannot say

III.   POST-PRACTICE-IN-TEACHING

27. Has the experience of practice in teaching given you confidence to be employed

        as teacher?

        a. 86% to 100%   b. 71% to 85%

        c. 56% to 70%   d. 40% to 55%

28. Has the experience of practice in teaching given you confidence to handle high school

        students?

        a. 86% to 100%   b. 71% to 85%

        c. 56% to 70%   d. 40% to 55%

29. Has the experience of practice in teaching made you to feel confident in presenting any

content to high school students?

a. 86% to 100%   b. 71% to 85%

c. 56% to 70%   d. 40% to 55%

30. How do your rate the effect of the experience of practice in teaching on your potentials?

a. Excellent   b. Good

c. Satisfactory   d. Cannot say

Any other suggestions for future improvement.