



# SARVODAYA COLLEGE OF EDUCATION VIRAJPET

## SELF APPRAISAL REPORT

*Submitted for  
Assessment and Accreditation  
to*

**National Assessment and Accreditation  
Council (NAAC)**

**P.O.Box.No-1075, Opp:NLSIU,  
Nagarabhavi, Bangalore-72**

## Preface

Sarvodaya college of Education, Ambatti, Panjerpet, Virajpet, Kodagu Dist. After getting IEQA acceptance letter from your office in the month of October 2014 we underwent NAAC process and decided to invite peer team visit in next academic year. The processes begin by selecting a team of faculty members who were involved in various activities of the department. The team comprises of coordinator and three members, the choice of the team was made by considering their interpersonal skill and ability to complete the work effectively.

The team studies their entire process by reading NAAC publications, news letters and references of various institutes who have undergone NAAC accreditation successfully. Every one in the college was made aware about the enormity of entire job . The committee is also supported by the other members of the college.

During this process the various activities of the college passed through the guidelines provided by NAAC. Through this process we were able to look our strength, weakness, opportunities and objectives .The Sarvodaya College of Education look forward for the visit of the peer team of the NAAC and exchange of ideas with the team of experts from NAAC. We also look foreword for their valuable necessary information which helps us to bring improvement and enhance the quality of college, with that our students, faculty, and the stake holder will be benefited at large.

# **PART – I**

## **INSTITUTIONAL DATA**

## PART- I : INSTITUTIONAL DATA

### A. Profile of the Institution

1. Name and address of the institution: **Sarvodaya College of Education**

**Gonikoppa Road, Panjarpet,  
Virajpet, -571218  
Kodagu district  
Karnataka.**

2. Website URL :  
**www.sarvodayaeducation.org**

3. For communication:

#### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	<b>08274-257321</b>	<b>08274-255141</b>	<b>sce.bedcollege@gmail.com</b>
Vice-Principal	--	--	--
Self - appraisal Co-ordinator	<b>08274-257221</b>	<b>08274-255141</b>	<b>Sce.bedcollege@gmail.com</b>

#### Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	<b>08274-257321</b>	<b>9448588205</b>
Vice-Principal	--	--
Self -appraisal Co-coordinator	<b>08274-260008</b>	<b>9449030008</b>

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specifies and indicates)

5. Campus area in acres:

6. Is it a recognized minority institution?

Yes

☐

No

2.5 Acre

X

7. Date of establishment of the institution:

Month & Year

MM	YYYY
10	1973

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

MANGALORE

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

Month & Year

2f

MM	YYYY
06	1998

Month & Year

12B

MM	YYYY
06	1998

10. Type of Institution

a. By funding

i. Government

--

ii. **Grant-in-aid**

√

iii. Constituent

--

iv. Self-financed

☐

v. Any other (specify and indicate)

☐

b. By Gender

i. Only for Men

☐

ii. Only for Women

☐

iii. **Co-education**

√

c. By Nature

i. University Dept.

ii. IASE

iii. Autonomous College

iv. **Affiliated College**

v. Constituent College

vi. Dept. of Education of Composite

College

vii. CTE

Viii. Any other (specify and indicate)

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

Yes

No

If yes, has the institution applied for autonomy?

Yes

No

**X**

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--
ii)	Primary/ Elementary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--
iii)	Secondary/ Sr. secondary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--
iv.	Post Graduate	--	--	Diploma	--	--
		--	--	Degree	--	--
v.	Other (specify)	--	--	Certificate	--	--
		--	--	Diploma	--	--
		<b>B.Ed</b>	<b>Bachelor Degree</b>	<b>Degree</b>	<b>One Year</b>	<b>English</b>

*(Additional rows may be inserted as per requirement)*

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary	--	--	--	--
Primary/Elementary	--	--	--	--
Secondary/Sr.secondary	--	--	--	--
Post Graduate	--	--	--	--
Other (specify)	<b>B.Ed</b>	<b>SRO-96/ NCTE/2148 dated:27-11- 1996</b>	<b>Permanent</b>	<b>100</b>

*(Additional rows may be inserted as per requirement)*

## B) Criterion-wise inputs

### Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

Y		No	<b>X</b>
---	--	----	----------

If yes,

- a) How many programmes?

--
----

- b) Fee charged per programme

--
----

3. Are there programmes with semester system

<b>X</b>
----------

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.

**02**

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

D.Ed.

--

B.Ed.

**06**

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

--



6. Are there Programmes offered in modular form

Yes	--	No	<b>X</b>
-----	----	----	----------

Number	---
--------	-----

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

Yes	√	No	--
-----	---	----	----

Number	<b>01</b>
--------	-----------

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	<b>X</b>
-----	--	----	----------

Number	---
--------	-----

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

• Heads of practice teaching schools

Yes	√	No	--
-----	---	----	----

• Academic peers

Yes	-	No	<b>X</b>
-----	---	----	----------

• Alumni

Yes	√	No	--
-----	---	----	----

• Students

Yes	√	No	--
-----	---	----	----

• Employers

Yes	-	No	<b>X</b>
-----	---	----	----------

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

01
----

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

Yes	--	No	<b>X</b>
-----	----	----	----------

Number	---
--------	-----

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

Yes	√	No	--
Number	<b>02</b>		

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

Yes ☐√☐ No ☐---

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

Yes ☐√☐ No ☐---

## Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution

--

b) Common entrance test conducted by the

University/Government

--

c) Through an interview

--

d) Entrance test and interview

--

e) **Merit at the qualifying examination**

√

f) Any other (specify and indicate)

--

*(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

**19/1/2015**

b) Date of last admission

**13/02/2015**

c) Date of closing of the academic year

**07/11/2015**

d) Total teaching days

**180**

e) Total working days

**180**

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.	<b>20</b>	<b>72</b>	<b>92</b>	<b>12</b>	<b>18</b>	<b>30</b>	<b>08</b>	<b>54</b>	<b>92</b>
M.Ed. (Full Time)	--	--	--	--	--	--	--	--	--
M.Ed. (Part Time)	--	--	--	--	--	--	--	--	--

4. Are there any overseas students?

Yes	--	No	<b>X</b>
---			

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).

8,472

- a) Unit cost excluding salary component

8472

- b) Unit cost including salary component

6675

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	--	--	--	--
B.Ed.	85%	60%	85%	45%
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.	<b>134 (75%)</b>	<b>40 Days (22%)</b>	<b>06 Days (3%)</b>
M.Ed. (Full Time)	--	--	--
M.Ed. (Part Time)	--	--	--

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

<b>1</b>	<b>0</b>
----------	----------

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

<b>1</b>	<b>2</b>
----------	----------

11. Practice Teaching at School

a) Number of schools identified for practice Teaching

<b>0</b>	<b>6</b>
----------	----------

b) Total number of practice teaching days

<b>4</b>	<b>0</b>
----------	----------

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

<b>2</b>	<b>4</b>
----------	----------

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

No. of Lessons In simulation	<b>No. 5</b>	No. of Lessons Pre-practice teaching	<b>No. 06</b>
------------------------------	--------------	--------------------------------------	---------------

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.	<b>20</b>	<b>80</b>
M.Ed. (Full Time)	--	--
M.Ed. (Part Time)	--	--

16. Examinations

a) Number of sessional tests held for each paper

<b>0</b>	<b>2</b>
----------	----------

b) Number of assignments for each paper

<b>0</b>	<b>6</b>
----------	----------

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

	Yes	No
Computers	√	<b>25</b>
Intranet	√	--
Internet	√	--
Software / courseware (CDs)	√	--
Audio 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	<b>01</b>		

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

Yes	√	No	--
-----	---	----	----

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

Compulsory

☐ √

Optional

☐ --



### Criterion III: Research, Consultancy and Extension

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

Number	0	2	33%
--------	---	---	-----

2. Does the Institution have ongoing research projects?

Yes	--	No	X
-----	----	----	---

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

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

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

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

X
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4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

<input type="radio"/> Teachers are given study leave	<input type="text" value="√"/>
<input type="radio"/> Teachers are provided with seed money	<input type="text" value="--"/>
<input type="radio"/> Adjustment in teaching schedule	<input type="text" value="--"/>
<input type="radio"/> Providing secretarial support and other facilities	<input type="text" value="√"/>
<input type="radio"/> Any other specify and indicate	<input type="text" value="--"/>

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

Yes  No

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

a. Ph.D.

b. M.Phil.

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

Yes  No

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

	Yes	No	Number
International journals			
National journals – referred papers	√	--	--
Non referred papers			
Academic articles in reputed magazines/news papers	√	--	1
Books	--	--	--
Any other (specify and indicate)	--	--	--

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):

Students

National seminars

International seminars

Any other academic forum

09	--
05	--
--	--

Faculty

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

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

✓

Print materials

✓

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)

✓

Digitalized (Computer aided instructional materials)

✓

Question bank

✓

Any other (specify and indicate)

---

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

Yes

--

No

✓

If yes, indicate the nature of the post.

Full-time

--

Part-time

--

Additional charge

--

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

Yes

--

No

✓

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

Yes

✓

No

--

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

X

16. Does the institution provide consultancy services?

Yes

--

No

X

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

----

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

Local level

YES

State level	--
National level	--
International level	--

## Criterion IV: Infrastructure and Learning Resources

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

**870.66**

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

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

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

**25**

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

**6,11,675**

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

**2,23,547**

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

**4, 46, 293**

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

---

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

Yes

--

No

**X**

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
<b>3</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>3</b>	<b>5</b>	-	<b>2</b>

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
-	<b>2</b>	-	<b>1</b>
-	<b>2</b>	-	-

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

Open

Reserved

Lecturers

Readers

Professors

M	F	M	F
-	<b>4</b>	<b>1</b>	<b>1</b>
M	F	M	F
--	--	--	--
M	F	M	F
--	--	--	--

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

Open

Reserved

Lecturers

M	F	M	F
-	<b>1</b>	-	-

Readers

M	F	M	F
-	-	-	-

Professors

M	F	M	F
-	-	-	-

c. Number of teachers from

Same state

**06**

Other states

---

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	---
B.Ed.	<b>1 : 17</b>
M.Ed. (Full Time)	---
M.Ed. (Part Time)	---

13. a. Non-teaching staff

Permanent

Open		Reserved	
M	F	M	F
<b>3</b>	<b>3</b>	-	<b>2</b>

Temporary

M	F	M	F
--	--	--	--

b. Technical Assistants

Permanent

M	F	M	F
--	--	--	--

Temporary

M	F	M	F
--	--	--	--

14. Ratio of Teaching – non-teaching staff

**6:6**

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

**It is Govt. Salary drawn by Teaching and Non-Teaching faculty**

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

**9 am – 5pm**

On holidays

---

During examinations

**8.30am – 5.00pm**

18. Does the library have an Open access facility

Yes

☒

No

---

19. Total collection of the following in the library

a. Books

**8103**

- Textbooks

**7600**

- Reference books

**503**

b. Magazines

e. Journals subscribed

**05**

- Indian journals

**08**

- Foreign journals

---

f. Peer reviewed journals

---

g. Back volumes of journals

**360**

h. E-information resources

- Online journals/e-journals

Available \*

- CDs/ DVDs

**30**

- Databases

---

- Video Cassettes

---

- Audio Cassettes

---

20. Mention the

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

**49 x 21 Feet**

Seating capacity of the Reading room

**60**

21. Status of automation of Library

Yet to intimate

√

Partially automated

Fully automated

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

Circulation

√

Clipping

√

Bibliographic compilation

√

Reference

√

Information display and notification

√

Book Bank

√

Photocopying

---

Computer and Printer

√

Internet

√

Online access facility

√

Inter-library borrowing

---

Power back up

√

User orientation /information literacy

√

Any other (please specify and indicate)

---

23. Are students allowed to retain books for examinations?

Yes

√

No

--

24. Furnish information on the following

Average number of books issued/returned per day

**50**



Maximum number of days books are permitted to be retained

by students

10

by faculty

15

Maximum number of books permitted for issue

for students

04

for faculty

10

Average number of users who visited/consulted per month

500

Ratio of library books (excluding textbooks and book bank

facility) to the number of students enrolled

20

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

133.5%

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

	I		II		III	
	Number 2012	Total cost (in Rs.)	Number 2013	Total cost (in Rs.)	Number 2014	Total cost (in Rs.)
Text books	1038	1,99,122	70	14,300	70	10,702
Other books	---	---	---	---	---	---
Journals/ Periodicals	129	2,281	221	6,087	143	4,934
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

Programmes	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14
D.Ed.	---	---	---
B.Ed.	<b>3</b>	<b>4</b>	<b>3</b>
M.Ed. (Full Time)	---	---	---
M.Ed. (Part Time)	---	---	---

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

Yes	--	No	<b>X</b>
-----	----	----	----------

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

---
-----

3. Does the institution offer Remedial instruction?

Yes	√	No	--
-----	---	----	----

4. Does the institution offer Bridge courses?

Yes	--	No	<b>X</b>
-----	----	----	----------

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

	UG		
	I 2011-12	II 2012-13	III 2013-14

Pass percentage	<b>24</b>	<b>04</b>	<b>X</b>
Number of first classes	<b>42</b>	<b>52</b>	<b>30</b>
Number of distinctions	<b>19</b>	<b>34</b>	<b>59</b>
Exemplary performances (Gold Medal and university ranks)	<b>X</b>	<b>02</b>	<b>02</b>

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

	I	II	III
NET	--	--	--
SLET/SET	--	--	--
Any other (specify and indicate) (TET)	--	03	--

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

Financial Aid	I 2011-12	II 2012-13	III 2013-14
Merit Scholarship	---	---	---
Merit-cum-means scholarship	<b>32</b>	<b>38</b>	<b>29</b>
Fee concession	---	<b>10</b>	<b>28</b>
Loan facilities	---	<b>2</b>	---
Any other specify and indicate (Tour)	<b>1- handicapped</b>	---	<b>16</b>

*(Additional rows may be inserted as per requirement)*

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

Yes	--	No	<b>X</b>
-----	----	----	----------

9. Does the institution provide Residential accommodation for:

Yes	--	No	<b>X</b>
-----	----	----	----------

Faculty

Non-teaching staff

Yes	--	No	<b>X</b>
-----	----	----	----------

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

Yes	√	No	--
-----	---	----	----

If yes, number of students residing in hostels

Men

<b>X</b>
----------

Women

<b>10</b>
-----------

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

Sports fields

Yes	√	No	--
-----	---	----	----

Indoor sports facilities

Yes	√	No	--
-----	---	----	----

Gymnasium

Yes	--	No	<b>X</b>
-----	----	----	----------

12. Availability of rest rooms for Women

Yes	√	No	--
-----	---	----	----

13. Availability of rest rooms for men

Yes	√	No	--
-----	---	----	----

14. Is there transport facility available?

Yes	--	No	<b>X</b>
-----	----	----	----------

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

ex Yes	√	No	--
--------	---	----	----

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√	---	<b>01</b>	---	---	---
Inter-university	---	---	---	---	---	---

National	---	---	---	---	---	---
Any other (specify and indicate)	---	---	---	---	---	---

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	---	---
Regional	√	05
National	---	---
International	---	---

18. Does the institution have an active Alumni Association?

Yes	√	No	--
-----	---	----	----

If yes, give the year of establishment

27/12/2010
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19. Does the institution have a Student Association/Council?

Yes	√	No	--
-----	---	----	----

20. Does the institution regularly publish a college magazine?

Yes	√	No	--
-----	---	----	----

21. Does the institution publish its updated prospectus annually?

Yes	√	No	--
-----	---	----	----

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	52.3	32.7	50.52
Employment (Total)	70	69	80
Teaching	70	69	80
Non teaching	---	---	---

23. Is there a placement cell in the institution?

Yes

☐ --

No

☒ X

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

1	2	3
---	---	---

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

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

<input checked="" type="checkbox"/> √	<input type="checkbox"/> --
<input type="checkbox"/> --	<input type="checkbox"/> --
<input type="checkbox"/> --	<input type="checkbox"/> --

## Criterion VI: Governance and Leadership

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

Yes ☒ No ☐

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

Governing body/management	03
Staff/council	10
IQAC/or any other similar body/committee	01
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	03

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	--
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	--
Insurance	Yes	<input checked="" type="checkbox"/>	No	--
	Yes	<input type="checkbox"/>	No	--

Other (specify and indicate)

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

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

5. Furnish the following details for the past three year

- a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized Organisation

01

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

National

--	--	3
----	----	---

International

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

- c. Number of faculty development programmes organized by the Institution:

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

- d. Number of Seminars/ workshops/symposia on curricular development,

Teaching- learning, Assessment, etc. organised by the institution

18	3	--
----	---	----

- e. Research development programmes attended by the faculty

02	--	--
----	----	----

- f. Invited/endowment lectures at the institution

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

Any other area (specify the programme and indicate)

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



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

a. Self-appraisal

Yes	√	No	--
-----	---	----	----

b. Student assessment of faculty performance

Yes	√	No	--
-----	---	----	----

c. Expert assessment of faculty performance

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

d. Combination of one or more of the above

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

e. Any other (specify and indicate)

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

7. Are the faculty assigned additional administrative work?

Yes	√	No	--
-----	---	----	----

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

<b>02</b>
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8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	<b>31,86,813</b>
Fees	<b>7. 49. 000</b>
Donation	--
Self-funded courses	--
Any other (specify and indicate)	--

9. Expenditure statement (for last two years)

	Year 1	Year2
	2012-13	2013-14
Total sanctioned Budget	<b>45,90,244</b>	<b>55,51,698</b>
% spent on the salary of faculty	<b>29,59,355</b>	<b>34,05,041</b>
% spent on the salary of non-teaching employees	<b>15,63,063</b>	<b>17,81,772</b>
% spent on books and journals	<b>67,826</b>	<b>3,64,885</b>
% spent on developmental activities (expansion of building)	-	-

% spent on telephone, electricity and water	28,995	26,295
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	13,928	26,863
% spent on maintenance of equipment, teaching aids, contingency etc.	1000	15,539
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	-
% spent on travel	-	-
Any other (specify and indicate)	-	-
Total expenditure incurred	-	-

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

	Surplus in Rs.	Deficit in Rs.
2012	1,70,555	---
2013	---	2,73,564
2014	2,21,231	---

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

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

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

Aptitude Testing

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

Examinations/Evaluation/Assessment

Yes	√	No	--
-----	---	----	----

Any other (specify and indicate)

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

14. Does the institution have an efficient internal co-coordinating and

mo Yes g m ☒ nism' No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

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

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

Yes ☐ No ☒

20. Has the institution adopted any mechanism/process for internal academic

audit/quality checks?

Yes

☒

No

☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

☒

No

☐

## Criterion VII: Innovative Practices

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

2014-15

	Category	Men	%	Women	%
a	SC	2	2.2	15	16.8
b	ST	6	6.74	1	1.12
c	OBC	10	11.2	49	55.05
d	Physically challenged	--	--	--	--
e	General Category	2	2.24	4	4.5
f	Rural	--	--	--	--
g	Urban	--	--	--	--
h	Any other (specify)	--	--	--	--
		20	--	69	--

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	33%	2	25%
b	ST	--	--	--	--
c	OBC	4	66%	6	75%
d	Women	5	83%	5	63%
e	Physically challenged	--	--	--	--
f	General Category	--	--	--	--
g	Any other (specify)	--	--	--	--

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

Category	At Admission		On completion of the course	
	Batch I 2012-13	Batch II 2013-14	Batch I 2012-13	Batch II 2013-14
SC	18	18	--	--
ST	2	3	-	-
OBC	65	64	4	2
Physically challenged	--	--	--	--
General Category	5	7	--	--
Rural	--	--	--	--
Urban	--	--	--	--
Any other (specify)	--	--	--	--
	90	92	--	--

## **PART-II THE EVALUATIVE REPORT**

### **1. Executive Summary:-**

**Sarvodaya College of Education, Virajpet, Kodagu District, Karnataka** Plunged into Educational service in 1973. It is the first college of Education in Kodagu District and in north-east Mysore region. It is affiliated to Mangalore university and got permanent affiliation in 27 /11/ 1996 from Mangalore University .It got recognition under section 2f and 12B from UGC on 6/6/1998.

It got grant in aid from the government on 19-05-2009. It has been running by the support of Sarvodaya Educational trust, Virajpet.

The College is involved basically with the women education and it is proud to say that most of the teachers in the Hunsur, Mysore and Hassan and north part of Dakshina Kannada got their training in this College. B.V.Ramana, the founder of this institution, who was the doyen of education, dreamt of value education and principles of Ghandhiji influenced him and made him to name the college as '**Sarvodaya College**. Literally, he had a Vision and mission of Ghandhiji which he practiced and incorporated in the constitution of Sarvodaya College.

The College maintains a healthy and cordial relationship with the practice teaching schools and the wider community. Through continuous instruction by the management, the heads and teachers of practicing schools, the institution works hard to make the practice teaching programme quality based. Planning, execution and evaluation of the lessons of students during teaching practice is based on the suggestions given by the teachers. Through 'working with the community, and Extension Activities, the college continuously assesses the academic and service needs of the community and attempts to respond to them.

The achievement of our students had always been creditable, securing the best results and bagging several ranks since the years. The institution has very rich human and material resource potential. It includes flexibility in teaching methods, high caliber of work in society, highly qualified staff working with dedication and commitment.

### **Challenges faced by the Institution in giving quality education.**

The College faces the problems related to recruitment of teachers, only 1+5 staffs are there for the hundred students. So additional expenditure for other staff salary has become a burden on the management.

The mushrooming growth of teacher training colleges in the present scenario may decrease the number of students admission in the future.

# Criterion – 1 Curricular Aspects.

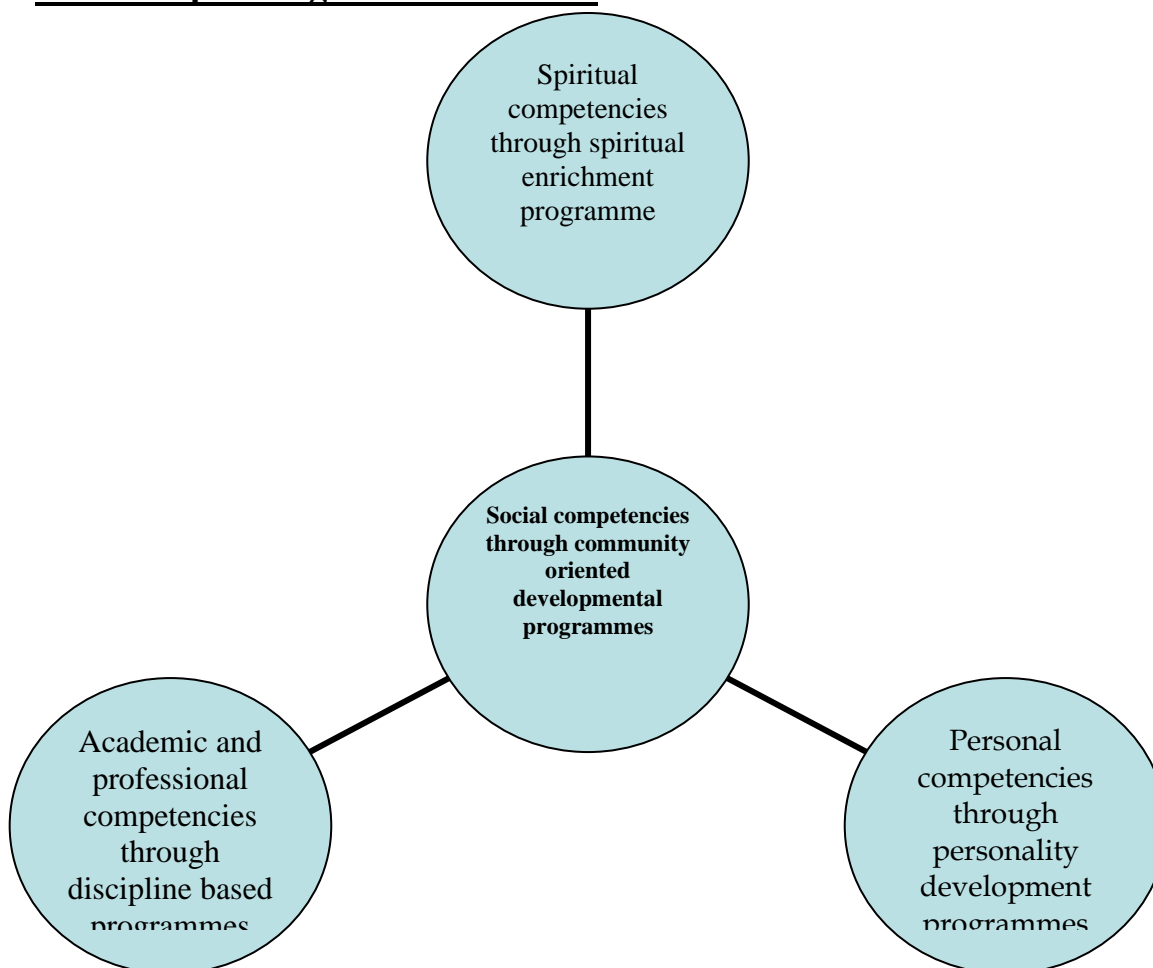
## **Criterion – 1 Curricular Aspects.**

### **1.1 Curricular Design and Development**

1. State the objectives of the institution and the major considerations addressed by them? (intellectual, Academic, Access to the disadvantaged, Equity, self development, community and National development, issue of ecology and environment, Value orientation, Employment, global trends and demands etc.

#### **Objectives / goals of Sarvodaya College of Education**

#### **To develop among student teachers.**



**To attain these objectives, the following major issues have been focused in the curriculum.**



- a) To develop spiritual competencies through spiritual enrichment programmes
  - ❖ Every day morning assembly for the students is preceded by reciting Bhagawad Gita sloka and its meaning.
  - ❖ A meaningful inter-religious prayer is part of all the days of citizenship training programme.
  - ❖ All national days of religious significance are celebrated. To mention a few are Krishnashtami celebration, Celebration of Ganesha festival, Valmiki Jayanthi etc.,
  - ❖ Vivekananda Birthday is celebrated and his Philosophical ideas are reflected through eminent resource persons.
  - ❖ Lectures on spiritual and transcendental aspects are taking where swamis or seers of different mutts are invited.
  - ❖ Value education is also offered as an optional subject to the B.Ed students as a part of B.Ed syllabus.
  
- b) To develop Academic and professional competencies through discipline based programmes.  
 The curriculum has given due importance to thrust areas such as value education, Human rights awareness, and citizenship education along with academic and professional training by implementing the following strategies. Computer Education is offered as compulsory subject (B.Ed-04).
  - ❖ Computer facility with free internet access is provided to all the students.
  - ❖ Value education is offered as an optional subject to the B.Ed students.
  - ❖ Global Values and constitutional values are highlighted through different subjects of study.
  - ❖ Environmental education is offered as an optional subject to B.Ed students.
  - ❖ Education for sustainable Development is built into the curriculum by integrating it with Biological science, physical science, Social Science and Philosophical and Sociological perspectives of education.

- ❖ Global concerns (thrust area) such as Human rights, voice against women atrocities, special education are given to the students and the theoretical basic of few of them is provided to them through direct and integrated approach.

Content Based instructions methodology approach is used for teaching

Physical science, Biological science, Mathematics, Social science, Kannada and English to enhance the content mastery along with pedagogical skills.

- ❖ Content based instructional methodology to teach physical science and content based methodology to teach social science are organised to train the students to teach chemistry and physics together as well as Civics, Economics, Geography and History respectively. Instead of training them as separate subjects in order to cater to the requirements of Secondary / higher secondary schools and give greater access for recruitments in schools.
- ❖ Theoretical base on microteaching, different methods, approaches and strategies are given through lecture classes in different content based methodology subjects.
- ❖ Students are provided with micro-teaching experience to master on core teaching skills by giving theoretical orientation followed by demonstration of selected micro skills and practicing a few spread over a period of 20 days.
- ❖ Demonstration of lessons by experts and method teachers are arranged to imbibe the innovative teaching skills. Through observation and training to observe/supervise and critically analyze the lesson as well as to train B.Ed students to observe peer lessons during practice in teaching.
- ❖ To acquire and master the pedagogical skills, they are given training through practices in teaching programme which is spread over for a period of 40 days.
- ❖ Theoretical base on 'models of teaching' is provided through lectures under B.Ed-03 subject and practical experience is provided by giving demonstrations by the faculty and models are practiced by the students during their practice teaching.

- c. To develop personal competencies through personality development Programmes
- Literary boards are maintained by the students in both Kannada and English to enrich their creativity in the language.
  - Essay writing, dramatization and elocution competitions are organised by the B.Ed Students for high school students.
  - All students are trained to develop leadership skills by organising various non scholastic activities in the college under the guidance of the faculty and these skills are further strengthened by providing scope for organising activities in the schools during practice in teaching. Science club, literary club, Humanities club organise number of activities to strengthen their knowledge base in their respective discipline.
  - Under socially useful productive work (SUPW) programme, students are preparing useful products.
  - Well equipped library facility is provided. Guided library hours for reference work to discover knowledge as well as to strengthen concentration
  - Five days Citizenship Training Camp to strengthen citizenship values
  - Practice in teaching is carried out by the students under the leadership and guidance of Heads of the Institution/practicing school teachers and faculty members of the college. Environmental values are integrated with methodology of teaching Physical science, Biological science, Mathematics, Social science and Languages
  - Regular physical exercises in the assembly period are conducted to maintain health and physical fitness.
  - Many resource talks are arranged like ‘Stress management’, ‘Life skills’, ‘Mental health’ etc., to develop positive thinking
- d. Social competencies through need based community oriented programmes.
1. Organising sports meet, visiting hospitals to meet the sick, visiting homes of aged etc are the part of curriculum.

2. Gifting the instructional materials prepared by the student teachers to the needy secondary schools bring out the spirit of giving and sharing.
  - Citizenship training camp and educational tour for all the students develops the attitudes of living in harmony and fraternal fellowship.
  - Days of National and cultural significance such as Independence Day, Republic day, Founders day, teachers day are celebrated.
  - Social values are promoted through in built institutional environment, value education. W.W.C and S.U.P.W activities.
  - Field trips are organised to 'Vriddashrams, 'Home for disabled' to create an awareness on the problems faced by the less privileged and to develop social values.
  - Environmental education is offered as an optional subject in the B.Ed besides environmental values are integrated in the methodology of teaching physical science, Biological science, mathematics, social science, languages and B.Ed 01 subject.
  - Cleanliness of the college and campus is maintained by the students on daily duty basis.
  - Women's day is celebrated to honor great women who contributed for the empowerment of the women at the national and international level. Women students participate in cook without fire to show their culinary skills.

**1.1.2 Specify the various steps in the curricular development processes (Need assessment, development of information database pertaining to the feed back from faculty, students, alumni, employers and academic experts and formalising the decisions in statutory academic bodies).**

- Since our college is Non-Autonomous – We do not have independent power of discretion and decision to frame the curriculum. The curriculum given by the affiliated university has to be followed here.

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

The following global trends have been focused and specific strategies have been followed to attain the identified global trends.

- a. **Generic skills** -Essay writing and elocution competitions are conducted both in English and Kannada for B.Ed students. Every student is trained in writing the report of every activity, maintaining daily duty report, delivering welcome speech, proposing vote of thanks and taking up the responsibility of master of ceremony (M.C) to develop communication.

Written and oral communication skills- language boards are maintained by the students by writing some articles to express their creative ideas.

- Every student daily is provided with an opportunity to present Thought for the day and news headlines in English or Kannada. Sufficient training is given to conduct morning assembly effectively by the faculty and students' cabinet .

**b. Application skills:-**

Application skills which are very essential for teachers to discharge their professional responsibilities are considered and emphasised in the curriculum through the following programmes and activities.

- Micro teaching experience is provided to master the core teaching skills.
- Demonstration of lessons to develop skills of observation and analysis of an effective lesson.
- Practice – in teaching for a period of **FORTY DAYS** is given.
- ICT skills are developed by providing graded computer education and offering computer educational applications as a compulsory subject.
- Content based Instructional methodology is offered to have content mastery along with pedagogical skills.
- Remedial teaching is organised to identify students with learning difficulties and plan remedial instruction for them.

- C. **Life skills:** - To develop and enhance life skills such as leadership, Co-operation, community living etc., the following programmes on Leadership training and inculcation of citizenship qualities are given through citizenship camps. In addition to this,

guidance and counseling, value education, computer education is offered in the curriculum which include the components of life skills too.

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

To ensure that, the curriculum bears some thrust on national issues like environment, value education and ICT .

##### **Environment Education**

Environmental education is offered as an optional subject in B.Ed and issues on the Environment aspects are highlighted in the general subject syllabus.

- Environmental Education is built into the curriculum and significance is highlighted by integrating it with social science, physical science and Biological Science syllabus of B.Ed course.
- Environmental Education is institutionalized through the activities like campus cleaning, celebrating Environment day, Vanamahotsava etc.,
- Frequent field trips (Nagarahole, Pilikula Nature place for eg.) are organized for B.Ed students to bring awareness on environmental issues.

##### **Value education**

- Value education is offered as an optional subject highlighting universal values
- All are given theoretical input related to integrating values in their pedagogy subject.
- National and global values, Social values are being highlighted in every curricular & Co-curricular activity of the institution.

##### **ICT Education:-**

- Computer Applications to education is offered as a compulsory subject in the present syllabus.
- The students are provided with free internet access and computer facility to up-grade a master ICT Skills.

- Students are encouraged to use ICT facilities to prepare their assignments and every project for preparation of lesson plans.
- The multimedia approach is made use of by the teacher educators during their classes.

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

The institution makes use of ICT to upgrade the curriculum based on the latest trends in teacher education as mentioned below.

- To identify advanced knowledge in each subject.
- By downloading various new issues related to the syllabus.
- Retrieve information from different websites related to education in general and teacher education in particular in view of periodic revision.
- To validate parallel information from other universities.

**1.2 Academic Flexibility**

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

The institution provides the following experiences to the student teachers so that teaching becomes a reflective practice.

- Receiving and giving feed back on teaching is inbuilt in the practice in teaching programme and observation of lessons to gain competence.
- Writing observation diary and recording of the critical analysis of each Lesson.

**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?**

For providing varied learning experiences the institution provides adequate flexibility to the student teachers as mentioned below.

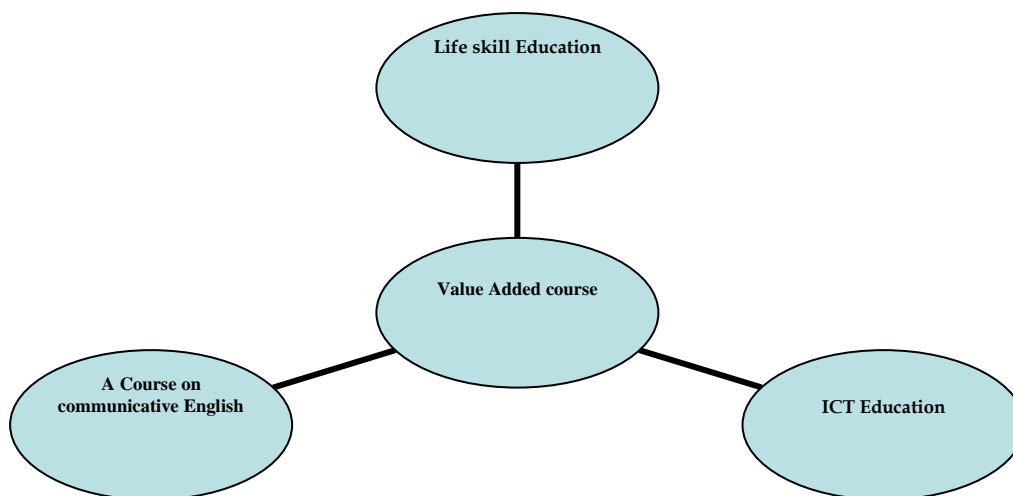
i) Students are provided with flexibility in terms of selection of

- Topics for micro teaching
- Topics for examination lessons.
- Choice of optional subject specialization.
- Areas of specialization according to their aptitude

- Providing S.U. P.W. activities.
  - Choice of schools for practice in teaching
  - Topics for assignments.
  - Selection of companions to participate in the Co-curricular activities.
  - Flexibility regarding use of resource material for theoretical learning, preparation of assignments etc.,
  - Organizing Co-curricular activities in college and in practicing schools.
- ii) There is flexibility in terms of identification of.
- Learning activities and instructional materials in their respective areas of specialization.
  - Methodology strategies for planning lessons and use of teaching learning aids.
- iii) Flexibility is provided in terms of planning and organising.
- Co-curricular activities in the college and during teaching practice.
  - Citizenship training activities.
  - Project work, club activities (Science Club, Human Rights Cell, Humanities club, Literary club)
  - Sports and games during the year and in particular in preparing and participating in sports Activities



**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 and written), (ICT skills, life skills, community orientation, Social responsibility etc.,**



The following Value added courses have been introduced by the institution to strengthen the curriculum.

- a) **Life skill Education**:- As a value added course which includes basics of leadership skills training guidance and counseling and citizenship training.
  - Five days citizenship training camp is organized which every student experiences community living, develops social skills, leadership skills and communication skills.
  - Guidance and counseling is taken as an optional paper and carrier talks and other useful programmes are taken.
  - Physical exercises in assembly time provided to every student to maintain their physical and mental health.
- b) **ICT Education**:- computer education is provided for all the student teacher to develop skills in ICT based on their initial knowledge in the area.
  - In computer classes, student teachers are taught to have online communication by providing practical experience in creating an e-

mail ID, drafting and mailing letters, browsing through internet using different search engines, preparing power point slides for class room teachers.

- Referring and collecting instructional and resource materials from various educational websites.

### C) A course on communicative English

As a value added course was introduced with the following major objectives.

- To develop oral communication skills in English.
- To develop written communication skills in English.

To attain these objectives, the following theoretical inputs given

- Concept of micro teaching
- Theory in fluency of questioning, Probing in questioning, illustrating with example. The following practical work strategies are given.
- Micro teaching skill practice in the peer group in all the methodology classes
- Skill of fluency in questioning
- Skill of probing in questioning
- Skill of illustrating with example
- Models of teaching
- Verbal instruction and demonstration are given by the faculty to guide the student teachers. Planning and execution of co-curricular activities as a part of following

- a. Science club.
- b. Literary club
- c. Humanity club
- d. Human rights club.
- e. Mathematics club.

#### 1. College embraced Co-curricular Activities for the entire group

- College inaugural
- Citizenship training camp
- Founder's day
- Sports day

2. Celebration of significant days
  - Independence day
  - Republic day
  - Gandhi Jayanthi
  - Youth day
  - Teacher's day.
3. Individual training for social communication skills welcome, thanking, mastering the ceremonies, presenting, reports etc.,
4. Seminar presentation by the student teachers  
The following strategies have been used to develop written communication skills in Kannada and English.
  - Micro teaching lesson plans
  - Bulletin board displays.
  - Reference work (Library)
  - Planning and execution of co-curricular activities.
  - Report writing
  - Daily duty book writing.

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

##### **i) Interdisciplinary / multidisciplinary**

- Interdisciplinary/ multidisciplinary approaches have been followed throughout the course.
- Value education is integrated with physical science, Biological science, Social science mathematics, language and B.Ed 01 Paper.
  - Physics and Chemistry are integrated through content based instructional methodology I – Physical science.
  - Physical science & Biological Science and mathematics are integrated.
  - History, civics, Economics and geography are integrated and taught under content- based methodology II – Social science.
  - Environmental Education and Social science
  - Environmental education and science subjects
  - Environmental education, science subject and social science

ii) **Multi skill development**

Multi skill development is emphasised in the curriculum through various programmes.

- **Generic skills** – Such as reading, writing and speaking both in Kannada and English is strengthened through organizing
  - Kannada Sangha programmes
  - Bulletin board displays.
  - Seminar presentation in Kannada and English Language.
- **Academic Skills:** - Through teaching value education, environmental education along with general, optional and methodology subjects.
- **Professional skills:** - Teacher skills through micro teaching, observation of demonstration of lessons by experts practice in teaching and models of teaching.
- **Evaluation skills:** Through remedial teaching, preparation of question Bank, preparing and administering unit test, critical analysis of question papers.
- **Life skills:** - Leadership training, guidance and counseling are taught under this. It includes 5 days citizenship training camp also. Leadership skills are also strengthened by providing the responsibility and conducting co-curricular activities, S.U.P.W, working with community, preparing practice-in-teaching time table and planning and organising co-curricular activities for school children.
- **Social skills**:- Through citizenship training camp, educational tour, S.U.P.W. activities, practice-in-teaching, field trips, project work and co-curricular activities.
- **ICT Skills**:- are developed/ enhanced by providing computer education as a compulsory paper. Every student is provided with free computer facility and internet access. Multi-media skills are strengthened by providing training to prepare multi-media based instructional materials.

- iii) **Inclusive education**:- To develop the skills and attitude towards inclusive education in student teachers, the B.Ed curriculum has the following programmes.

Under B.Ed (10-B) socially useful productive work, students are trained to prepare products, book-binding, preparation of files, preparation of candle, phenol, envelop cover making etc.,

Theoretical Knowledge and practical assignment of inclusive-Education is provided under B.Ed 02 paper by including one unit on education of children with special needs and challenges and an exposure is given for them to study the behaviour and needs of specially challenged children.

- IV) **Practice teaching**:- A comprehensive practice-in teaching programme is organised by the college focusing on quality, organizational as well as teaching inputs. The specifications of the programme are given below.

- Practice- in teaching is carried out for a period of one month.
- Students teach 10 macro-lessons in each of the methodology and 2 lessons -one with any models of teaching method and one with activity based teaching. They observe 20 lessons in each pedagogy during practice- teaching.
- They teach physical education lesson also.
- They administer unit test and Action research during practice-in-teaching.
- They organise various Co-curricular activities and competition for school children during practice in teaching.

- V) **Work Experience/ SUPW**

A well planned programme of SUPW is offered by the institution under Edn-10-(B). Socially useful productive work with the following objectives

- a) Develop an understanding of the concept, objectives and features of SUPW programme.
- b) Plan and execution of the SUPW activities
- c) Develop manipulative and other skills related to SUPW.
- d) Develop in interest for SUPW
- e) Develop positive values and attitude towards S.U.P.W.

- Work with community is offered under community orientation and curricular activities as Edn- 10 C with the following activity.
  1. To develop an understanding of the needs and problems of the community
  2. To develop an understanding of the role of a teacher in serving the community.
  3. To develop an ability to be involved with and to establish a rapport with the community.
  4. To develop an understanding of the skills for community development and to adopt them as teachers in a community.

In this regard different surveys, conducting various programmes, arranging health camps are also organised.

### **1.3 Feedback curriculum.**

#### **1.3.1 How does the institution encourage feedback and communication from the students, alumni, employers, community, Academic peers and other stake holders with reference to the curriculum?**

The institution encourages feedback and communication from students by following different techniques

The regular feedback from the student is communicated to the principal by the C.P.L. and deputy C.P.L. & Squad leaders.

Feedback is sought by administering the specific evaluation Performa developed for the purpose.

- Students give specific feedback on their respective methodology subjects to the respective teacher-educators
- Oral Feedback is sought during examiners meeting, formal and informal meetings with the alumnae during practice in teaching and in alumnae meetings

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

Since our college is non-autonomous, we abide by the curriculum given by the university.

But little bit changes could be made in our limited context like library facilities are increased with extended timings, one day issue, book bank facility etc., Books for examination purpose are given to all of them during the revision period.

Medical checkup is taken periodically.

**1.3.3 What are the contributions of the institution to curriculum development? (Member of BOS/Sending timely suggestion feed back etc.,**

Our Principal was the chairman of BOS and rendered her service to the curriculum development in teacher education, re-constructed B.Ed curriculum during her chairmanship (2010-2012 and 2014-15)

**1.4. Curriculum update.**

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

The university had brought changes in the curriculum and since 2010 the following changes were made.

**Theory**

B.Ed Edn - 01	Teacher and education in Indian society
B.Ed Edn - 02	Psychological perspectives of education
B.Ed Edn - 03	Educational Technology and school management
B.Ed Edn - 04	Computer Education
B.Ed Edn - 05	C.C.M of teaching school subjects
	English
	Kannada
	Physical science
B.Ed Edn 06-	C.C.M of teaching school subjects
	Social science
	Mathematics
	Biological science
B.Ed Edn 07-	Area of specialisation
	1. Health and Physical education
	2. Value education
	3. Population education
	4. Adult and Continuing education,
	5. Action research
	6. School library organisation

7. Environmental Education,
8. Educational and Vocational Guidance

B.Ed Edn 8 Practicum – I

B.Ed Edn 9 practicum – II

B.Ed Edn 10 Community Orientation and curricular activities

A) Physical Education

b) S.U.P.W.

c) W.W.C

d) Co-curricular activities (CCA)

Citizenship camp (CTC) guide captain training camp (GCTC.) Scout masters training camp (SMIC)

The following changes were made

- i. B.Ed 01 – Human rights education was added and rights of the child were added.
  - Sarva Shikshana Abiyana was added
- ii. B.Ed – 02 : Cognitive development of Piaget and Bruner was added
- iii. B.Ed – 03 : Models of teaching was added e-mail and e-learning and internet application was added
- iv. B.Ed-04 : Computer Application to education was introduced as a general paper

To improve the teaching learning aspect of curriculum, the following changes have been made. Syllabus of B.Ed course had undergone major changes like.

- Content based instructional methodology of teaching Kannada, English, Social Science, Physical Science, Biological Science and Mathematics to enhance the content mastery skills of the student teachers. Along with pedagogy. 100 marks question paper was set to get eligibility for those who have not taken the above subjects as major in degree level.
- Content Based instructional methodology of teaching physical science was introduced instead of Content-cum-methodology of teaching physics and Chemistry.
- Content – Based instructional methodology of teaching social science is introduced instead of content–cum teaching of history and geography and Economics.



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

Since we are affiliated to the University, their given curriculum is followed

**1.5 Best practices in curricular aspects.**

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

The institution has undertaken many major quality sustenance and enhancement measures.

- The following value added courses have been introduced in the curriculum.
- A course in community education
- A course in life skills education
- A course in ICT education
- A Course in communicative English

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

- a) The following value added courses have been provided in the curriculum (Reference 1.2 Q No.3)
- b) Interdisciplinary / multi disciplinary approaches have been followed throughout the course (reference 1.2 Q No.4)
- c) Multi-skills development is emphasized in the curriculum through various programmes (Reference 1.2 Q.No.4)
- d) Qualitative changes are brought in teaching learning by implementing the following strategies (Reference 1.4 Q.No.1)

# Criterion II

## Teaching- Learning and Evaluation

## Criterion II teaching- Learning and Evaluation

### 2.1.1 Admission process and student profile:-

The admission procedures are followed adhering to the rules of the regulating bodies in relation to the course.

The college offers B.Ed course. The admission in the college is done by two agencies, namely, the state government Education department and the college. The allotment of 75% of the students to the college is done by the govt. and the admission of the 25% is done by the management.

**B.Ed course** Candidates who have obtained B.A/B.Sc/B.Com degree from Mangalore university or any other university shall have studied in addition to the language subject at least two elective subjects in their three year course of study in B.A/B.Sc by appearing in one subject for at least two years and the principal subject for all three years in the university examination.

The students who studied B.Com must take content examination for 100 marks taken by the university.

The government of Karnataka has changed the admission criteria since the year 2013-14 as explained below.

#### Eligibility for Admission

A graduate who has passed the three years degree examination in Arts and Science in (B.A / B.Sc) conducted by the Mangalore University, shall be eligible for admission to the degree of Bachelor of Education, provided; He/She has secured at least 50% marks in aggregate either in the Bachelor's Degree and /or in the Master's Degree or any other qualification equivalent thereto are eligible for B.Ed admissions. There shall be relaxation of 5% marks in favour of SC/ST/Category-I candidates.

If the candidate has not studied the subjects taught in school as optional at Bachelors degree level for all the 3 years has to select one or two content courses as per the syllabus prescribed by the university and write an examination for 100 marks

conducted by the university and study content cum methodology course in the same subject in the B.Ed course.

Students of universities outside the Karnataka state should produce the Eligibility certificate from Mangalore University, at the time of admission. The application form is obtained from the Registrar, Mangalore University. Students of Universities other than the Mangalore University should produce the Migration certificate.

### **Affiliation:-**

There shall be relaxation of 5% marks in favour for SC/ST, Category - I /Physically Challenged candidate. Reservations of seats for different categories are in accordance with Government order issued from time to time.

If the candidate has not studied the subjects taught in school as optional at Bachelors degree level for all the three years/two years at PG level, than candidate has to select one or two content courses as per the syllabus prescribed by the university and write an examination for 100 marks conducted by university and study content cum methodology course in the same subject in the B.Ed. course.

Students of Universities outside the Karnataka State should produce the migration and Eligibility Certificate from Mangalore University, at the time of admission. The application form is obtained from the Registrar, Mangalore University, Mangalagangothri, Mangalore

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

The course of the college is advertised in different ways both formally and informally.

1) **Advertising through mass media**

The college is offering B.Ed course since 1973. Advertisement is given through local papers, local T.V channels and Radio.

2) **Advertisement through alumnae of the college:-**

Many of the alumnae are working in different institutions at different capacities and they act as liaison personal and motivate students to join the college.

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

The process of admission ensures that the admission criteria are equitably applied to all the applicants. While selecting the students for admission, merit at the qualifying examination is taken into consideration. In time those who are not admitted , even though they deserve, are kept under waiting list. This criteria is kept in mind and the students are admitted. Once the admission list is finalised, the members of the admission committee along with the clerical staff check the list of candidates selected along with the related details, to ensure whether determined admission criteria are equitably applied.

2.1.4 **Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution (Eg. individual diverse economic, cultural ,religious, gender, linguistic, back ground and physically challenged).**

**Strategies for individual/ personal diversity.**

- a. **Basic facilities:-** Basic facilities like food, water etc., are taken care of so that no student will face any problem to lead a secure life in the college premises.
- b. **Personal care:-** Every student is frequently meet the staff and share their problems, needs, difficulties related to academics, language difficulties and cultural differences.
- c. **Health assistance:-** There are cases in the college where students come from lower economic status and as a result,

suffer from many ailments. The college provides timely medical check-up for the students.

- d. **Hostel accommodation**:- There is secured ladies hostel facility with an efficient warden and all the requirements of these inmates are taken care of by the institution.
- e. **Provision to pay fee in easy installments**:- In order to accommodate students to pay the fee without any burden, provision is made for them to pay fees in easy installments.

**Strategies for cultural diversity:-**

- a. The institution encourages and celebrate the festivals and special days of national festivals and religious importance.
- b. Special events- competitions like Bhagavad-Gita Shloka Recitation, folk songs and of patriotic songs also put students in multi-cultural environment.

**Strategies for linguistic diversity**

- a. **Flexible medium of instruction** - Students are given option to choose the medium of instruction to study and answer in the examination. Instruction is given both in English and regional language.

**b. Using local language for communication:-**

Most of the time, the medium of communication is Kannada, i.e., the local language. The students are free to converse in the language they feel easy and fluent.

**2.1.5 Is there a provision for assessing student's knowledge/needs and skills before the commencement of teachings programme? If so, give details on the same.**

Yes, the assessment is done with the following objectives and sequence.

- a. **Talents day**:- As soon as the students are admitted to the course, within a fortnight, the talents day is administered to all students. This will help to discover their various talents. Later as per their talents, different portfolios like cultural, finance ministry etc. will be given to them.

- b. **Knowledge Assessment:-** At the initial days, content exam will be given in their respective methodology subjects to ensure the required competency in the subjects they are going to teach. For eg. When it is found that they got less proficiency in English, they are asked to take Kannada methodology.

## 2.2 **Catering to diverse needs.**

### 2.2.1 **Describe how the institution works towards creating an over all environment conducive to learning and development of the students**

The institution has clearly identified the required environment that would facilitate learning and development of the students.

**Library-** The institution is keen on creating an academic environment by providing facilities like a library with adequate number of books, national journals, periodicals and internet facilities.

**Demonstrations-**Any work assigned to the students will be demonstrated by the faculty members and the students are initiated to the same. Model demonstrations of classroom lessons, lesson planning etc., are given to create a conducive environment.

**Special training in instructional materials:-** Special training is given to prepare effective instructional material, good test items and balanced question papers. Group work are planned and executed to teach students in these tasks.

**Constructive feedback:-** Students are emotionally trained to accept positively feedback given to improve their abilities. Any comment is preceded by a suggestion.

**Personal guidance and counselling:** - Faculty gives personal guidance to students to learn at one's own pace. Care is taken not to disturb the self-esteem of students either during feedback session or during discussion session. Every act of students is supported with some kind of positive reinforcement.



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

The diverse needs are identified and focused throughout the course by providing congenial institutional climate and special focus in teaching learning process.

#### **Providing congenial institutional climate- Special focus during teaching practice -**

The students with average and above average abilities are grouped in pairs to help them to learn from one another and the method teachers guide them together as to how to go about doing the different tasks related to teaching learning process.

**Flexibility to select specialisation subjects:-**The institution provides flexibility to select specialisation subjects according to the interests and abilities of students.

#### **Varied Activities under clubs**

There is scope for various activities under science club, Human rights club, Mathematics club, Literary club and Humanities club.

**Availability of books and resource materials:-** Books and materials are made to be available in the library for students.

### **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.**

**Guidance for preparation of varied instructional strategies:-** Student teachers are taught with number of strategies of teaching, catering to different levels of students and students from different back ground. This helps the student teachers to cater to different needs of students.

**Preparation of Balanced question papers:-**While guiding the students to prepare balanced question paper, guidance is focused to prepare question items catering to the needs of different levels of students by incorporating questions with high, average and low difficulty level.

**Administration of psychological tests:-** The procedure of administering and interpreting psychological tests is taught to



the student teachers and it is mandatory to administer a set of tests to the students by the student teachers. This reveals the need to focus on equity and the procedure of handling the problems of equity as well as diversity.

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

##### **Staff meetings, formal and informal interaction.**

Staff meetings are best used for the purpose of ensuring the knowledge of teacher educators and in these meetings, attempts are made to update teachers with recent issues related to education.

The teacher educators are whole heartedly share their expertise and enlighten mutually the rest of the staff members.

**Referring to Library Registers** - The library entry and accession registers are checked periodically to ensure the maximum use of library resources by the teacher educators. The new arrivals are made known to the teacher educators through their display.

**Student teacher's feedback:-** The periodic feedback is taken from student teachers. This feedback is taken both in writing and through grievance box.

**Interaction with resource persons:-** When ever staff members go to workshops, seminars-the healthy interaction will be made with the resource persons.

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

The practices are mentioned under criterion II, 2.2, Q.n 1 and additional information is given below.

**Assignments under different subjects:-** There are different subjects as area of specialisation/optional subject where there is scope to study special children. In such subjects, assignments are focused to learn more about the nature and instruction for such students. Under educational psychology, students take up a case study of a special child.

## 2.3 Teaching learning process

### 2.3.1 How does the institution engage students in Active learning

(use of learning resources such as library, website, focus group, individual projects, simulation, peer teacher, role playing, , practicum etc.,)

Active learning is one of the strategies adopted in teaching in which the students are kept active in the process of learning. The practices of the college have built in scope for active learning and some of them are briefly described as follows.

#### **Engaging students in library work**

- **General use of library resources** -The students make use of the library for preparation of the Assignments, project work and for seminar presentations. Library resources are used to a large extent by students in various situations.
- **Website**-The students are expected to present papers during Seminars. The presentation necessitates students to surf internet.
- **Preparation for leadership activities** - There are number of Occasions in the college to execute leadership activities like planning programmes, moderating, delivering welcome speech and vote of thanks, communicating the significance of different days of celebration etc. Students are given opportunities to organise number of programmes, where in they are supposed to plan the activities, invite guests, organise functions, introduce guest speakers, anchoring etc.,
- **The daily morning assembly**- the programme of morning assembly is systematically structured. It starts with a 'thought for the day' with reflections, shloka9 recitation, presentation of current events etc; the students use the library resources to prepare for morning assembly.
- **Project work** - The students are involved in number of individual projects under different disciplines related to curricular aspects.

- **Peer group discussions** - Peer group discussions are often used by the teacher educators for different purposes. To quote a few.
  - a. To discuss the educational implications of concepts in the class.
  - b. To plan activities for the class for practice teaching.
  - c. To plan Co-curricular activities.

#### **Special orientation to new techniques and strategies:-**

- **Field visits** - Field visits form a very important activity in the college curriculum. science students visit places of scientific importance and art students visit important historical places in the locality like forts, temple, church, museums etc.,
- **Field based learning** - Most of the assignments given for students require field trips. These are deliberately planned to give first hand knowledge as well as to provide constructive environment for students to learn.
- **Seminar presentations:-** Seminar presentation is one of the traditional practices of the institution. The students are given the topics much in advance and are expected to prepare for seminar presentation. The presentations are made using power point presentation followed by intensive discussion.

#### **2.3.2 How is 'learning made student centered? Give a list of activities adopted by the institution and those, which contributed to self management of knowledge and skill developed by the students?**

Deliberate attempts are made to make the learning student centered.

1. **The content aspect of learning** (What aspect of learning) since the syllabus is prepared by the university; in that frame work nothing can be changed. But from learner's point of view, only a few activities are added in value education, population education, WWC, SUPW, action research, vocational guidance.
2. **The methodology aspect of learning** (The 'how' aspect of learning)

The major participatory learning activities that contributed to self management of knowledge and skill development are mainly,

- a. **Practice teaching**:- Practice teaching is a key programme which contributes immensely the opportunities for self learning as well as learning skills. The students develop the skills of planning, preparation of instructional material, managerial skills, as well as number of affective skills to deal with the students in the class room
- b. **Assignments**:- Individual assignments form integral aspects of the whole curriculum. The students are expected to identify the objectives, find resources, plan the tasks required, execute and report the whole process. Number of self managing skills is developed through these activities.

- c. **Organising co-curricular programmes based on academic issues especially women's day, Environmental day, Teachers day etc.,**

Curricular and co-curricular issues are blended in these programmes which have promoted both academic and organizational skills. The students have to do lot of library based work while preparing for such activities.

- d. **Socially useful productive activities**:- This activity developed dignity of labour, sacrifice, respect for companions, co-operation and to some entrepreneurship
- e. **Workshops on practice teaching, models of teaching, preparation of teaching aids and preparation of test materials**:-

**f. Seminar presentations**:- Refer Q.No.2.3

**g. Individual projects**:- refer Q.No.2.3

**h. Leadership activities**- refer Q.No.2.3

3. **What are the instructional approaches (various models of teaching used) and experiences provided for ensuring**

**effective learning? Detail any innovative approach /method developed and used.**

The specific methods that have been used in the institution are as follows.

- a) **Demonstration method.** It forms a very important method throughout the course. Almost all the activities to be undertaken by the students are demonstrated by the faculty and only after this; the students are expected to do the tasks. This is practices in different contexts like leading assembling, greeting others on special days, teaching lesson plans etc.,  
Apart from these general Demonstrations, demonstration as a strategy is used in specific subjects like SUPW classes and basically for methodology classes.
  - b. **Lecture cum discussion method:-** This also has been used often by the teacher educators where students have guided discussions on various the my on the content. This serves the purpose of handling issue based topics and included the deductive, questioning, narrative, descriptive, storytelling and many more approaches in the press.
  - d) **Competency based Chaitanya Method:-** Developing competencies has been the focus here. Six stages/ four stages chaitanya method have been strictly followed in this method. This has been an activity based method where the process stresses on using activities and the product expected is development of competencies. These students are trained to use it for their practice teaching lessons.
  - e) **Specific models of teaching:-** The models proposed and consolidated by Bruce & Joyce is the major source for these methods adopted by the institution for instruction.
4. **Does the institution have a provision for additional training, in models of teaching?**  
Students apply the models of teaching and give one lesson in each methodology at the time of practice teaching under the guidance of method teachers.

**5. Do the student teachers use micro-teaching technique in developing teaching skills? if yes, list the skills practiced and number of lessons given by each student per skill.**

Yes, micro skills are practiced intensely by each student teacher in each method of teaching. The student teachers teach the micro lessons in a simulated set up. The students are given theory cum demonstration in each method for each skill and after which they commence planning their own lessons towards, 'plan-teach-Feedback-Re-plan-Re-teach-Re-Feedback' as different stages followed during the execution of the lessons. Skills appropriate to each method are identified separately. The student teachers who are weak in micro skills are given more practice to continue the micro-teaching process until they master the skills.

**Micro-skills practiced in Physical science, Mathematics and Biological science.**

- Skill of writing instructional objectives
- Skill of introducing the lesson
- Skill of explanation
- Skill of fluency in questioning
- Skill of probing questioning
- Skill of using the Black Board
- Skill of Illustrating with Examples

**Micro skills practiced in social science:-**

- Skill of Writing instructional objectives
- Skill of introducing the lesson
- Skill of explanation
- Skill of fluency in questioning
- Skill of probing questions
- Skill of using the Black board

**Micro skills practiced in languages (English and Kannada)**

- Skill of writing instructional objectives.
- Skill of introducing the lesson

- Skill of explanation
- Skill of Fluency in questioning
- Skill of illustrating with examples
- Skill of using the Back Board.

**6. Detail 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.,)**

The process of practice in teaching is a unique feature of the college. Practice teaching mainly consists of two main phase.

**Phase-1 pre-Practice teaching preparation:-**

This stage involves number of following activities.

- The principal gives an orientation to the students about the philosophy, concept, objectives and the programme out line.
- Collection of teaching units from the practicing schools by the students.
- Collection of time table from the school, of the classes in which they would be teaching.
- Preparation of the time table of different practicing schools by the staff.
- Intensive guidance by the teacher educators by giving demonstration of lessons.
- Orientation towards the duties of leaders appointed for each school by the staff in charge of the practice teaching programme.

**Phase-2 Execution of the planned programme**

-The students go to the assigned schools and execute the lessons according to the plans prepared. The teacher educator supervises the lessons executed by the student.

After the students execute the lesson they receive the feedback from the teacher educator.



The student teacher supposed to give two lessons per day. At least six lessons are observed by the teacher educators. The peer groups have to observe the lessons compulsorily and feedback is provided by both teacher educator and peer group.

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

No.

**8. Are the practice teaching sessions/ developed in partnership, co-operatively involving the school staff and mentor teachers/ if yes, give details on the same.** Teachers actively involve in the practice teaching programme. They are involved in planning the managerial part, guiding students before and after teaching, interacting with the college staff after the programme.

**Guide students for planning and execution:** The student teachers initially prepare the lesson plans based on the guidance given by method teachers. Scope for flexibility is taken care of at this stage.

**Interaction with faculty:-**The school teacher interact with college faculty and give feedback about the lessons and suggest modification if required. They also join the faculty members for post practice teaching meeting to help to improve the programme.

**9. How do you prepare the student teachers for managing the diverse needs of students in schools?**

The learning needs of student teachers are basically identified based on the learning needs of students in schools. The details on these needs of student teachers are detailed under section 2.2 Q.No.2. In addition to these, the students diverse needs have been taken care of and the related input given to manage these needs are cited below:

**The focused needs are:**

- **Content competency:** Regular revision of content to train student teachers for content mastery, exposure to different multimedia material on different concepts to be studied,



library based assignments, library work, content test as part of internal assessment etc.,

- **Development of Service attitude and working for the community:** Service learning activities, Citizenship Training Camps to help them grow in teacher commitment.
- **Fostering leadership skill:** Managing different co curricular activities, practice teaching programme, Service Learning activities, etc., to guide the pupils in activities.
- **Participation in Sports and Games:** Physical education classes, organization of Sports day, making student teachers take part compulsorily in games and sports activity as a secondary school teacher needs to take up a few of these classes.
- **Organizing co-curricular programmes:** Student teachers themselves conduct the programmes and learn the procedure needed as regular teachers:
- **Communication ability:** There is scope to develop communication ability throughout the course especially during practice teaching, seminar sessions, SUPW and service learning Activities students improve their communication skills.
- **Developing the quality to work in groups, co-operation:** This is developed through almost all group activities as collaboration is a basic need as a teacher.
- **Competency for Socially Useful Productive Work:** Special training both theoretical and practical has been a part of the course.
- **Awareness of and living for human rights:** Special awareness programmes have been organized so that they respect every person in their school and the society;
- **Development of life skills:** Social skills, emotional competency, aesthetic competency, health and hygiene skills,

managerial skills, spiritual skills etc are the focus here. These are developed through activities inside and outside the class, Games and sports, yoga exercise.

- **Development of patriotism:** Opportunities are provided to grow in this much needed quality through regular classes on theory subject, national and international festivals, library work etc.,

**10. What are the major initiatives for encouraging student teachers**

**to Use/adopt technology in practice teaching?**

The students are encouraged continuously to use different technology based instructional materials during practice teaching. The major initiatives in this regard are the following:

**11. Students are trained for different skills needed to use technology,**

They are:

- Skill of Internet browsing.
- Skill of using audio and visual material
- Skill of preparing charts, maps, diagrams, models and other visuals
- Skill of using mass media based material
- Skill of collecting information from the web to prepare lessons
- Skill of mailing the information through the internet
- Skills of collecting instructional material for lessons from print and web media.
- Skill of developing computer based material.

## 2.4 Teacher Quality

1. **Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If so give details.**

The teaching plans are deliberately developed in co-operation of teacher educator and student teacher. The planning for teaching takes place in five Phases:

1. Orientation of teacher educator to student teacher about planning for teaching.
2. Orientation of teacher educator to student teachers about getting units for instruction.
3. Initial Interaction of student teachers with school staff
4. Interaction between student teachers and teacher educator
5. Execution of teaching plans by the student teachers.

2. **What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decisions have been taken?**

The ratio of student teachers identified for practice teaching in schools range from 8 to 12.

**The basis for identification:** The number of student teachers to be allotted to different schools for the purpose of practice teaching has been decided based on the following aspects.

- Number of sections for each class in the school.
- Number of student teachers opting for each methodology.
- Sections available for each (Kannada, English) medium of instruction.
- Availability of classrooms in the school.
- Availability of infrastructure in the school.
- Availability of infrastructure especially to accommodate student teachers.
- The nature of students in schools (highly active classes are avoided for students who are diffident initially to face the class.

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

Feedback mechanism is built into the very structure of the course throughout the year. Every activity is followed by feedback and the incorporation of the same is observed continuously by the personnel concerned. Feedback has been an inevitable part especially in the following situations.

**Teaching:** The feedback mechanism for teaching has been taken care of as essential for the programme. The students get the feedback from teacher educators who supervise their lessons. Student teachers are given feedback on the same day either soon after the session or at the end of the day. The student who gives the lesson is supposed to make note of the feedback written by each student companion for the lesson. The other aspects for which feedback is specifically given are.

- a. **General Behaviour of Students:** The general behaviour of the students that has a bearing on their commitment as teachers and relationships has been keenly observed by the faculty and the Principal and any behaviour found not desirable is immediately brought to the notice in a very polite manner and the same is corrected.
- b. **Behaviour related to college code and ethics:** Punctuality, regular attendance, taking care of the facilities provided are other aspects which are considered to be the responsibility of student teachers in the college. Any aspect of the behaviour which is not in keeping with teaching profession is pointed out and a change is effected.
- c. **Co Curricular activities:** The students are given specific feedback regarding these aspects, so as to develop expected competencies towards quality in performance.
- d. **Physical education activities:** Feedback in this context is provided basically by the Principal as well as by the staff members for healthy practices.

- e. **Tests and Assignments:** The test papers are corrected with feedback written on the same, and in some specific situations the feedback to be given is noted down by the teachers and explained during class time while presenting the answer papers. Special input is provided to overcome the mistakes and thus proficiency is focused. The feedback already given by different people in different contexts is almost known to all the faculty of the college and the same is observed continuously (especially in general and specifically in relation to teaching) and guided towards perfection.

4. **How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?**

The awareness of policy directions and educational needs of the

institution to the student teacher is ensured through:

- a. **Personal contacts:** The teacher educators meet the heads of the institutions when they go for supervision of students lessons and discuss with them about these issues. Specific enquiry is made about the student teachers' general and teaching behaviour and no areas that need modification of behaviour;
- b. **Observation during practice teaching:** The teacher educator remain in the school throughout the day and keep observing the student teachers:

5. **How do the student and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

The faculty members keep abreast of the recent development by being actively involving themselves in the academic and professional bodies;

- a. **Student's exposure to mass media:** Students are exposed to mass media and given specific guidance on responding to it

through lessons and value classes and take trouble to update the knowledge.

- b. Faculty involvement in different academic and professional bodies.

Exposure

- Exposure to research and general literature in education
- Exposure of the staff in conference/ Workshops
- Exposure to mass media.

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

The major initiatives of the institution for ensuring personal, professional, career development of the teaching staff are;

**Training Organizing Professional Development Activities:**

Attending Seminars, Conferences, workshops on contemporary trends in education and research

- Encouraging teaching staff to present papers in national and international conferences.
- Writing in journals and Encouraging to take membership of various academic associations at national and international level.

**Promotional Policies:**

- Encouraging for higher studies
- Encouraging to organise and conduct workshops/seminars

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

The college motivates the faculty by publishing their achievements in the College Report and College Website.

## 2.5 : Evaluation Process and reforms

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

The barriers to student learning are identified in different situations, through different ways by different people. The process towards providing conducive environment, infrastructure, and access to technology and teacher quality is carried out as follows:

- Close Observation by the teaching and non teaching staff
- personal feedback from students
- Group feedback from students
- Informal talks and interviews
- Written feedback
- Suggestions given by them through the use of Suggestions Box
- Performance in tests
- Supervision of the infrastructure by the persons concerned  
(Principal and Administrative Staff)

The barriers identified have been communicated to the persons concerned orally. Some of the ways the barriers have been addressed are quoted below:

- Working hours of the library have been adjusted as per the needs of the students;
- Securing more copies of reference books in the library;
- More number of computers have been provided for practice.
- Internet facility has been provided for all

Close observation of teaching, personal feedback, group feedback, informal talks, written feedback, suggestion box, performance in tests, and supervision of the infrastructure.

**2. Provide details of various assessment/ evaluation processes (Internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?**



Evaluation of all the theory subjects and practicum come under Cognitive Evaluation and SUPW. Service Learning, Physical and Health Education, Co-curricular activities come under Non Cognitive Evaluation.

- a. **Internal and External Ratio:** The internal and external ratio of assessment is 20:80. There is external evaluation for both theory and practicals. at the end of the course co-ordination Board supervises and evaluates the teaching learning aspects of the course. Other non cognitive aspects are evaluated by the faculty members of the institution.
- b. **Midterm and end term examinations:** B.Ed is under the annual scheme with one end term examinations. Two tests are conducted in each of the theory subjects in two terms.
- c. **The Process:** The process of evaluation in each situation is structured and completely validated by the faculty members of the college. Both cognitive and non cognitive aspects are measured following valid criteria.

**Tools used:**

The following strategies of evaluation are in practice to assess the B.Ed students learning.

- Cognitive Evaluation: Teacher made tests
- Student's initial knowledge on secondary School content with respect to their Content Based Instructional Methodologies is tested by administering a content test prepared by the faculty members.
- Students core teaching skills are assessed by the faculty during Micro teaching using a specified Performa developed for the purpose.
- Student teachers practice teaching lessons are assessed by the College faculty.
- Students ability to observe and critically analyse the classroom lessons are assessed through their observation record written,



based on the format specially prepared for student teachers by the faculty.

- Student's practical knowledge of Models of teaching is assessed by observing the lesson on different models of teaching with the help of a specified evaluation proforma.
- Ability to construct objective based objective type test items, are assessed by evaluating the test items prepared by the students on secondary school syllabus based content.
- Ability to prepare a balanced question paper is done by assessing the unit test question paper prepared by the student teachers.
- Content knowledge on secondary school subjects related to Content Based Instructional Methodology is assessed through a content test prepared, administered and evaluated by the faculty.
- Theoretical knowledge on curricular subjects is assessed through two internal tests, one before the midterm vacation and second at the end of the academic year by following the External examination question paper pattern.
- Student's ability to study any topic related to their subject is judged through their assignment work based on the tools used, method followed and conclusions drawn as well as reference and field work done.
- S.U.P.W. activities are assessed based on the participation during the activity, quality of the produce and the report. Separate evaluation proformas are prepared for each activity. Finally the scores are converted into grades based on the pre-determined range.
- Community living skills and life skills are assessed during Citizenship Training camp through Kit inspection, observation of students participation during camp activity by the staff in-charge and every night before going to sleep, evaluation of the

duties of different groups is done and feedback about their performance is told to the students.

- External Examination on curricular subjects, theory is conducted annually as per the university norms.
- External Examination of practical (Teaching) is done at the end of academic year for a week. Students are allotted for two different academic years for a week. Students are allotted for two different schools to teach two lessons. Panel of examiners are decided by the college to each school. A specified evaluation proforma has been developed to evaluate the lesson. Average of the scores is considered as the performance level of the student.

### **3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum construction?**

The assessment outcomes are communicated in different ways:

- Group communication:
- Individual communication.
- Through Counseling sessions
- Informal settings
- Formal, deliberate interaction with individual students.
  - The test results are communicated at the time of giving the valued answer papers. Suggestions to improve are communicated and the students are personally contacted when such need arises.
  - The outcome of assessment of non-cognitive aspects is normally communicated in groups.
  -

### **4. How is ICT used assessment and evaluation process?**

Computer Labs is used to assess students' communicative skills and to train them as per the requirement. LCD and Computers are used for Seminar Presentation, Project Work, Activities of Science Club, Environmental Study, Human Rights Cells, Literary Club. In this process students organizational

Skills, Communication Skills, Management Skills, Leadership Skills, Social Skills etc are assessed and evaluated as per the criteria of assessment for each of the above mentioned activities.

# **Criterion III: Research, Consultancy and Extension**

## Criterion III: Research, Consultancy and Extension

### 3.1 Promotion of Research

#### 3.1.1 How does the institution motivate its teachers to make up research in education.?

Research is an integral part of quality practice in our teacher education institution. In order to keep abreast of current knowledge and development in the field, the institution motivates its teachers through the following activities. The management encourages the staff to present research papers at international, national and local level conferences, workshops and seminars. One of our staff permitted to go on FIP to pursue his Ph.D work.

**Pursuing Higher Education :** The Institution encourages the staff members to pursue their higher studies. In the past five years two staff members have been awarded Ph.D degree in education. One is about to complete Ph.D .one has cleared NET and three members completed SLET.

**Publication :** The institution motivates its teachers to publish their research articles in the leading peer received Journals.

**Research facilities :** The College has upgraded the following facilities and provided opportunities to the staff members to enhance their research skills.

- **Library Enrichment :** A number of research journals specially peer reviewed journals are subscribed to the library. A number of books on research methodology and statistics have been added to the library.

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

Nil

### **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 and provides facilities to students to undertake Action Research Projects in the institution and seeks support from the practice teaching schools to enable the students to undertake Action Research Projects by the students.

It is compulsory for B.Ed Students who took Action Research implement the Action Research Project. Here ,Each student is expected to complete an assignment based on action research planned and executed. As an outcome of the action research ,the students develop the ability to

- Identify classroom problems
- Analyze the problem
- Devise strategies to solving the problem
- Draw an action plan
- Use descriptive statistics, Write action research project report.
- Share the action research project experiences with their companions
- Undertaking action research by the students of the institution has a great impact to solve classroom problems and thus acts as a quality sustenance Measure.

### **3.1.4 Give details of the conference/seminar/ workshop attended and /organized by the faculty members in the last five years.**

**Dr.(Smt.) Syeeda Shanavaz**

- Participated in National workshop on Reframing of B.Ed Curriculum in the Context of Globalization” organized by Department of studies and Research in Education, Gulbaga University from 22<sup>nd</sup> March 25 March 2010

**Dr. Vani .M.**

- Participated in National Reframing of B.Ed Curriculum in the Context of Globalization” organized by Department of studies and Research in Education, Gulbaga University from 22<sup>nd</sup> March 25 March 2010.

**Smt. Sujatha R.**

- Participated in a 2days seminar on “Trends and prospects of teacher education in the context of the National Curriculum Framework-2009 organised by Vijaya Teachers College (CTE) Bangalore from April 6<sup>th</sup> to 7<sup>th</sup> 2010.

**Dr.(Smt.) Syeeda Shanavaz**

- Attended 2days workshop for Acamedecians to evolve a core curriculum for B.Ed Course work on 9<sup>th</sup> February 2011 organized at Department of Post Graduate Studies and Research in Education, Jnana Sahyadri, Shankaraghatta, Shimoga Dist.

**Smt. Mini.K.J;**

- Participated in three days DSERT sponsored workshop on “Capacity building Training for B.Ed college Teaching faculty at St.Anne’s College of Education, Mangalore from 12<sup>th</sup> to 14<sup>th</sup> of Oct.2011.
- Participated as a **Resource person on Career Guidance** at Govt.High School, Bilugunda on 13<sup>th</sup>March 2013.

**Dr. Vani .M.**

- Presented a Paper on international Seminar on inclusive Education- Perspectives and challenges, titled “**Multi Dimensional Challenges in the implication of Inclusive Education**” on 6<sup>th</sup> and 7<sup>th</sup> of March, 2011. Organized by Department of studies and Research in Education, Mysore University.

**Mr. Girish H.R.**

- Participated in the **State Level one day conference** on “**Science**” held at Bangalore organized by Govt of Karnataka on 09-03-2012.

**Smt. Padmalatha .D**

- Attended one day workshop on ‘**teacher**’ **Competency Development for college teachers** held on 11<sup>th</sup> June 2013 at Field Marshal Kariappa College, Madikeri.
- **Smt Mini k** :Participated as a **Resource person on Career Guidance** at Govt.High School, Bilugunda on 13<sup>th</sup>March 2013.

**Smt. Sujatha R.**



- Participated in UGC Sponsored 2days National Level Seminar on **“Right to education – Problems and challenges”** organised by Dr. Ambedkar College of Education, Bangalore on 27<sup>th</sup> and 28<sup>th</sup> September 2013

#### **Smt. Padmalatha .D**

- Attended International seminar on **“current trends in teacher Education”** held at post graduate Department of studies in Education, Karnataka university on 25<sup>th</sup> March 2013.
- **Completed Ph.D Course work Examination in education in October 2013.**

#### **Mini.kj**

- Participated as a **Resource person on Career Guidance** at Govt.High School, Bilugunda on 13<sup>th</sup> March 2013.

#### **Smt. Sujatha R.**

- Participated in the 3days UGC sponsored State Level Seminar on **“Developing 21<sup>st</sup> century skills among the teacher educators of Karnataka”** from 19<sup>th</sup> to 21<sup>st</sup> December 2013 held at IASE, RV Teachers College, Jayanagar Bangalore.

#### **Mr. Girish H.R.**

- Participated in the UGC Sponsored **two days National level conference** on **“Education and women Empowerment”** held at St. Ann’s College of education, (Autonomous) Mangalore, on 12<sup>th</sup> and 13<sup>th</sup> September 2013. Presented a

paper entitled “ **Evaluation of S.S.A programs and equity related objectives in relation to SC and ST girl students.**”

- Participated in the UGC sponsored three days 2<sup>nd</sup> International Conference on “**Education for Achieving Millennium Development Goals**” held at B.H.U Varanasi, on 16-18 November 2013. Presented a paper entitled “Evaluation of National Schemes’.
- Participated in the UGC sponsored **Two days state level seminar on “Issues and Challenges for teacher education in Knowledge Society”** organized by Dr. Ambedkar College of Education, Bangalore, on 26<sup>th</sup> and 27<sup>th</sup> of September 2014. Presented a Paper entitled “**Action Research in Teacher Education – students engagement through an affective student leadership strategy.**”

#### **Dr. Vani .M.**

- Participated in the UGC sponsored **two days National level conference** on “Internship in teaching” held at M.M College of education Davangere, on 6<sup>th</sup> and 7<sup>th</sup> of September 2014. Presented a paper entitled “Evaluation of C.C.A in Science’ and Equity related objectives in relation to Government high School students.”
- **State level Conferences / seminar**  
Presented a Paper in the state level seminar on nurturing the potential of exceptional children, Organized by Krantiveer

Sangolli Rayanna College of Education, Belgum on 11<sup>th</sup> and 12<sup>th</sup> October 2014.

**Mr. Girish H.R.**

- Presented a paper on U.G.C Sponsored two days National Seminar on “Academic Leadership – Pedagogy and Innovation – “The Key to Future” Titled “ the ways of Stimulating creative thinking through Brain storming method” organized by New Horizon College of Education, Bangalore on 22<sup>nd</sup> and 23<sup>rd</sup> November 2014.
- Participated in the UGC sponsored **two days National level conference** on “**Feminine Qualities and Leadership**” held at university college Mangalore, on 22<sup>nd</sup> and 23<sup>rd</sup> April 2014. Presented a paper entitled “Status of Indian women in Lok Sabha since Independence.”
- Presented a Paper on National Seminar on Internship in teaching titled “**organizing Co-curricular activities during internship in teaching**” organized by M.M. College of Education Davanagere on 6<sup>th</sup> and 7<sup>th</sup> September 2014. Presented a paper entitled “Evaluation of CCA in Science and Equity related objectives in relation to Govt. High students.

**Dr (Smt.) Syeeda Shanavaz**

- Conducted workshop on “Framing norms and regulations of NCTE 2014 two years B.Ed curriculum of Mangalore University as BOS chairman from 2<sup>nd</sup> to 4<sup>th</sup> June, 2014.

- Attended 2days workshop on “Curriculum construction B.Ed two years NCTE 2014” at Ajeem Premji University Bangalore on 16<sup>th</sup> and 17<sup>th</sup> July 2014.

**Mr. Girish H.R.**

- Participated in the UGC sponsored two days state level seminar on “nurturing the potential of exceptional children” organized by krantiveera sangolli Rayanna College of Education, Belgaum, on 11<sup>th</sup> and 12<sup>th</sup> of October 2014. Presented a paper entitled **“Challenged Children and their education.”**
- Participated in the ICSSR sponsored two days An International conference on, **“Ethnicity, Discrimination and social Exclusion of Minorities and Margins: Post Colonial Debates”** held at “Centre for study of social exclusion and inclusive policy third sector research resource centre” Mysore university, Mysore on 18<sup>th</sup> and 19<sup>th</sup> of December 2014. Presented a paper entitled Living on the Extreme Margin: “ Social Exclusion of the Yarava Community” in Kodagu District.

**Dr (Smt.) Syeeda Shanavaz**

- Participated in **UGC sponsored orientation programme** for 28 days in Mysore “January 2015.

**Dr. Vani .M.**

- Participated in **UGC sponsored orientation programme** for 28 days in Mysore “January 2015.

- Participated in **NAAC sponsored work shop for the teachers** at Mangalore university on 19-02 -2015 and 20-02 -2015

**Mr Girish .H.R:-**

- Participated in the Mysore university, third sector research resource centre sponsored two days An International conference on, **“Self help initiatives, microfinance and sustainable development”** held at SBRR Mahajana first grade College Mysore on 2<sup>nd</sup> – 3<sup>rd</sup> February 2015. Presented a paper entitled **“status of Marginalized Groups: “Schedule caste and schedule tribes”** in Kodagu District. And the role of local Government & SHGs towards their sustainable development,”
- Participated in the UGC sponsored two days An International conference on, “ Climate Change Inconvenient Truths status and way forward” held at St. Philomena’s College Mysore on 9<sup>th</sup> April 2015. Presented a paper entitled **“Socio Economic, Cultural Factors, leading to environmental degradation:- A case study of Kodagu District.”**

**Dr (Smt.) Syeeda Shanavaz**

- Presented a paper entitled **“Teacher management issues and perspectives and problems in practices at secondary school level of teaching”** at 48 annual conference of IATE on professionalization at RV College of Education, Bangalore on 22<sup>nd</sup> and 23<sup>rd</sup> of March, 2015.

**Smt. Padmalatha. D.**

- Presented a paper entitled “The issues and perspectives on problems in practice at elementary levels of teaching” at 48 annual conference of IATE on professionalization at RV College of Education, Bangalore on 22<sup>nd</sup> and 23<sup>rd</sup> of March, 2015.
- Conducted one day workshop on “**preparation of science models**” by Harsha and Ramesh - the high school teachers, H.D. Kote.

**Dr (Smt.) Syeeda Shanavaz**

- Conducted one day workshop on “**preparation of Mathematics models**” by Harsha and Ramesh - the high school teachers, H.D. Kote.

**Dr (Smt.) Syeeda Shanavaz**

- Dr(Smt) Syeeda shanavaz attended two days national conference on “TEACHER EDUCATION AND CORPORATE WORLD- ISSUES AND CHALLENGES” And presented paper on Conceptual frame work for productivity and efficiency: Teacher Education At sharda Vilas Teachers college on 11-12 of September 2015- Mysore
- RF Research scholar, Dept. Of Education, University of Allahabad, U.P

**2. Give details on facilities available with the institution for developing instructional materials- computer system and related equipment material facilities.**

- Availability and access of individual online computer system .
- Availability and access to all electronic gadgets, LCD Projectors, Digital Camera, LED, DVD, CD's and DVD Players, and Handycam
- Laboratory facilities- Science Psychology Lab, Technology Lab- equipments, materials and specimen.
- Availability and access of audio material like cassettes, visual aids like ready slides and audio – visual aids.
- Access to a well furnished library with good number of books encyclopedias, year books, subject wise dictionaries, latest journals and magazines, daily news papers along with their back volumes and lots of activity books on all disciplines, book banks, book borrowing facilities. Reprographic facility in the Library.

**1. Did the institution develop any ICT/ Technology related instructional materials during the last five years.? Give details.**

Yes, the following multimedia materials have been prepared by the students under the guidance of faculty members.

- ICT related Instructional Material has been prepared to Demonstrate Lessons to B.Ed students in Mathematics, Science, Social Science of class VIII and class IX.
- A number of computer Assisted Instructional Packages are developed in different subjects.

- The staff and students have developed several classroom teaching resources and demonstration lesson using ICT tools.
- 2. Give details on various training programs and /or workshops on material development (both instructional and other materials) For Students**
- One day workshop on **preparation of working model –easy methods** in physical science and mathematics By Harsha and Ramesh from H.D kote on 8/6/2015
- 3. List the journals in which the faculty members have published papers in the last five years:-**

**Dr. M. VANI .M**

Publication of Research Papers with the ISBN No

- 1.Book :- *Internship in teaching (2014) published by siddeshwara Publications, Davanagere, 577005 (ISBN -978-81-924082-4-8)*
- 2.Book :- *Inclusive Education- perspectives and challenges” by Vidyanidhi Publications Gadag, 582101 (ISBN -978-81-910849-11-06)*
- 3.Book :- *Indian Streams Research journal by Ashok Yakkaldevi, Solapur (ISSN : 2230-7850)*

**Research article in the November Issue -2012.Topic – Effectiveness of Synectics model of Teaching in Enhancing Language creativities of Learners.**

1. Book :- *GET & Journal of Research and Extension in Education Published by Govt College of teacher Thycaud Thiruvananthapura. (ISSN No 0975-5144) topic Research attach in the January 2012 issue.*



2. Topic : *The Effect of the synectics model of teaching on creative abilities of Secondary school students in English*

**Mr. Girish H.R.**

Publication of research papers with ISBN no-

1. Book : *Education for Achieving Millennium Development Goals (ICEM 2013):- Published by Shiv Pratap memorial foundation (SPMF), Saranath, Varanasi –U.P. (ISBN :978-81-909935-6-2.)*

2. Book : *Internship in teaching (2014):- published by siddeshwar publications, Davanagere, 577005, (ISBN:- 978-81-924082-4-8)*

3. Book : *issue and challenges for teacher education in knowledge's society (2014):- published by Dr Ambedkar College of Education Bangalore-86- ISBN:978-81-928574-0-4*

**Dr smt syeeda shanavaz**

- RF Research scholar, Dept. Of Education, University of Allahabad, U.P.

**Smt. Padmalatha. D.**

- JRF Research scholar, Dept. Of Education, University of Allahabad, U.P.

**6. Give details of the minor/major research projects completed by staff members of the institution in last five years . - Nil**

### **3.3 Consultancy :**

1. Did the institution provide consultancy services in last five years? If yes, give details. - Nil
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 expertise.- Nil

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated , shared among the concerned staff members and the institution? - Nil
4. How does the institution use the revenue generated through consultancy? - Nil

### **3.4 Extension Activities:**

1. How has the total community benefited from the institution ?  
(Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's )
  - The service rendered by our students in Practice Teaching schools spread out around the city spread out all over the Karnataka State, has been reported by the beneficiaries as a service to the Community. The student teachers in these schools totally get involved in the school activities by occupying classes in teachers absence, conducting co curricular activities, assisting regular teachers with their administrative work and the like.
  - The student teachers organize confidence booster programmes in some schools for students every year.
  - Through Socially Useful Productive Work (SUPW) Programmes, the students teachers have trained children and adults in rural based schools to prepare wealth out of waste , small scale industry products like soap making, preparation of detergents, stitching garments , preparing craft items, decorative

flowers and articles, soft toys , food preservatives, candle making , book binding , stitching attractive purses and hand bags, preparation of files , and the like.

- The college provides Teaching Learning materials to different Community schools every year. The students make a survey of the needs of the neighboring schools in terms learning aids and prepare and provide them to respective schools for instructional purposes.
- The teaching learning aids prepared by the B.Ed. students are shared with the needy schools in the taluk.

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

Community involvement and dissemination has helped us in quality maintenance in the following ways.

- Feedback : Community gives regular feed back to the institution . Feedback from Practice in Teaching schools, have helped us to modify our programmes.
- School Community Network : The important institutions of the community are the cooperating schools. All the schools where our students go for achieve practices have been with us for over five decades. The college can boast of their unstinted support in allowing the college to re adjust their time table to accommodate our students and to guide them only out of goodwill and the spirit of sharing . Providing academic guidance to the students during practice teaching , providing jobs for student teachers

after they complete their course, are the major contributions of school community.

- Support for Non Scholastic activities : The members of the community voluntarily participate in the programmes of the college by taking the role of judges for different competitions, resource persons, guest speakers on different occasions.

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

- To orient students more on the degraded status of women in the community through field work and to expose them to real situations and develop a sort of awareness and develop functionality to work towards desirable change.
- To develop citizenship values and skills through focused Non scholastic activities. The celebrations of days of national significance to inculcate citizenship values, patriotism and social values.

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

- Nil

**5. How does the institution develop social and citizenship values and skills among its students?**

❖ Social Values through

- Service learning : Service based programmes are organized to develop sensitivity about the needs of the community and also to respond to them with one's limitations

- Club and Cell Activities : Through Science Club, Human Right Cell, Kannada Sangha Programmes tremendous opportunities are given to develop social and citizenship values apart from subject specific learning.
- Celebration of festivals : The religious festivals of different religions are celebrated to develop awareness of the basis tenets of common religions of India.
- Leadership Training : The institution provides a number of opportunities to take up leadership for scholastic and non scholastic activities in order to develop leadership skills.

❖ Citizenship VALUES and Skills Through

- **Citizenship Training camps** : Students are specially trained to be aware of their duties and responsibilities , to develop leadership skills, to think creatively, organize activities to develop patriotism etc during this camp.
- **Excursions**: excursions/Field trips are organized to educate the students especially to develop organizational skills, personal skills, social and emotional skills, awareness regarding Human Rights etc.
- **Celebrations**: The National festivals celebrated on the campus to develop patriotism and a sense of National Integration in students.
- **Regular campus cleaning programmes** : The students regularly clean the college campus once a week. They are also trained to maintain cleanliness everyday. These exercises help

them to strengthen their social / citizenship skills such as adjustment, cooperation , dignity of labour, health care, unity and sense of belongingness to the institution.

- **Campus Culture** : Systematic training to follow the college culture (Cleanliness, co-operative work, safeguarding the property of the institution , using the resources with care etc.)
- **Out door Activities** : the students are taken out of the college campus like visit to tea factory , Museum, Water parks, Cottage industries, exhibitions, etc., which are basically planned by the students under the guidance of the staff members.

### **3.5 Collaborations :**

- 1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.** - Nil.
- 2. Name the international organizations, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.** - Nil.
- 3. How did the linkages if any contribute to the following? (Curriculum Development, Teaching , Training , Practice Teaching, Research Consultancy, Extension Publication, Student Placement)**

- **Practice in Teaching :**

The school network helps us to plan our Practice Teaching Programme, it enables us to try out new methods/ Strategies of Introduction and Evaluation. Schools collaborate with us by giving

feedback to our students. The school network provides an opportunity to our students to plan and execute non scholastic activities, provide tutorials to the needy, undertake Case study on problem cases and execute Action research projects.

Practice teaching is a time when teaching skills are actualized. The focused areas are taken into consideration and infused into the regular class lessons and thus these organizations provide good around to decide the way the teaching to be guided.

**4. What are the linkages of the institution with the school sector?  
(Institute school community networking)**

The institution has a strong linkage with the schools for most of the major activities. The academic calendar of the college is planned based on the school activities. The institution depends on the schools for demonstration lessons, practice teaching, practical examination, outreach activities organizations of competitions, resource persons for conducting workshops and training programme etc. The institution has built up a good relationship with the schools and trains the student teachers to cope up with the changes in the school and to meet the standard of the school.

The institution has strong linkage with the community, has a strong Alumnae Association. A number of activities such as service learning, SUPW, Citizenship Training camp, field trips and educational tours are planned and executed with the community support.

The schools are closely knit with the institution. The link works beyond just practice teaching. The needs of the community are studied, especially in terms of academics. The needed learning

material in the form of charts, models, printed materials, CDs etc are provided to the schools.

**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 faculty is actively engaged in practice teaching programme along with school personnel.

- Through continuous interaction with teachers, the institution works earnestly at making the practice teaching programme quality based. The faculty of the college prepares the time table, identifies leaders among students, assigns specific duties to be undertaken in the school, takes the mentor teachers into confidence to provide academic guidance allowing for maximum freedom for the mentor teacher to guide the trainee, based on the specific needs of the school.
- The college faculty interacts with the staff members and head of the institution of practicing schools at each step of the practice teaching programme. Each task is planned based on the suggestions and advice given by the teachers. Both school teachers and college faculty evaluate most of the lessons executed by the trainee. The faculty members take feedback from the school teachers on each individual student and efforts are made jointly by the college and school staff to contribute towards the growth of the trainee. Each student teacher receives feedback both from the lecturers and the school teachers. The feedback given by the school teacher is considered very significant and it is compiled and used for future reference.



### **Design Practice Teaching :**

The practice teaching programme is planned in consultation with the school personnel. The number of lessons in practice in teaching is decided based on school acceptance and convenience. The students meet the school teachers and decide the content and time table of practice teaching . The college faculty discusses closely with the teachers of the schools , the content and strategies to be followed during practice in teaching and come to a consensus.

### **Evaluate practice teaching**

1. The personnel of the college and the school personnel both evaluate the practice teaching programme and provide necessary feedback to individual students and record the feedback in the ‘supervisor’s dairy’
2. The personnel also make sure that lessons are observed by the other B.Ed students and ‘observation record’ is maintained.

### **Execution of practice teaching :**

- The practice teaching programme is executed with the co-operation and support of school personnel the head of the institution orients our students at the beginning of the practice teaching programme and informs the rules regulations and timings of the schools. An attendance Register is kept with leader to enable our students to mark their attendance every forenoon and afternoon. The schools co-operate with us and adjust their time table and give sufficient time to our students for executing lessons.
- The basic pedagogic process is decided in collaboration with school teachers.

- The school teachers also give ‘Demonstration lessons’ when requested and our students benefit a lot from their lessons.
- The school permit our students to observe the lessons of their peers and provide necessary infrastructure in the classroom to accommodate our students and staff observing and supervising their lessons.

#### **6. How does the whole faculty collaborate with school and other college or university faculty ?**

- There is lot of scope for the faculty of the college to collaborate with school, college and university faculty.
- The faculty responds functionally to the needs of all these three groups.
- College works in close collaborate with the university in different ways. One of our faculty has been member of Academic Council, Syndicate members Faculty of Education and principal has been a chairman of co ordination bond., one of our staff is the chairman of BOE.

#### **3.6 Best Practices in Research, Consultancy and Extension :**

1. Annual visit to the disabled home, Home of aged and Govt Hospitals is taken as best practice in research as a part of w w c activity .
2. During the election time, our students demonstrate street plays in various places of public importance and highlight the importance of voting

#### **2. What are the significant innovations/goof practices in research, consultancy and extension activities of the institution?**

##### **Good Practices in Research:**

- Every student is trained to undertake Field based assignments. The assignments are to a large extent research based and students learn the important processes of research like the indentifying the objectives, preparation of tools, collection of data, analysis of data and conclusion
- **Extension**
  - 1.Resources sharing in times providing teaching aids to the high schools
  2. Snake Sathish and Bose Madappa given an introduction of various snakes in the open ground for High school students and B.Ed students and informed the precautionary measures in case of snake biting.
  - 3.organised as film show for the high school students.
  4. Distributed notebooks to Mororji Residential school students.
  5. Dental camp has been taken.

# **Criterion IV: Infrastructure and Learning Resources**

## Criterion IV: Infrastructure and Learning Resources

### 4.1 Physical Facilities:

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

The following are the infrastructural facilities available in the institution:

- There is a well established and well equipped campus.
- Adequate number of well equipped classrooms and lecture Hall for General class, conferences, seminars, workshops and co-curricular activities.
- Class rooms for Methodology classes .
- Well equipped Science Laboratory, computer lab, technology lab,
- Well equipped Principal's room, office and staff rooms.
- Meeting hall for conferences, seminars, workshops and co-curricular activities.
- Well to do facilities which include computer laboratory with internet facility, Multimedia Technology room, LCD's over head projectors, CCTV
- Psychology Laboratory with a variety of apparatus and a large number of psychological tests.
- Library with a rich collection of text and references books related to the prescribed courses of study, educational Encyclopedia, yearbooks, and journals on teacher education.
- Wash rooms facilities, resting room for students, clean and purified drinking water facilities for staff and students.
- Hostel facilities on the campus with all the requisites.

- Backup battery for computers.
- Well equipped canteen.

#### **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 utilized the grants available from the UGC
- The college Building has been equipped and well maintained by the following measures:-
  - a) Timely colour wash of the building
  - b) Maintenance of the existing furniture and including new furniture for the library.
- The institution has enhanced ICT facilities and Learning resources by adding following facilities.
  - a. Extra computers, printers, Scanners and LCD projectors.
  - b. Fixed large screen for LCD projector in the lecture hall.
  - c. Video cameras for documentation of all the scholastic and non- scholastic activities LED TV, DVD player, CD players.
  - d. Procuring journals, books, and other related material for the library.
  - e. CCTV and digital cameras for recording the activities of the institution.
  - f. Internet facility for computer and separate telephone line connections to speed up browsing the internet.
  - g. Backup battery for computers.

#### **4.1.3 List the infrastructure facilities available for Co-curricular activities including games and sport.**

- Play Ground: we got spacious Play ground.
- Indoor Games: Facilities for indoor games such as carom, chess, table tennis.

- Conference Hall cum lecture hall: the conference hall with a stage is used for major programmes such as conferences, seminars, guest lectures, workshops, campus get-to-gathers, alumnae meetings, SUPW activities and for conducting of Co-curricular activities.

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

Nil

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

- The institution has taken immense care to ensure the facilities associated with the health and hygiene.
- Separate wash room facilities are provided for men and women students.
- Purified Drinking water facility is extended to our staff and students.
- Students have a room to take rest in case of emergencies and sickness.
- The institution has a good quality canteen on the campus to cater to the needs of staff and students with beverage, and snacks.
- Annual health check up of the students is carried out by professional doctors. A ready first-aid box is provided and students are trained in basic first aid.
- The supporting staff ensures that cleanliness and sanitation is maintained in the wash rooms. Cleanliness is maintained in and outside the campus throughout.
- The students of the college are actively involved in maintaining the college and campus clean.
- Weekly twice the campus is cleaned as an activity under WWC.

- Awareness is created in students regarding issues related to health and hygiene during camp.

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

- There is hostel facility for Girls only.
- The hostel building has rooms with capacity 60 occupants.
- The following are the facilities provided in the hostel.
  - Clean and hygienic wash room facility
  - Hygienic food and hot water Service.
  - Electricity Facility.
  - Recreation facility.

**4.2 Maintenance of Resources**

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

- Building Nil
- Laboratories 50,230
- Equipments 9,77,201
- Computers: there are 25 computers in the institution. They are used for office administration, library work and for curriculum transaction. The computers are in constant use by students and staff. These need frequent maintenance and up-gradation.
- Transport / Vehicle: The staff and students prefer the local services for transport, since they are convenient and more economical and hence the need does not arise.

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



The institution plans to ensure that its infrastructure is put to optimal use. The teaching staff, and B.Ed students and the non-teaching staff make use of the instructional infrastructure.

**Library-** the institution has a well equipped library with a large collection of Reference Books, Educational and Research Journals, Encyclopaediae, Educational CDs and magazines.

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

**Psychology Lab:** There is a well developed Psychology Lab with a variety of psychology tests equipments and apparatus. These facilities are used by B.Ed Student.

**Conference Hall cum Lecturer Hall:** The conference hall of the institution is used for all major and minor programmes of the institution, such as seminars, conferences and workshops, guest lectures, various cultural activities and activities of the alumnae association. In addition to this, it is also been used for demonstration of lessons, micro teaching sessions, SUPW activities, group discussion and for group activities.

**Method Class Rooms:** each subject are handled in different class rooms. Method Class rooms and laboratories are put to maximum use.

**Computer Laboratory:** There is a well equipped computer Laboratory with 15 computers to conduct the smooth progress of the computer practical for the B.Ed students.

**Playground** Play ground is used for all the Physical and health education activities and for organizing the sports day activities. Every alternate days after the morning assembly, exercises are conducted for B.Ed Students.

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

- The institution makes sure that the surrounding area and the atmosphere are maintained which are conducive for teaching and learning.
- The college building is kept clean and pollution free. The rooms of the institution have wide windows that allows sufficient ventilation.

- Weekly cleaning of the college building and surroundings is done by our B.Ed Students under the supervision of the staff. This also ensures the inculcation of dignity of labour and social skills among the teacher trainees.

### **4.3. Library as a learning Resource**

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

- The institution has qualified librarian and adequate technical staff to support the functioning of the library. The library staff includes the head librarian and one library helper.
- They see to the distribution and collection of reading materials.

#### **4.3.2 What are the library resources available to the staff and students? (No. of books – volumes and titles , Journals – National and International, Magazines, Audio Visual teaching learning resources, software, internet access etc.**

- The library of the institution has a total of 8103 books and is subscribing for 8 journals + 5 Magazines.
- There are separate cupboards for books pertaining to various subjects.
- The journals and other magazines are displayed on the racks for easy access.
- The following resources of the library are available to the staff and students of B.Ed.
  - ✓ Reference Books, Books in the Book Bank, encyclopedias, dictionaries.
  - ✓ Learning resource such as maps, charts and globes
  - ✓ Subject wise paper cuttings

#### **4.3.3 Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance , etc. and to make acquisition**

**decisions. If yes, give details including the composition and functioning of library committee.**

- The library committee constitutes principal, librarian and representatives from the staff. The committee periodically chalks out the issues related to adequate access and relevance
- The following are the members of the library committee for the year 2014 .

Librarian: Mr.Rajashekar K.S.

Staff: Mrs. Mini K.J lecturer.

The objectives and functions of the library committee are to ensure the maintenance of the library with respect to the infrastructure and learning resources.

- The committee also assesses the needs of staff and students as per the changing and updated curriculum of various subjects and recommends to the principal/ librarian, the types of book to be purchased to the library.
- Students and faculty give their suggestion about the need based reading material. The members of the committee along with the head of the institution and the opinion and suggestion taken from the staff make decisions to purchase material for the library.

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

- Computerization of the college library is under the process

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

- The institution library has one computer with internet facility.
- The B.Ed. students are provided with internet facility.

**4.3.6 Does the institution make use of INFLIBNET, DELNET, IUC facilities library hours .? if yes, give details**

- **INFLIBNET** is under process.

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

- The library can be accessed on all working days, except on Sunday's and public holidays.
- Every day the library is open from 9 a.m. to 5 p.m. on Saturdays from 9 a.m. to 2 p.m.
- When required the library is kept open on holidays.

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

- The lists of the new arrivals are displayed on the library notice board with all relevant details.
- For a period of two weeks the new arrivals are displayed in a cupboard so that the staff and students familiarize themselves with the new books.
- The librarian takes personal interest and verbally conveys the message to staff and students about the new arrivals.

**4.3.9 Does the institution's library have a book bank? If yes, how is the book bank facility extended to the students?**

- Yes, the institution library has the book bank facility.
- Every Student of B.Ed is given a minimum of 2-3 books based on their preference.
- The students are allowed to keep the books from book bank issued to them, throughout the academic year.

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

Nil

**4.4 ICT as a Learning Resources**

1. Give details of ICT facilities available in the institution (Computer Lab, Hardware, Software, Internet Connectivity, access, audio

**visual, other media and materials) and how the institution ensures the optimum use of the facility.**

The Following are the ICT facilities available in the institution .

- Well equipped computer laboratory and internet facility for computer practical.
- LCD Projectors are in use for academic and co-curricular activities.
- DVD Players, LED TV are used for the teaching learning process

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

- There is a provision in the curriculum for imparting computer skills to all students. From the year 2011-12, Mangalore University introduced Computer Education as a compulsory subject for B.Ed course.
- Under Edn.4, computer is taught as a compulsory paper for all.
  - Here different skills are taught.
  - Preparation of worksheets and other assignments
  - Browsing useful information for the preparation of lessons and assignments.
  - Training in creation and use of e-mail IDs.
  - preparation of power point presentations.
- Students are also assisted to browse useful information from the various websites in preparation of power point presentations seminar and lesson plans.

**3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in the curriculum transactional process?**

- The knowledge of ICT is significant in its use in practical situations in the teaching learning process.
- The teaching faculty and teacher trainees make use of the internet for advanced knowledge and update information.
- Online browsing of information through INFLIBNET is a special feature of quick access of information.

- They make use of ICT in the preparation and execution of lessons, seminars, assignments and any other related work.

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

- The teacher trainees browse the internet and get adequate and up to date information to enrich their teaching content and identify suitable and relevant teaching learning activities to prepare well for the practice teaching and practical exam lessons.
- The teacher trainees are given training to browse the internet using appropriate keywords (keyword searching)
- This provision makes the application and the use of technology a must for every teacher trainee. Thus, using technology in the curricular transaction is a prominent aspect in the institution.
- The teacher trainees prepare relevant teaching aids during their practice teaching

**4.5 Other facilities**

**1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others, for eg. Serve as information technology resources in education to the institution (Beyond the program) to other institutions and the community?**

Nil.

**2. What are the various audio visual facilities/materials(CD'S, 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 learning materials are used for learning and during practice teaching by the B.Ed teacher trainees.
- CDs are used for cultural programmes.
- MP3, DVD Players and the tape recorder are also used in methodology classes to conduct listening activities .
- The science laboratory is used to practice science experiments before they are demonstrated in the real classroom situation.

- The students are trained to prepare and use educational CDs.
- The teacher educators use the audio- visual facilities in their class and this indirectly encourages the students to use the same. They are also used by the students to enhance their knowledge in their respective subjects.
- **What are the various general and method laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**
- The following are the general laboratories available with the institution:
  - Computer Lab
  - Psychology Lab
  - Educational Technology room
  - Science Lab (separate for both physics and Biology )
- The facilities for following labs have been enhanced
  - ✓ The educational technology room has a LCD TV with DVD Player.
  - ✓ More equipments are purchased based on the need of the Secondary school curriculum. Stock checking of the apparatus is done at the end of academic year. The science faculty and the Science students see to the cleanliness and maintenance of the apparatus and stock taking of the science lab.
  - ✓ The psychology Laboratory is well equipped with adequate tests and equipments for experiments and research and maintenance is ensured.
  - ✓ Stock registers of all the infrastructure facility are maintained and are scrutinized by the Principal and inspecting authorities.
- 4. Give details on the facilities like multipurpose hall, workshops, music and sports, transports etc., available with the institution.**
- The conference cum lecture Hall is used for seminars, workshops, conferences, co-curricular activities and any other major or minor

occasions based on the need. Demonstration of lessons, team teaching sessions, group activities, competitions are held in this hall.

- The meeting room is available to conduct the meeting of the Governing body and staff meeting.
- A well built playground is there for all the physical and health education activities and for organizing the sports day activities.

**5. Are the classrooms equipped with the use of latest technologies for teaching? If Yes, give details. If no, indicate the institution's future plans to modernize the class rooms.**

- In a lecture hall of the B.Ed. course computer with LCD projector is installed for the purpose of project exhibition when it requires .
- LCD projectors and LED TV are available in the educational technology room.

## **4.5 Best Practice in Infrastructure and Learning Resources**

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

- The major responsibility of our institution is to shift our focus from knowledge concentrated curricula to competency building of learners through suitable and fitting learning provisions.
- The institution focuses on the right priorities and responsibilities especially with reference to teaching and learning as their primary mission. For this purpose, the faculty uses technology for teaching and to provide conducive learning environment.
- Learning with the help of these supportive learning resources is an advanced skill in today's contemporary society. This is being practiced in the institution during the teaching learning interaction/process.



- Keeping in mind the diverse needs of the society and the role of teachers educators, for the purpose of curriculum transaction, teacher educators access to the material from the internet, attend seminars, workshops, present papers, conduct workshops, make a study of the journals, periodicals, encyclopedias to grow in their knowledge base and competencies. They utilize the same in the development of the curriculum, classroom transactions, academic consultancy and dissemination of the same in various ways.

**2. List innovative practice related to the use of ICT which contributed to quality enhancement.**

- More Provision to access the internet has contributed to prepare better teaching learning material both for the staff and students. Internet facility has promoted research quality. It has helped to improve the quality of education.
- All the students of B.Ed courses are taught to use Microsoft Office tools such as MS word, MS Excel, MS Power Point for the academic purpose. They have developed and used instructional aids with the help of ICT for the regular classroom transaction.

**3. What innovations/Best Practices in “infrastructure and Learning Resources are in Vogue or adopted/adapted by the institution?**

Nil

**Additional information to be provided by institutions opting for Re- Accreditation/Re - Assessment/Cycle-3**

# **Criterion V: Student Support and Progression**

## **Criterion V: Student Support and Progression**

### **5.1 Student Progression**

**5.1.1 How does the institution assess 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' pre-requisite knowledge and skill to advance) to completion?**

**The mechanism followed for assessing the preparedness of the students at the commencement of the programme is:**

- **Orientation Programme:** An orientation programme is initially conducted by the Principal at the commencement of the B.Ed. Course. All the staff members introduce themselves to the students followed by students individually introduce themselves to their companions and staff members. During their self introduction they are asked to share about their talents and leadership qualities, their

previous experience, exposure etc if any. This would help the staff members to provide them opportunities to organize programmes at the later stage.

- **Befriending Days:** The first days are befriending days, where the staff members try to befriend the students and learn them well, by knowing their strengths, limitations and challenges they face.

**The mechanism followed to ensure the development of appropriate academic and professional enhancement is as follows:**

- **The role of Principal:** The Principal meets the students individually in the Office Room after class. During the Morning Assembly and also during the class she gives them suggestions and feedback in order to help the students to get adjusted with the College environment and also with the course activities. As soon as the Principal gets the information regarding students facing any personal problems, academic problems and adjustment problems, she meets them and gives guidance, thus to ensure students progress. The Principal also gives the feedback to the staff members based on their responsibility related to students progress and provides suggestions for improvement.
- **The role of the Staff Members:** The staff members help the students at any time of their difficulty. They motivate them to take up responsibilities and also to face the challenges regarding teaching profession. Time table is prepared in the College in a such way so as to ensure that the students receive appropriate academic and professional guidance. Staff members prepare the students for teaching profession by giving them orientation to Micro teaching through different Micro teaching skills and help them to practice these skills in their Methodology groups and provide necessary guidance in order to improve teaching skills and assess them using the Performa prepared for the purpose.

Staff members train the students by providing demonstration of lessons, by guiding them to observe them and by discussing the same at the end. They are taught to write instructional objectives and lesson plans. Students are allotted to different schools for practice teaching based on their ability. Self-evaluation to be done by the individual students after teaching. They teach them different techniques and active learning strategies based on constructivistic approach to teach a particular topic of a subject.

Staff members are allotted to organize different significant activities in the College and to train the students to participate in them. student teachers are divided squad wise for co-curricular activities such as celebration of Women's Day, youth day etc. The staff members also see that students develop the leadership qualities and self-confidence among them through their participation in various activities such as College Inaugural, talents day, Ganesha chathurti festival, Krishnashtami and give them the opportunity to organize the programme, to do the master of ceremony, welcoming the guests and to propose vote of thanks.

Apart from this, student teachers are also divided for different activities such as WWC, SUPW, Citizenship Training Camp, field trip/tour. This develops among them life skills such a leadership qualities, helping nature, thinking, reasoning, self-confidence, inter personal skills, time and stress management, communication skills, decision making etc., Opportunities are provided for the students to participate in the co-curricular activities within and outside the College academic activities and participate in different competitions such as rangoli, flower arrangement, cook without fire, essay writing, dramatization, quiz competition etc, thus to promote all round development in them. Hence the faculty makes sure that students receive appropriate academic and professional advice and suggest measures for improvement.

- **Role of the student Council:** When the students are familiar with the Course and the College Environment, election of the cabinet members is held. The Principal explains the procedure of the election, and orients them regarding their responsibilities in the College, and then the elections are held. Student Council takes up

their responsibilities and ensures development in various areas. The Principal co-ordinates the activities of the student council

- **Club Activities:** The faculty members conduct the election, of the office bearers of various clubs, and associations such as Science Club, literary club and Human Right Cell, Anti-Womens' Harassment Cell and plan the activities for the year. Each subject teacher acts as staff advisor and coordinates the activities of the club. The staff ensures that students receive proper academic and professional guidance through various activities.
  
- **Formation is given through Assembly and through co-curricular activities:** Morning Assembly is conducted every day in the College in a unique way. assembly is conducted squad wise. The Principal and the staff members demonstrate to the students how to conduct the Assembly; followed by students conducting the assembly. Vandematharam, dwajgeeth, Nadageethe and national anthem is sung by the students in the assembly. Through the assembly students develop creativity, self-initiative and self-confidence. The assembly also helps towards formation of teacher personality and develops in them leadership qualities. The pattern of the Assembly is as follows:
  - Silent prayer
  - General prayer
  - Squad report
  - Vande matharam
  - Flag hoisting(mon,wed,fri)
  - Naadageethe (tue,thur,sat)
  - Dwajgeeth
  - Reading of Sloka with its meaning
  - Panchanga Patana
  - Thought for the day
  - Reading of the current events
  - National Anthem

- **the role of the method teachers:** Role of the Method teacher is very significant. Beginning from the Micro teaching skill, macro lessons, and innovative lessons are systematically taught by giving the demonstration of each lesson. Method teachers teach Content based Instructional Material and Methodology of teaching the particular subjects. They teach them different appropriate techniques and active learning strategies to teach a particular subject. They use audio-visual aids, activity aids, projected aids and teach them through multimedia presentation.

Students are trained to write instructional objectives for the lesson and workshop are organized in the classroom by each method master on lesson plan writing, unit plan writing, preparation of unit test and test material. They are taught to observe the lessons, to give feedback, write the observation of the lessons and also to do their self-evaluation. Hence the method masters make sure that the students receive appropriate academic and professional advice and suggest measures for improvement. Students are taught to maintain observation diary during teaching practice thus to develop personal and professional competencies.

Library reference skills are taught to them during library hours hence they prepare their lessons as well as assignments well, Students are taught how to prepare and present the seminar papers, team teaching and peer teaching.

These are some of the strategies that help the progress of the students for the effective completion of the course.

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

**College environment incidentally and deliberately promotes motivation and ensures satisfaction and development in number of ways.**

- **The role of the Management:** The management always supports all the activities of the College and ensures academic excellence. The facilities provided by the

management help the students to bring out good performance. It provides adequate infra-structure, good building with all the requirements, furniture, recent and good books to the library, Computers which help the students in their development and excel in the academic achievement. This good atmosphere in the College influences the students positively. Management sees to the repairs, furnishing and maintenance of the building. The management also sees to the upliftment of poor and needy students by providing them all the facilities and Concessions.

- **The Principal's Leadership Role:** The Principal plays a pivotal role in motivating the students. The empathetic approach and compassionate interaction style of the Principal encourages the students to share their troubles and problems with her. The Principal meets each student teacher individually and identifies the strengths and weaknesses of them. Whenever the Principal meets the students they are encouraged to bring out the best in themselves.
- **The faculty's Role:** The faculty members play a great role in encouraging the students to perform in a better manner. Rapport is built up between the faculty and students to interact freely with them on academic matters. They motivate them to take up responsibilities and also to face the challenges regarding teaching profession. They teach them different techniques and active learning strategies to teach a particular subject. The staff members also see that students develop the leadership qualities and self-confidence among them through their participation and involvement in various activities. Hence the faculty makes sure that students receive appropriate academic and professional guidance and suggest measures for improvement.



- **Integral personality Development Programmes:** The institution provides an effective and conducive environment to the prospective teachers for the effective learning and overall development including academic, physical, social, moral, cultural and spiritual aspects of personality. Multifaceted programmes are organized in the College through the methodology and club activities to bring about Integral personality Development of the students.
- **Spiritual Orientation** Students take turns to prepare and present the sloka, panchangapatana, thought for the day. College provides clean and calm atmosphere required for academics, concentration. Hence they develop faith in God, belief in themselves, concern for others and a homely atmosphere.
- **Feedback Mechanism** is applied for all college activities. Feedback on the teaching practice (academic) as well as on their behaviour is collected from observation and feedback by peers, and supervisors. Students are asked to maintain observation and supervisors diary during teaching practice. Evaluation is done after every activity and feedback is taken from the students and they are asked to write the report. College provides periodical activities, demonstration lessons to improve their teaching performance. It enables them to sustain their interest and use variety of teaching learning techniques. Hence the faculty members make sure that students receive appropriate academic and professional advice and suggest measures for improvement.
- **Planning of the course** Time table is prepared in such a way that it makes provision for training the students for micro teaching, writing instructional objectives, lesson plans, demonstration lessons. Through the demonstration of the

lessons teaching skills are taught to the students in phases. Workshops are conducted for the preparation of unit plan, preparation of unit test, test material, models of teaching, and motivation is inculcated in them. College also encourages them to make use of Computer Multimedia to make their lessons effective and creative. Periodical activities are conducted and continuous assessment is done to sustain their interest and enable them to use variety of teaching learning techniques and active learning strategies. Staff has been conducting tutorials for those students who are weak in studies and motivate them to do better.

College conducts two Internal Assessment tests, practical Examination in teaching methodology, and the final theory examination. Revision is done before the tests/exam and after they receive their valued answer sheets, feedback is given to improve their performance. At the end of the year feedback in all the subjects of each student is collected orally as well as in writing. Hence the faculty makes sure that students receive appropriate academic and professional guidance and support and suggest measures for improvement.

### **Performance Improvement programmes**

- **Improvement of teaching skills:** Micro teaching sessions, demonstration lessons, peer teaching and innovative lessons on models of teaching are organized to attain and improve various teaching skills. Proper feedback is given by teacher educators as and when needed.
- **Improvement of teacher behavior:** Students are encouraged to teach their peers before going for the teaching practice and get enough guidance simulated situations are provided to them. Proper feedback and guidance are given at the time of practice teaching to improve teacher behavior.

- **Improvement in theoretical achievement:** Institution adopts diverse teaching learning strategies to cater to the needs of slow, average and gifted students. Remedial programmes are organized to improve achievement of the student teachers. Daily tutorials are conducted to have a healthy interaction with students which in turn help the student teachers make attitudinal changes, sharpen skills and develop cognitive base of the pedagogy.
- **Improvement in the practical work:** The student teachers are assisted to develop high quality teaching aids for the effective functioning of practical work. Application oriented topics are selected for the practicum which helps in the development of social intelligence and integrity. The student teachers are given training in the use of hardware like LCD, OHP, and Desktops. ICT enabled teaching strategies are adopted during practice teaching and internship.

**5.1.3 Give drop-out rate after admission in the last five years and list possible reasons for the drop-out. Describe (if any) the mechanism adopted by the institution for controlling the drop-out.**

**Drop-out rate admission in the last five years.**

Year	Drop-out rate after admission in the last five years				Reason
	B.Ed		M.Ed		
	Total Admission	Drop out in %age	Total Admission	Drop out in % age	
2009-2010	95	2.10			III- Health
2010-2011	88	2.27			III Health

2011-2012	94	4.25			exchanged in counseling
2012-2013	92	8.37			II health
2013-2014	91	3.30			III health

### **Mechanism adopted by the institution for controlling the drop-out**

- The Principal and the Staff meet the potential dropouts soon after identifying such cases due to apprehensions about their ability to cope with teaching and given personal guidance, take initiative to meet the parents, take their support in encouraging and convincing the student teacher to continue the course.
- Providing group and individual counselling from the beginning of the year and being alert about their feelings and fears;
- Encouraging every student teacher to feel good and do better by taking the feedback with positive statements followed by suggesting what way the skills could be improved during practice-in-teaching and at other times of performance appraisal.
- Providing support materials and sufficient practice in peer groups to develop confidence in order to bring about performance improvement and providing relaxation for submitting assignments by extending the dates in specific cases.
- Providing extra coaching to specific cases in particular during the practice teaching period and other times of stress;

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

##### To compete for Jobs

In order to compete for the jobs following types of assistance are offered in the College. They are:

- **Enhancement of Intellectual Inputs:** Enhancement of intellectual inputs are provided based on following activities: Quality teaching training; Career talks; Visit by professionals; Visit to service Sectors Centre's: Incorporating community resources; Remedial coaching for filling knowledge gaps.
- **Motivation:** Opportunities are provided to realize the dignity of labour and significance of hard work and to maintain enthusiasm and confidence. During career talk staff in charge give the information regarding answering different type of competitive exams, similarly they encourage them to answer NET, SET, KAS, KES, PACS, Banking exams. Students are encouraged to pursue higher. studies.
- **Emotional Support:** Continuous interaction with the students is maintained to empower them emotionally. Co-curricular activities are organized in the College in such a manner so as to maintain emotional balance. Many co-curricular activities and spiritual/value oriented programmes are organised for the development of emotional intelligence.
- **Personality Development:** The institution offers thorough training in developing teacher personality. Various programs as part of social, national and religious celebrations are organized for the student teachers for developing leadership qualities and social intelligence.
- **Computer and Internet:** A basic as well as graded course in computer education is provided by the institution to all student teachers to equip them to use the computers efficiently in schools.

- **Library Facility:** Reference skills are taught to the students and they make use of the library in the mornings, evenings and during their library as well as free period. Students are provided with daily issue, reference books and book bank facilities.
- **Competitions:** To bring out their inner ability and talents students are asked to participate in different competitions such as Essay Writing, Writing Articles. Composing poems, quiz competition, sports meet by the University and other organizations and students have won laurels and obtained cash prizes as well as the certificates.
- **Practice of Innovative Methods of Teaching:** An effort is made by the institution to demonstrate and practice innovative methods of teaching such as Models of Teaching, and may such practical approaches and Active learning strategies are taught to the students specially to incorporate in their lessons during practice teaching and internship.
- **Informal Guidance provided to the students:** The Principal and the staff members provide the student teachers with informal guidance directing them to take up higher studies. Since the B.Ed course ends by October every year, every student is encouraged and guided by the principal to register for a post graduation study of their choice since most of them will join the teaching profession only in next June.

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

- Majority of the students consider teaching as their carrier and are working in various government/unaided/aided/public schools and Colleges on regular/temporary/part time/guest/contract basic. However, more then 80% of them continue their studies while in job. Along with their teaching 20% of our student teachers go for higher studies privately through the distance mode. Only few students study regularly MA/M.Sc/M.Ed in the university.

The following table shows the transfer certificates issued to student teachers from the College for the last five years after the completion of B.Ed.

Year	B.Ed	Higher Studies opted by Students
2009-10	40	MA/ M.sc /MED
2010-11	27	MA/M.sc//MED
2011-12	49	MA/ M.sc/MED
2012-13	30	MA/ M.sc/MED
2013-14	46	MA/M.sc /MED

## **5.2 Student Support**

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

- **Evaluation of the entire course of the past year:** The Principal the staff make year plan before the commencement of the new academic year and extensively evaluates the feedback and suggestions offered by the previous batch of students. In accordance with the suggestions an institutional curriculum framework which helps for the all-round development often student teachers' personality is prepared. On the first day of the institutional planning curricular and co curricular activities of the previous academic year are reviewed and evaluation in view of the vision, mission and objectivities of the college.
- **Development of a Calendar:** As an outcome of the feedback drawn from this exercise summarization is done with highlights in order to incorporate the feedback in the following year's planning and execution of curricular and co curricular activities along with the working out of the Calendar of Events and sharing of responsibilities. The staff members take into account the total number of periods for each subject, the preparation of time table and all the important activities connected with the teacher training post. Individual duties of each staff in organizing co- curricular activities as well as core

subjects to be taught by different staff members is explained by the Principal so that when the course commences everything is kept ready by each staff for the students. Staff members dealing with arts section and the science section discuss different micro teaching skills to be taught to the students. Any changes to be brought in the core subjects as well as in evaluation procedure, preparation of objective based test items and their modification also discussed. Method of writing lessons plans, questions paper pattern, change of syllabus according to the high school syllabus is also discussed and accordingly the staff members plan to keep ready.

- Through the elaborate discussion on various responsibilities are shared among the members of the faculty. The staff members are given various responsibilities like staff secretary, staff editor for the college journal, in charge of tour/field trip, allotting the students for practice in teaching and practical examination, preparation of the time table, for responsibility of documentation, different competitions to be organized and activities SUPW in charge of different clubs etc.,
- The schedule for practice in teaching, time for practical exam is scheduled so that the teacher educators can plan and train the student teachers to use appropriate methods and techniques of teaching. Based on the decisions taken the rest of the curricular and co-curricular activities are finalized and the college calendar is prepared accordingly. The feedback is taken from the staff, previous batch of student teachers, and suitable suggestions from them too are incorporated in organizing curricular activities.
- The Principal and the staff as a team choose the most appropriate co-curricular activities such as celebration of Human Rights Day, Women's Day, Environment Day, Independence Day, Dr.Ambedkar Jayanthi, and incorporate them in the academic calendar at the beginning of the year. Each of these activities is planned by an individual staff and the programme is witnessed by all the staff and students. Every activity is evaluated immediately after its completion at a staff meeting and the need for changes is considered for the following year.



- In order to motivate the students and to give them ample opportunities for growth, efforts are made by the institution to conduct various competitions. A set of competitions are chosen at the beginning of the year through Talents Day such as the Culture Depiction, Bhaava Geethe, Drama Character Portrayal, Rangoli, flower arrangement, Essay writing, Poetry writing, College sports Competition etc., One of the staff members is put in charge of each activity.
- **Election of the College Cabinet or student Council:** The student council is democratically selected team representing twelve student teachers. The staff members take up the responsibility of monitoring the activities. Student council formulates the general policy and also takes initiative and assists the staff members to organize the activities of the institution. For major activities student cabinet takes up over all leadership in organizing it.
- **Subject wise planning:** Each faculty member plans the activities of the respective subjects as well as an optional class ahead of the commencement of the academic year, conducts a discussion with the senior teachers and then with the students and finalizes the course of action.
- **Planning of the club activities:** Each club has executive committee monitored by the coordinating teacher. The executive committee is democratically selected giving representation to each optional group. A president and a secretary are selected from among the members. The coordinator in charge and the executive committee members conduct a discussion at the commencement of the academic year and action plan is drawn out for the year.
- **Morning Assembly:** Morning assembly is organized every day by students. The followed pattern of the Assembly is as follows: Prayer followed by silent, general prayers, song, Thought for the day, Reading the current events from the news Paper, Flag song on Mondays, Wednesday & Friday days. Naada Geethe. The principal

judiciously uses the occasion to give awareness about the activities that would commence in the near future.

- **Notices:** There are situations where the students need to be informed about the details of the programmes of the college. The Principal gives short notices briefing the forth coming event during the assembly. Principal appreciates students/ performance at various occasions and situations and provides them suggestions where they need to improve and how to improve academically and professionally by practicing self discipline and time management. Students are motivated to do their responsibilities in an effective manner. Through the assembly students develop among themselves creativity, self-initiative and self-confidence. The assembly also helps them to develop leadership qualities.
- **Notice Boards:** The notice boards are used to display the future course of action. Bulletin boards for each method are maintained and each student creatively displays innovative ideas of the subjects.

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

NIL

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

No, will be started soon.

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

The Institution supports and enhances the effectiveness of the faculty in teaching and mentoring the students by making the following provisions.

**Encouragement in faculty development programme:** Facilities and opportunities are provided to the faculty members to grow professionally.

- The institution Encourages and motivates the faculty members to participate and present papers in Local, State, National and International conferences, workshops and seminars.
- Encourages them to do the publication of their articles in the renowned journals.
- Provides a Resourceful Library and staff are granted special permission to take home a sizeable number of books for reference, in fact as their need demands, which helps in preparing for teaching research activities and to provide consultancy.
- Provides access to the Science / Psychology Laboratory Equipment, Materials and tests, in order to enable the teachers to try out experiments and tests and then use them for classroom teaching and learning.
- Provides opportunity for academic sharing with experts and manages the financial expenses by inviting Resource persons from various disciplines and organizing seminars, workshops and training programmes.

**Creative administrative system with decentralization of power:**

The administrative system of the College is very effective in utilizing the human resource input. Each member of the faculty is assigned with the responsibility of clubs, associations, cells and other miscellaneous responsibilities. Each one is accountable to the management and Principal for the performance of the assigned duties.

- **Students tour:** The institution organizes 3-5 days tour programme for the students annually and staff members and non-teaching, staff accompany the group.

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

Yes, [www.sarvodayaeducation.org](http://www.sarvodayaeducation.org) is the website of the College. The website is frequently updated. The website contains the following information:

- Academic Programmes
- Home Page – about us, Faculty, Facilities, Contact us.
- About us– History of the College, vision, Mission and Goals,

- Faculty – B.Ed
- History – Affiliation.
- Facility – Computer Centre, Internet, Library, Sports, Technology lab.

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

Yes, the Institution has a remedial programme for academically low achievers. At the initial stage, diagnosis is done to identify the low achievers in the following ways:

- Based on General observation by the staff.
- Based on initial tests and assignments, through formative and summative evaluation and periodic evaluation which covers the (content mastery, transaction of the content, language fluency, tone and voice, confidence, control of emotions etc.,)

Based on the results of the above diagnosis the remedial programmes are planned:

- a. Continuation of micro teaching cycles for those weak in teaching skills and with low self confidence.
  - b. Peer Pairing up the students and enabling them to learn from one another.
  - c. Staff members make themselves available to meet the low achievers and provide tutorial/practice/guidance to the students usually before and after class hours.
  - d. Planning and organizing need based enrichment programmes such as
    - Guided Library hours.
    - Additional turns for conducting morning assembly and news presentation
    - Giving Assignments according to their interest and Aptitude.
    - Giving additional tests and assignments to students who perform very low in the previous tests and assignments. Based on the analysis remedial programmes are conducted in order to equip them for practical exam and final theory examinations
- **Subject-wise Guidance:** The faculty members at first make an analysis of the performance of the students in their respective classes.

Members of the faculty adopt separate measures to help the students individually to build the intellectual and personality gaps so that they develop congruent personality.

- Study habits
- Reading skills
- Library reference skills
- Writing skills
- Specific teaching skills
- Using Computer and Internet skills
- Time management skills

#### **5.2.7 What specific teaching strategies are adopted for teaching a) Advanced learners and b) Slow learners.**

- Specific teaching strategies adopted for teaching a) Advanced learners and b) Slow learners are:

##### **a) Advanced Learners:**

- Providing an opportunity to take up innovative and enriching projects and assignments and giving them an opportunity to present them to the entire class using class using variety of techniques.
- Assisting the advanced learners to use innovative and challenging methods of teaching the lessons during practice-in-teaching in schools as well as during Practical Exams.
- Giving them freedom to organize creative and innovative games/competitions in schools in consultation with the heads and teachers of the school.
- Ability based assignment is given.
- Enabling the slow learners to observe good peer demonstrations and learn from them. Opportunities are provided for seminar presentation as part of peer group teaching and team teaching.

##### **b) Slow Learners:**

- Helping them to grow in self-confidence and ensuring accuracy of the content to be taught in schools, opportunities are provided to the student teachers to get individual attention, guidance for lesson

- planning and encouraging them to rehearse the lessons with the help of peers.
- The slow learners are paired up with average/above average learners to perform better.
  - The teacher educators make themselves available after or before class to provide individual guidance and special instruction to the slow learners.
  - Some of the measures taken to help the academically low achievers are also applied to slow learners.
  - Enabling the slow learners to observe good peer demonstrations and learn from them. Opportunities are provided for seminar presentation among the peer group teaching and involved in the team teaching programme.
  - Those who are weak in Micro teaching opportunities are provided to improve the skills.

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

- **Academic guidance services:** All faculty members provide academic guidance services in their own subjects before the Internal assessment tests as well as for the final theory examination. Extra help is provided for the weaker students and revision of the portion and difficult topic is taught again for their sake. Method Masters provide extra guidance for the weaker students in teaching and help them in the lesson planning as well as to rehearse their lessons before they go for practice in teaching to schools.
- **Counselling by faculty members:** All faculty members give guidance and counselling when and where required. All the teaching faculty members offer academic, social and vocational guidance periodically for the successful completion of the courses. When the students face adjustment problems individual guidance and counselling is offered.
- **Guidance and counselling optional paper:** Guidance and counselling techniques are taught to the student teachers and simple

techniques are explained how to give Academic Guidance and Counselling to other children in the school. They are taken to some counselling centres to give exposure regarding skills of counselling students.

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

Grievance redressal cell is established in the College. Its purpose and functions are explained to the students. The students are asked to put forward their grievances. The suggestion boxes are left in the library to collect grievances. Students are asked to address their complaints to the Principal who then passes them on to the staff council. Serious issues are discussed in the staff meetings and the rest are sorted out in an informal manner. Students feedback about teachers and teaching is collected regularly and communicated to the staff concern. It has become the basis for quality improvement.

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

- The progress of the candidates at different stages of the programmes is monitored continuously through constant observation and timely advice given as per requirements. The curriculum is transacted in such a way that the students develop cognitive, affective, psychomotor and creative domains.

The following are monitoring and advising procedures for Intellectual and academic domain:

- Supervision and seeing to the overall performance and proper channelizing by the Principal.
- Daily classroom observation by the subject teachers.
- Assessing the Internal assessment tests, seminars and discussions, peer teaching and team teaching, assignments, practicum and final theory examinations.
- Opportunities to participate in co-curricular activities are provided and leadership qualities are assessed and suggestions are given. After every activity the personal reflection and feedback is collected from the students.



- The periodical guidance and suggestions are given as per the monitoring system as said above. Apart from this academic aspect of the course, every student is assessed in details.
- The student teachers in this course usually pass through several stages of gradual progression as indicated below and the staff members monitor the progress of every student at these stages.
  - Micro teaching stage
  - Practice teaching stage
  - Innovative teaching stage
  - After every internal assessment test etc.

The institution ensures the students competency to begin practice teaching in the following ways:

- Through micro teaching cycle the mastery of essential skills is ensured through the repetition of the practice. The skills to be mastered are identified separately for different subjects. To integrate all the skills practiced. Demonstrations of lessons are arranged.
- Through individual lesson plan guidance for writing and revising the lesson plans their performance is monitored and provided extra help for the weaker students. Subject teachers ensure that content mastery is done by the student teachers thoroughly and encouraged to use library and facilities in order to enrich their lesson plans as well as their daily class notes.
- Through guidance to use the equipment/materials of science/mathematics laboratory for classroom activities and content transactions.
- The progress is also monitored by giving regular theory tests and assignments. The marks scored by the student teachers help in getting timely advice and attempting for improved performance.
- Through the participation in co-curricular activities such as SUPW, WWC, CTC, CCA, field trip/tour and the Celebration of krishnashtami, College Inaugural, Women's Day, Science Club, literary club and Human Rights Club activities and Environment Day they are given the opportunity to work in a group and to organize the



- programme, to do the master of ceremony, Welcoming the guest and proposing vote of thanks.
- With this they develop among themselves leadership qualities, helping nature, thinking, reasoning, self-confidence, inter personal skills, time and stress management, communication skills, decision making. Through all the above activities leadership qualities are assessed and suggestions are given.
  - **Spiritual Intelligence Empowerment Programmes:** The institution organizes following programmes for value inculcation and spiritual intelligence empowerment:
    - Invited talks
    - By the seers
    - Morning Assembly –reading of sloka, panchangapatna, Thought for the day
    - Field visits to less fortunate and socially/economically deprived.
  - **Student recreation** the institution has various facilities for student's recreation like.
    - Provision for indoor games
    - Provision for outdoor games
    - Sports day celebration

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

##### Pre-practice preparation

- **Micro teaching sessions:** Orientation on microteaching is organized for all the students, followed by theory and demonstration of each skill is given by the method masters. Demonstration of the skill is observed by the students. After which the students practice at least six selected skills in different methodology using microteaching cycle. Students practice microteaching lessons among the peer group in each methodology are supervised. Through micro teaching cycle the mastery of essential skills is ensured, through the repetition of the

practice. The skills to be mastered are identified separately for different subjects. To integrate all the skills practiced, four to five demonstration lessons are arranged.

- **Demonstration of lessons:** The students are given opportunities to observe demonstration of lessons by subject teachers and experienced teachers. The demonstrators of lessons also give a model lesson plan on their lesson.
- **Analysis of the Demonstration lessons:** During this stage of demonstration lessons are discussed and analysed followed by suggestions for improvement to help them to prepare the lesson plans well and also help them to observe the lessons in a systematic and effective way and to record the observation. Through this they learn to identify the stages of the lesson and it helps them to plan for the actual classroom teaching.
- **Methodological theory:** The various methods and approaches with their advantages and limitations, techniques and active learning strategies are introduced to the students. They are first demonstrated by the Method Masters.
- **Pedagogical Theory:** The various pedagogical aspects of the content, specific approaches and learning input that suit the content also are discussed and preparation of content analysis for the particular topic is explained to students and they are asked to prepare for their topic. This helps them to write the instructional objectives in an appropriate manner and to prepare to write the lesson plans.
- **Lesson planning:** The theory of the activity based/ constructivist approach to lesson planning is explained to the students in detail. Selection of the content for the particular topic, writing of the general objectives with their specifications, development of the lesson and evaluation strategies are identified and listed at this stage.

- **Preparation of lesson plans:** During the preparation of the lesson plans the method masters guide the students and go through the lesson plans prepared by each student individually and give suggestions to modify and prepare a better one.
- Hence the training is given in the form of workshops to develop micro teaching skills, macro teaching-writing of instructional objectives and lesson planning. The practice of micro teaching, macro teaching among the peers equips the student teachers for actual practice teaching.

### **Practice teaching and follow-up support in the field:**

- **Support of heads of the schools is ensured:** The Principal requests all the heads/representatives of the practice teaching schools to ensure smooth functioning of the practice teaching and discusses among them the requirements of the practice teaching in teacher education curriculum. She communicates to them all the probable difficulties the student teachers would face and asks them to provide necessary guidance to the student teachers during teaching practice.
- **Orientation:** The principal and the faculty members give proper directions and guidance to the student teachers before the commencement of the practice teaching.
- **Practice teaching:** The students are supposed to teach twenty four lessons during practice teaching in two methodology subjects. They also teach physical education to the students.
- **Monitoring and supervision:** The smooth and effective functioning of the practice teaching is ensured by the regular visits of the faculty to practicing schools. During the visit, teacher educators meet the heads of the schools and concerned subject teachers for getting feedback of classes taken by student teachers. There are provisions to observe subject teacher's lessons as well as peer observation and to document in the respective observation record and also to provide feedback by the student teachers. Supervision of the lesson is done by the college supervisors and the school teachers and provision is made

to write the positive comments and suggestions for improvement in the supervisor's diary.

- Observation record is submitted to method teachers

### **5.3 Student Activities**

#### **5.3.1 Does the institution have an Alumni association? If yes, (i) List the current office bearers.**

Yes, the institution has an Alumni Association. Our Alumnae Association continues to strive to provide a link between the Alma mater and her past students, with a view to sustaining a sense of belonging.

#### **➤ Current Office bearers**

President-Smt.Vasanthi.Virajpet

Secretary- Mr.Charles D'Souza, Virajpet.

Deputy Secretary-Smt.Neethakumari,Murnad.

Treasurer-Smt.Vani M, Virajpet.

Executive Members:Smt Mini.K.J, Smt Sujatha, Smt Arathi, Mr. Chetan Chinnappa, Mr. Vinod.

#### **➤ Year of the last election- 2014**

#### **➤ Alumni Association Activities of last 2 years**

Alumni activities are as follows: Sports Meet, Talent display by the alumni, Folk art display.

#### **➤ Top Nine alumni occupying prominent position**

1. Smt.Bhagyalaxmi Director, SSA, Madikeri.
2. Smt Arathi Director, Kshema Foundation, TATA Group, Polibetta.
3. Smt.Kaveri Vice President
4. Smt.Vanitha Vice principal, Kodagu Vidyalaya.
5. Dr.Somashekar Professor, RIE,Mysore,
6. Dr.Kavyakishore Professor,R.V College,Bangaluru.

7. Dr,Dinesh Chandra, Principal, Vivekananda College of Education, Puttur.
8. Mr.Charles D’Souza,Lecturer, Junior college Virajpet .
9. Mr. Benny Joseph, Best Teacher Awardee, Virajpet.

➤ **Contribution of alumni to the growth and development of the institution**

- We have not yet received any monetary contribution but their constant support and encouragement has helped in the growth and development of the institute. But we are getting moral support by them’

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

The institution encourages students to participate as well as provides opportunity to participate in extracurricular activities including sports and games and to take leadership to organize the competitions under the guidance of the staff in the following manner:

- The students are grouped, so as to get a sure opportunity to take part in the celebration of National/Cultural/Social days of significance. Sports day is an annual feature where the students are encouraged to take part in the activities in which they are interested and win prizes. Two week preparation and training to participate in Sports events prior to the Sports Day is organized.
- The institution develops the leadership qualities of the students through their participation and involvement in various institutional activities such as Celebration on the occasion of College Inaugural, Women’s Day, Environment Day and Founders Day by giving them the opportunity to organize the programme. Thus College encourages the students by presenting them prizes, medals and certificates for those students excelling in curricular and co-curricular activities.
- College organizes number of activities such as WWC, SUPW activities, sports and games, educational tour, field trips, citizenship

training camp, rangoli and flower arrangement competitions, culture depiction competition, essay writing, college competition, drama character portrayal etc., and encourages every student teacher to participate actively in all the activities. Hence College maintains the balance between curricular and co-curricular activities, spacing co-curricular activities throughout the academic year and thus to sustain their motivation and not to cause stress to students.

- Club activities such as Science Club, literary club ,Anti-Women's harassment Cell and Human Rights Cell are conducted regularly and students actively participate in them. The staff members encourage the students to take part in club activities. The office bearers are elected from among the members of the club, the activities are planned, executed, reported and evaluated.

### **5.3.3 How does the institution involve and encourage students to public materials like catalogues, wall magazine, college magazine and other material. List the major publications/materials brought out by the students during the previous academic session.**

The institution involves and encourages students to publish materials like bulletin board display, wall magazine, college magazine and other material in following ways:

- **Bulletin Board display:** Students are trained to have bulletin board display in all the methodology classes and exhibit their talents by displaying the neat, creative and innovative bulletin boards. It also provides opportunity to every student to display subject related bulletin work on the bulletin board.
- Encouraging students and providing an opportunity to present and maintain a wall magazine in different clubs related to environment, human rights, languages, social science, science and mathematics etc.,

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

- Yes, the institution has a student council. The student council is formulated in the beginning of the academic year through election.
- The Student Council consists of college pupil leader, Deputy leader and different Ministers for Food, receptions, Culture, Health ,labour,

transport, finance and sports.. Students also select president, secretary, treasurer for the different clubs.

**Major activities include:**

1. Coordinating with the students and staff to take leadership in organizing curricular activities such as seminars, workshops and co-curricular activities of the college such as interschool singing competition, quiz competition, debates, preparing working models in science competition, seminar presentation, essay writing, organizing sports meet and College tour/field trips.
2. Coordinating with faculty to celebrate national days like Independence Day, Dr.Ambedkar Jayanthi, Teacher's Day, Women's Day and the days of significance such as Ganesh Chaturthi, Krishnashatami, College Inauguration, and Environment Day.
3. Taking initiative in maintaining college discipline.
4. Taking initiative in keeping the college premises clean and tidy.
5. Cooperating with the staff in charge of each methodology subject in carrying out different activities and responsibilities.
6. Cooperating and coordinating with the Principal, Teaching Staff, Administrative staff and the students regarding maintenance, administration and development of the College.
7. Coordinating the activities of all clubs cells and associations.
8. Maintaining healthy link between the public and the college.

**5.3.5 Give details of the various bodies and their activities (Academic and**

**Administrative) which have student representation on it.**

The institution has various bodies which have the representation of students for academic, co-curricular and administrative levels. The vision, mission, goal and of the college make provision for the active participation of the students in all the area of the B.Ed teacher training programme.

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



## SARVODAYA COLLEGE OF EDUCATION, VIRAJPET

### DUTIES OF THE MINISTERS AND DEPUTY MINISTERS

1. **Chief Minister & Dy. Chief Minister:** Over all supervisions and responsibility, reception of Chief guests/president of the function, taking guest to the venue of the function, proposing Welcome/Vote of thanks Seating arrangements of the Guests etc., allotting work of different Squads, allotting daily duties to the squads and maintenance of Discipline in class room and College.
2. **Reception Minister & Dy. Reception Minister:** Taking care of Chief guest of the function, receiving the Chief Guest arranging for garlands and refreshment for Chief Guest, Printing and distribution of Invitation, sending report of the function to News papers soon after the function is over.
3. **Finance Minister & Dy. Finance Minister:** Preparation of Budget for the celebration of function, Collection of among from the students and depositing in the College Office, Maintenance of Cash Book ., Preparation of Income and Expenditure Statement, Audit report of the function.
4. **Food Minister & Dy. Food Minister:** Preparation of food budget for the function. Preparation of menu for the function, Purchasing of food provisions, refreshment for the function, Distribution of food/refreshment to the Staff and Expenditure Statement,
5. **Education & cultural & Dy. Edn. & cult, Minister:** Arrangements of Lectures and Cultural Activities, fixing resource persons for Lecture, preparing list of cultural activities and arrangements for practice, conduct of debates, Elocutions, Drama, competition etc.,
6. **Transport Minister & Dy. Transport Minister:** arranging conveyance for Guest of the function if necessary, Arranging Transportation of food materials/refreshments from town to the



College, Fixing buses for Educational excursion, and Shifting the Sick/Injured to Hospital etc.,

7. **Labour Minister & Dy. Labour Minister:** Concerned with Labour service, Arrangement for shifting of things in and out of the College, conduct of Social service work providing of labour squad, seating & Mike Arrangement for the function, Arrangement for Decoration etc
8. **Health Minister & Dy. Health Minister:** concerned with cleanliness of the Class Room and College, Arrangement of Sanitation attending the sick/injured and providing First Aid and Shifting the Sick/Injured to Hospital, Getting Doctor if necessary, providing Drinking water to the class room.

#### 5.4 **Best practices in student support and progression**

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

# **Criterion VI: Governance and Leadership**

## **Criterion VI: Governance and Leadership**

### **6.1 Institutional Vision and Leadership**

#### **6.1.1 What are the institution's stated purpose, vision, mission and**

**values? How are they made known to the various stakeholders?**

**Purpose:-**

- To develop teachers who uphold with the values of universal brother hood and non violence and offer value education to other pupil.
- To equip the teacher trainees to help their progress and prosperity of the locality and backward community by providing quality education.
- To inculcate in the teacher trainees the skill and attitude to serve the community and nation.
- To strengthen the teacher education programme by adopting innovative policies and multi prolonged strategies and practices.

**Values:-**

Diversified students, faculty and an instructional emphasis on preparing educators to work effectively with students' population form diverse economic, cultural, racial and learning backgrounds and abilities. Supportive and collaborative relationships among students, staff and educational programmes with in the college. Instructional emphasis on using technology to improve student teacher outcome.

**Mission:-**

The mission of the college of education is to create a learning environment that fosters discovery and dissemination of knowledge to promote learning equitable access and enhanced learning outcomes for all students through the integration of outstanding teaching and community out reach. The college of education investigates significant issues impacting educational policies, good practice while preparing its students for leadership is excellence within a diverse and changing educational community.

**Vision:-**

“To bring out the best in man by providing value based, need based and Career Oriented Education with secular outlook and to create self related Global Citizens with vibrant personality”

The purpose, vision, mission and values of the institution are made known to the various stake holders through college website, calendar and through various activities conduct in the institution.

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

Yes, Mission includes, this college goals and activities in term of a dreaming the needs of the society, aiming at the following necessary sectors.

- The college is committed to produce socially useful human resources. It is the primary aim of the college and functions for the same.
- Students of Sarvodaya College of Education render community service as a part of curriculum by engage themselves in working with community, Medical check up and Citizenship Training Camp and health Camp. College co-curricular and extra curricular activities have an in-built social service message -respect for diversity, democratic value and so on. College gets its Alumni placed and maintain relation after the completion of the course.
- The parent institution fulfils its educational commitments with the help of the executive council.

**Following are the office bearers of the executive council of sarvodaya educational trust®**

**President -Managing committee** : Smt Suryakumari.  
**Chairman - governing council** : Smt. Shashikala B.V.  
**Secretary- Managing Committee** : Sri. Hariprasad B.S.

**Treasurer- Managing Committee** :Smt. Vasanthi Sharathchandra. The Executive committee monitors and supervises the over all quality and functions of the institution. The institution (LMC) has 5 representatives of the parent institution. These representatives act as the link between their parent institution and the other institution. Through the (LMC) management always accepts the suggestions for the excellence among teaching and non-teaching staff of the institution. Management regularly conducts meetings and monitors the function of the institution. The managing committee secretary is regularly in contact with the principal for procuring information about teaching competence of the faculty. The management works in a democratic manner, decision making is transparent and participatory. The dedication and commitment of the management indeed contributes to the efficiency and excellence of the institution.

**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 Institution was established in the year 1973 in the name Sarvodaya North Coorg Higher Education Society, later it was changed into Sarvodaya Educational Trust ® as a parent institution. It works for the spread of education among the downtrodden, especially for women. The motto of the trust is Satyam- Shivam- Sundaram (meaning- imbibing of true values, good values, and aesthetic values) this is inherent in the purpose, vision and mission of this 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 management and the institution define the responsibilities of their faculty and other staff. The academic responsibilities are defined by the principal in the beginning of the new academic year to the faculty and also at the time of new appointment.

**6.1.5 How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is**

**available for the management to review the activities of the institution?**

The Principal regularly conducts the feedback sessions for various academic activities with the staff and students. With regard to teaching, feedback is obtained from the teacher trainees. The principal also conducts at the end of the term an annual meeting, reviews the opinions of the peer faculty and is collected towards the end of academic year. At the end of every academic year, teacher trainees also fill the feedback sheets that include all aspects of the institution. The collected feedback is reflected upon and used for the quality enhancement.

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

The institution has no barriers in achieving the vision, mission and goals.

**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?**

1. The management promotes and encourages the staff for their professional growth. It permits all staff to participate and attend various orientation and refresher courses, seminars and workshops and also appreciates the achievement in the form of felicitation through the local management committee. The faculty is also felicitated in their annual programme for the achievement and contribution in the field of education
2. Gives full freedom to plan and execute curricular and co-curricular activities.
3. Periodic review and meetings are held to have a glance over the programme.

**6.1.8 Describe the leadership role of the Head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**

The head of the institution charts their outline of syllabus, lesson plans and time table and workload of each staff member

well in advance. Based on their workload, administrative work is allotted. The students utilize the maximum resources available in abundance. The principal as the head of the institution leads the students and staff towards vision. She fulfils the role through constant Consultation and interaction with their staff council, administrative staff. She motivates and inspires the faculty and supports both the staff and the students. She acts as a bridge between management, staff members and students. She conveys their message from the management to the staff members and also motivates, encourages and monitors the faculty members on the effective transaction of the curriculum using the resources available.

Along with the teaching and administrative staff, she prepares systematic plans and executes them regarding utilization of resources for the development of students.

## **6.2 Organizational Arrangements**

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

A list of committees has been constituted by the institution for the management of different academic activities.

1. Admission Committee.
2. Academic Committee.
3. Library Committee.
4. IQAC Committee.
5. Discipline Committee.
7. Extension Activity Committee.
8. Anti Women's Harassment Cell.

The details of the meetings held and decision made by the various committees are given below.

#### **1. Admission Committee:-**

No	Date	Important decisions
1	1-12-2014	Resolved to prescribe the proceedings for the admission of the B.Ed students
2	13-2-2015	Resolve to prepare a selection list, waiting list for B.Ed Students

## 2. Academic Committee:-

No	Date	Important decisions
1	23-1-2015	It is resolved to allot different subjects to different faculty.
2	29/1/2015	It was decided to arrange special lecture for B.Ed Students.
3	7/2/2015	Discussed and resolved to hold seminars and workshops on the pedagogical subjects
4	17-4-2015	Resolved to conduct microteaching in the last week of April
5	3-6-2015	Resolved to conduct demonstration class prior to practice in teaching.
6	8-6-2015	Resolved to conduct practice in teaching from 2 <sup>nd</sup> of June to 20 <sup>th</sup> of July total 40 days excluding all Sundays and general holidays

## 3. Library Committee.

No	Date	Important decisions
1	1/1/2011-12	Resolved to Facilitate <b>SC/ST</b> students to have separate Book Bank under <b>UGC</b> schemes
2	1/2/2011-12	it was decided to purchase books of <b>Rs1,21,692/</b> 1,21,000 <b>Reference</b> and for <b>lending</b> section for the year 2011 for the year ,2012 of <b>Rs1,99, 122</b>
3	1/1/2011-12	Resolved to order for <b>national journals</b> and <b>weekly magazines</b> for this year onwards

## 4. IQAC Committee.

No	Date	Important decisions
1	12/12/14	It was proposed to prepare a calendar of the year in each discipline
2	23/1/2015	It was resolved by the committee to list the activities under different clubs for the year



	2015
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### 5. Discipline Committee.

No	Date	Important decisions
1	23-1-2015	It was decided by the committee to start morning assembly at 9.45 AM
2	29-1-2015	Decided by this committee to form different squads, and each squad to assign different duties <ol style="list-style-type: none"> <li>1. Flag Hoisting</li> <li>2. Dhawaja geet</li> <li>3. Naada geet</li> <li>4. Shloka reading</li> <li>5. Bhagavat geetha reading</li> <li>6. Thought for the day</li> <li>7. News paper reading</li> </ol>

### 6. Co-Curricular Activity Committee.

No	Date	Important decisions
1	23-1-2015	Decided to organise various cultural events and competitions
2	24-1-2015	Decided to celebrate various days of importance Eg:- Celebration of Republic Day Youth day, World Environmental day, International Women's day, Independence Day , Teacher's day and National science day.
3	10/3/15	Decided to conduct school quiz competition for High school students.
4	11/5/2015	Decided to organize CTC on 14/5/2015-16/5/2015 at Morarji Residential School, Panjarpet

### 7. Extention activities committee

No	Date	Important decisions
1	7/5/2015	Decided to organise Election awareness programme to our B.Ed trainees
2	7/7/15	Decided to distribute fruits to the needy as a

		part of WWC activity
3	11/8/2015	It was proposed to conduct population Awareness program on 10/9/2015 at <b>Thitimati Haadi</b> to the rural tribes
4	11/8/2015	It is proposed to organize drawing competition for high school students regarding “population awareness”
4	2/ 9/ 2015	Decided to organize <b>Health camp</b> on 2/10/2015

### 8. Anti Women’s Harassment Cell

No	Date	Important decisions
1	5-3-2015	Decided to form executive committee .
2	7-3-2015	It was decided to install grievance box, and organization of debate competition “ issues related to women contentment”
3	19/9/2015	It was decided to exhibit skit competition on Women Harassment issues and measures

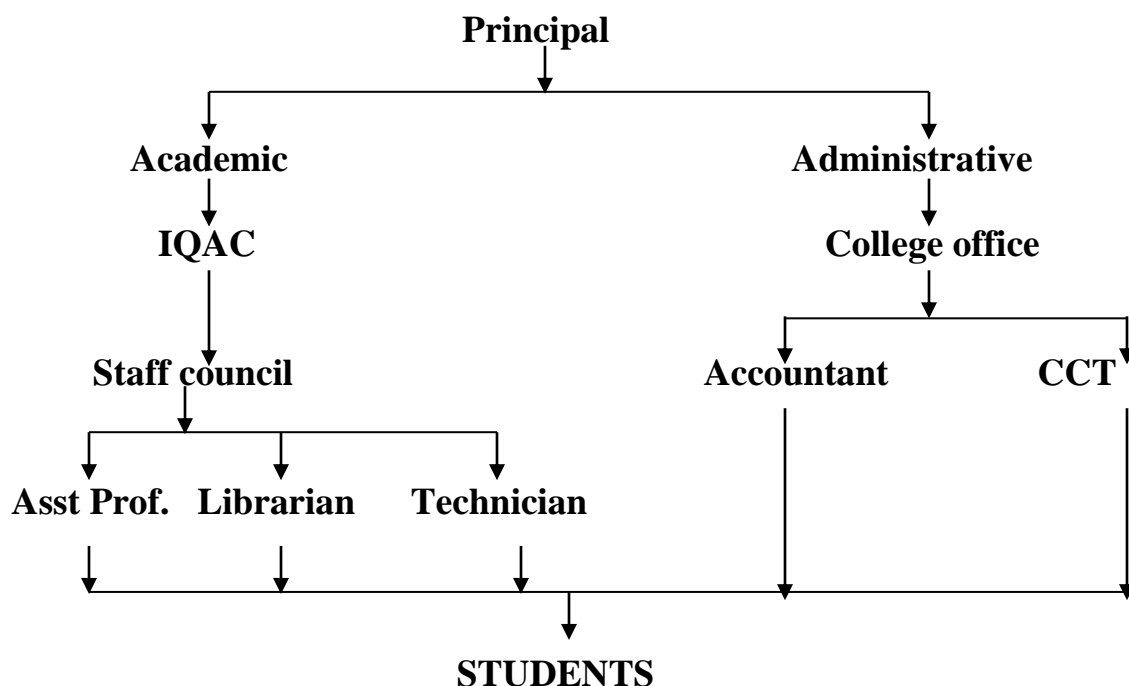
### 6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.

President



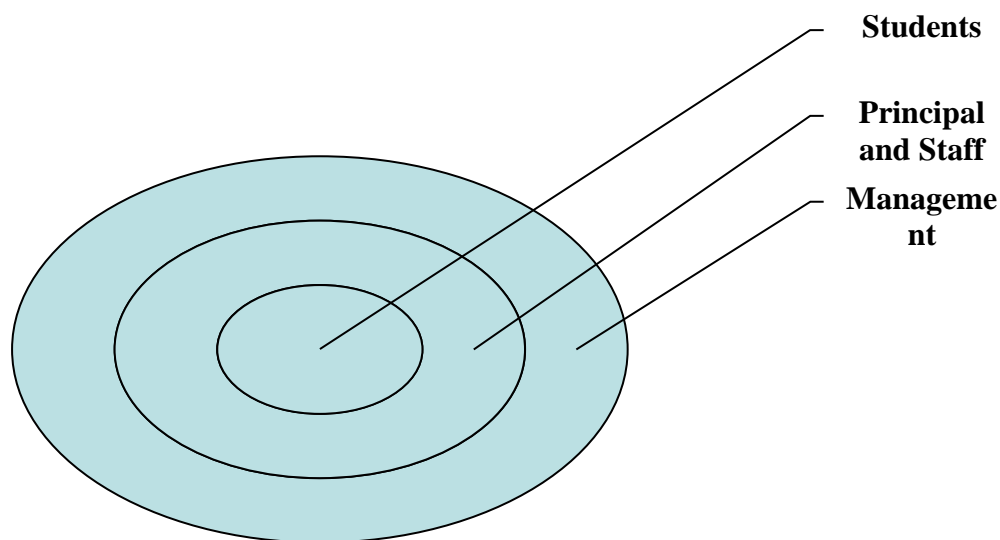
Secretary





Chairman/ president of the college is the Head of the management. The secretary, the principal and the managing members take care of the infrastructure and maintenance. The academic activities are carried out by the secretary and the principal as decided and directed by the university and the state Govt. and dept of collegiate education Mangalore division

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



- Implementation of all academic programmes discussed with faculty.
- Faculty in charge of the various discipline have freedom to choose priorities in procuring departmental needs.
- The academic programmes are organised in consultation with the faculty and general committees.
- The principal provides guidance and leadership.

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

Our college has collaboration with affiliating University (Mangalore University) Teaching practicing schools and other fellow institutions in the region. college makes regular relations and correspondence with all these sections for their success of various educational plans for their improvement of educational provisions and policies in the below mentioned directions.

- Through personal visit and periodic inspections by various departments
- Through postal correspondence
- Through circulars and notices
- By organizing seminars
- By organizing celebration, competition etc

Different competitions are organized by the college for school students. Principal and Teachers are invited as chief guests and judges in different organization of programmes.

**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 college uses the data obtained from feed back to bring improvement in performance. Corrective actions are taken to reform the existing system and bring in improvement and efficiency.

Feedback from the faculty: - All their suggestions and feedback are discussed in the faculty meeting. The feedback is also used for the appointments of the faculty and bringing innovation in teaching.

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

The institution takes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by following ways:

- Equal work distribution.
- Organization of seminars, workshops and other multiple programmes for sharing of knowledge and implementations.
- Participation in national and international seminars and conferences.
- Participation in orientation and refresher programs organized by University for Empowerment.
- Initiatives for faculty members for paper presentation and as well as for taking Minor/Major Research Projects.
- Sharing of experiences and special contribution through staff meeting.

**6.3 Strategy Development and Deployment**

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

The institution has a Management Information System (MIS) in place, to select, collect, align and integrate data and information on academic and administrative aspects. The college had its record of its academic and administrative units such as teaching learning resources, admission, attendance, accounting, correspondence, reporting, examination, preparation and use of teaching learning material. Smart boards and LCD Projectors are installed. Closed Circuit T.V. is in place which helps the Principal, Faculty and students to get linked easily.

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

At the commencement of the academic year the Principal orients the students regarding the vision, mission and objectives/goals of the Institution. The students are then guided to prepare the action plan using value clarification technique. Need based, priority based and discipline based action plan is prepared. To accomplish and sustain this action plan students are given all the help. Spiritual orientation, special emphasis is given to the use of ICT in education. Financial assistance from the management, UGC developmental grant and students' fee is used for this purpose.

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

As per the need and programmes of the institution, it calls the qualified resource persons from the community to organised workshop, seminar and conferences.

**6.3.4 Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?**

At the beginning of the year a staff members are allotted work load by the principal, the general time table every staff

members follows it. School calendar and time table of practicing schools are collected and then prepares programmes of practicing teaching. The feedback given by the school teachers are taken seriously. During practicing in teaching the staff meeting heads and teachers of practicing schools and obtain feedback about the students.

**6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?**

The institution's objectives are also communicated to the stake holders by means of orientation to parents and teachers trainees at the time of admission. The students are made aware of the objectives of the colleges and evaluation of the processes of their efforts to achieve the same is made.

**6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?**

The vision, mission and objectives are taken seriously to implement them. During the staff meeting, and annual evaluation, it will be seen how far we have implemented the vision, mission and objectives of institution.

**6.3.7 How does the institution plan and deploy the new technology?**

- The institution plans to apply latest technology to planning teaching learning and evaluation processes to make them more effective. IQAC, Library committee, plan new technology to be added and put to use in the institution.
- The staff and students make use of T.V. VCD, DVD player and computer for teaching and learning.
- The students are taught to use MS-Office and its applications.
- Internet facility and CD's are used by the staff and students to enrich their teaching/learning

**6.4 Human Resource Management**

**6.4.1 How do you identify the faculty development needs and career progression of the staff?**

The needs of the faculty development are assessed, keeping in view the changes taking place in higher education, changes in school curriculum and changing needs of the society.

The institution is aware of the departmental rules and regulations and new trends in teacher education. To meet these challenges and departmental requirements and needs expressed by the staff regarding the use of technology facilities provided by the college. The staff are given opportunities to attend seminars, workshop and conferences.

**6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

Faculty assessment are made on the basis of self appraisal reports, students and stake holders feedback. From time to time performance assessment in teaching and service of faculty is done through self appraisal method separate performa is prepared for this purpose.

**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)**

- Encouragement participate in seminars, workshops and conferences is given. When our possible the college has paid registration fees to attend workshops and seminars. They are freed form college work to attend programme.
- The college resources such as material, academic and human resources of the college ex. Library, Computers etc. are made available to the faculty to be used for their professional and personal up-gradation.
- Well furnished instructional and other infrastructural facilities are given.
- Conducive and warm environment for work and growth is provided.



**6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

sl. no	Staff Development Programme	Staff members participated	Resource Persons
1	Vocational guidance programme	All the members	Mr. Jagannath
2	Workshop on Ecological Balance	H.R.Girish	Dr.Ganapathi Kushalappa
3	Workshop on Improvisation of apparatus	Smt. Padmalatha	Sri.Kumaraswamy
4	Demonstration lessons in various subjects based on models of teaching	All the Members	Subjects experts
5	Workshop on Personality development	All the Members	Anwasha-NGO Headed by Thirtharam.

Besides the above programme the teacher trainees are trained in following skills.

1. Candle making.
2. Book binding.
3. Phenol preparation.
4. Map drawing.
5. Preparing paper bags and files.

**6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc. )?**

The college recruits faculty members as per the need and requirements of the college keeping in mind the NCTE, UGC and Mangalore University norms. The recruitment policy, salary structure and service conditions of these statutory and regulatory bodies are followed for grant in aid post. The selection is done by the management on merit of candidate as per the requirement of qualification, capability and experience.

**6.4.6 What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).**

For computer course a part instructor is employed to handle programming and project as per the need and requirement of the 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 college make provision for the staff to be involved in the academic activities of other Universities and programmes. The staff members are encourage to take membership for various Professional associations and Journals.

**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).**

Individual rooms with lighting facility and furniture are provided to staff to carry out their work effectively. A separate computer lab with internet facility is set aside for the staff.

**6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

➤ The faculties have the freedom in time of their need.

- The staff meetings provide the opportunity and facility to air out problems and seek suitable solutions.
- The faculty members have the freedom to approach the Principal with their problems.

**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.**

Before finalizing the work load for the each staff the Principal consults the staff concerned regarding their preference, health condition and availability to carry out major responsibilities related to co-curricular activities. Workload includes organising co-curricular activities, Citizenship Training Cam, SUPW activities, Excursion and other works. Major duties of the college are assigned to staff members in rotation.

**6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

Institution of the mechanism to reward and motivate staff members. The mechanism to reward and motivate are as follows.

1. It encourages participation of the staff in the process of major decision making.
2. It promotes the staff to acquire additional qualification and skills.
3. It Motivates to attend professional development programmes such as seminars, conferences and workshops.
4. The management provide human and material resources for the staff in the institution for their effectives functioning in the institution and for their personal and professional growth.

**6.5 Financial Management and Resource Mobilization**

**6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under**

**different heads. If no, give details of the source of revenue and income generated**

Sarvodaya College of Education is a aided institution the financial grant received by the Govt. and UGC is as follows.

Year	Source of the grant	Purpose of the Grant	Amount received
2011-12	UGC	a. General development grant b. Salary Grant Govt.	Nil 27,24,070
2012-13	UGC	a. General development grant b. Salary Grant Govt.	7,20,000 33,54,200
2013-14	UGC	a. General development grant b. Salary Grant Govt.	Nil 42, 81, 188

**6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.**

No resource is mobilized by donations. The college collects developmental fees from students under the management quota as permitted by the Govt. of Karnataka which is used to maintain the building and the infrastructure of the college.

Year	Students admitted Under Management Quota	Development fee collected from each student	Total development fee collected
2011-12	25 - 21	Rs. 5,000/-	1,05,000/-
2012-13	25 - 21	Rs. 5,000/-	1,05,000/-
2013-14	25 - 25	Rs. 5,000/-	1,25,000/-

**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 of the institution is adequate to cover the day-to-day expenses.

**6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future**

**planning, resources allocated during the current year, and excess/deficit)**

The development grant and autonomous grant received from UGC is used very meticulously and systematically to improve the infrastructure facilities and learning resources such as library, psychology laboratory, multimedia laboratory and computer laboratory to fulfill the mission of the institution and to offer quality programmes.

**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).**

Accounts of the management are audited every year by the auditors each and every account is audited.

**6.5.6 Has the institution computerized its finance management systems? If yes, give details.**

The accounting, income tax calculations, and preparation of salary bills are done through computerized system.

## **6.6 Best practices in Governance and Leadership**

**6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?**

Efforts are made to create a conducive teaching learning

environment by following this norms and regulations set up by

various authorities like Management, University HEO, UGC Etc.,

1. Regular academic meetings as well as IQAC meeting are held to have an over view of the academic environment of the institution
2. Suggestions made by any ..... stake holder are implemented simultaneously to provoke work-culture.
3. Our institution is primarily academically oriented and student focused.
4. The team work is encouraged by the institution and the bond created among different personal is thought working together for common vision and goals.

**1. What are the significant best practices in Governance and Leadership carried out by the institution?**

**Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment**

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

# **Criterion VII : Innovative Practices**

## **Criterion VII : Innovative Practices**

**Sarvodaya College of Education has been striving to achieve its Academic  
Proficiency**

## 7.1. Internal quality Assurance System

### 7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes.

Establishment of IQAC: IQAC was established in the year 2014-2015. The committee was constituted under the leadership of the Principal.

**Composition:** The IQAC composition of 2013-2014 is given below:

Sl. No.	Name and Address	Address	Designation	Type of Membership
1.	Smt. Surya Kumari C.G.	President of Sarvodaya Educational Trust, Virajpet,- 571218	President	Permanent Member
2.	Dr. (Smt. Syeeda Shahanavaz	Principal, Sarovodaya College of Education, Virajpet-571 218	Head of the Institution	Chair Person
3.	Dr. (Smt. Vani M.	Lecturer, Sarovodaya College of Education, Virajpet-571 218	Faculty	Member
4.	Mr. Girish H.R.	Lecturer, Sarovodaya College of Education, Virajpet-571 218	Faculty	Member
5.	Mrs. Mini K. J.	Lecturer, Sarovodaya College of Education,	Faculty	Co-coordinator I.Q.A.C.



		Virajpet-571 218		
6.	Mrs. Vasanthi K.	Sarovodaya College of Education, Virajpet-571 218	Alumni	Member
7.	Raja B.R.	Gagan Complex, Panjarpet, Virajpet	External Member	Member
8.	E.M. Abdul Rafeek	Secretary, Islamic Education Society, Virajpet,- 571218	External Member	Member
9.	Mrs. Rani Pamanabha	Administrative Staff, Sarovodaya College of Education, Virajpet-571 218	Administrative Staff	Member
10.	Rajashekar K.S.	Librarian, Sarovodaya College of Education, Virajpet-571 218	Non Teaching Staff	Member
11.	B.Ed Representatives (Students-Two)	Sarovodaya College of Education, Virajpet-571 218	Students	Members

Major Activities undertaken by the College IQAC from 2014.

- Planning suitable strategies to achieve the goals, objectives of the college with a special emphasis on vision of the college.

- Based on constructivistic approach to teaching and learning new strategies have been developed and implemented.
- Structured guided library hours in Methodology Subjects have been introduced.
- Relevant 'Models of Teaching' have been identified and used in teaching faculty
- Seminar presentation by every student for methodology and areas of specialization papers is introduced.
- Updating the Library resources, books regularly.
- Participate and present papers for National and International Conference.
- Encouraging and guiding the faculty to publish 'Research papers' in reputed journals.
- Publishing subject wise 'Wall Magazines' by the B.Ed students.
- Improving infrastructural facilities for the sports.
- Maintaining daily duty records by the students and supervision by the staff.
- Arranging confidence Boosters Programme for high school students.
- Bringing out manuscript magazine once in 5 months.
- Programme of reach to unreach to get the pleasure of giving.

**2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

**Mechanisms Used:** The college has identified the goals and objectives very clearly. The students are provided with inputs to clarify the goals, vision and mission of the college at the commencement of the course. The goals of the college are concretized as an action through a strategic procedure as follows:

- **Preparation of an action plan:** The students are made clear about these goals within two weeks of their admission to the college. The teacher educators sit together and work out a personal action plan to be followed during the year in order to achieve the goals of the college.
- **Regular Staff Meeting:** Focused discussions, are held to plan and execute innovative practices keeping in mind the Vision, Mission and

Goals of the college. The college calendar of events will demonstrate the due emphasis given to achieve personal, value oriented, professional, intellectual, research and social competencies by the students.

- **Alumnus meetings:** are held formally every year (Governing Body and General Body meeting) Discussions are held and suggestions are rendered by the Alumnae to enhance to quality of teacher training in the institution.

### 3. **How does the institution ensure the quality of its academic programmes?**

The college is very keen on the quality of all the academic programmes. The quality of each programme is maintained to the level possible strictly by abiding to a strategy set by the institution for the purpose. Each activity of the college is undertaken without neglecting any one of the aspects identified. This is a unique feature as well as the best practice of the college, where in every activity is categorically designed based on the steps given below:

Individual academic activity: (like teaching, carrying out individual responsibilities, writing research papers etc)

- Identification of objectives
- Designing a plan for the activity
- Planning for the activity
- Execution
- Evaluation

Group Academic Activity: (like practice teaching etc.)

- Identification of the specific academic activity:
- Identification of the objectives (of the activity)
- Planning by the members concerned
- Validation of the planning by the faculty
- Finalisation of planning by the members concerned
- Execution of the activity as per the plan
- Evaluation by the members involved (both teachers and students)
- Reporting to the principal at staff meeting.

Eg: Practice Teaching:

- Identification of the objectives

- Plan for the activity
- Discussion of the plan by the staff
- Finalisation of the plan by the members concerned.
- Putting the plan into action (Practice teaching execution)
- Evaluation by the students/ staff/ school teachers
- Record the observation/ suggestions given.
- Record the observation by the staff.

The same procedure is applied to all activities, and no activity ends up without evaluation and recording of observations. The feedback is taken into account by the members concerned in the next activity of the same kind. Besides the above mentioned measures the following practices also contribute to ensure the quality of academic programs of the institution.

- Qualified and competent teachers are appointed in the institution according to the norms of Mangalore University, NCTE and UGC. Efforts are made by the Management to enhance their personal and professional competencies.
- Strengthening the spirit of professionalism among staff.
- Continuously enhancing professional growth of the teachers by encouraging them to participate in seminars, workshops, conference etc.,
- Opportunities for updating their knowledge by referring latest advanced books, articles, internet etc.,
- Opportunities for updating their knowledge by referring latest advanced books, articles, internet etc.,
- Giving appreciation, recognition and awards to those teachers who excel in various fields.
- Infra structure facility is updated every now and then.
- Timely suggestions and feedback from the management council, Principal as head of the institution, staff council and constant interaction between stake holders ensures the quality of academic programmes.

#### **4. How does the institution ensure the quality of administration and financial management processes?**

### **Quality of administration:**

- The quality of administration is made transparent as the teaching and non-teaching faculty is involved in planning and execution of all the activities of the college.
- The constant visits to the Universities, Board of Examiners (B.O.E.) Meetings, Board of studies (B.O.S) Meetings, Expert Committee Meetings and visits to other colleges, participation in the National and International Conferences, of great help to ensure the quality of administration of the college.
- The administration is decentralized and is made transparent.
- The administrative responsibilities of every administrative and teaching staff are specified at the beginning of the academic year.
- Teaching and non-teaching staff participate in the administrative work headed by the principal. They work in a team spirit and are very supportive of the management.
- Each one is given clear guidelines by the management through the principal in the form of service conditions and code of conduct.
- Wherever possible major responsibilities are assigned to the staff in rotation considering their expertise, aptitude and personal and professional needs.

### **Quality of financial management:**

- The financial resources of the college are budgeted annually.
- The financial accounts are checked by the management every month and annually.
- They are also audited by the auditors appointed by the management and by the auditors of educational department.
- Proper filing of documents of income tax paid by the staff, is done.

### **5. How does the institution identify and share good practice with various constituents of the institution?**

The college identifies the best practices every year based on the effectiveness of the practice/s in terms of achieving the set aims or goals. These have been highlighted in the college report, as well as on the college web site. The college also continues the same effective

practices during the following years. Since it is a single faculty institution almost all the members are aware of the practices of the college.

### **Formal ways of sharing the best practices:**

- **Presentation of College Report:** the report of the college is presented to a vast audience of teachers and teacher educators. A large number of people approach the principal and the college office for different types of information telephonically, online and in person. In this process details about the programmes and good practices of the college are disseminated.
- **College Website ([www.sarvodaya.org](http://www.sarvodaya.org))** All the major activities and achievements of the institution are also uploaded regularly and periodically on the college website.
- **Alumnae sharing the practices in their schools:** The student teachers become teachers in regular schools after completing the course. They apply the practices of the college in their own institutions about which the other teachers of the school also come to know about. An illustration would be the College Festival as done by the College to tap talents of all the students had been taken up by many schools after our students have shared them in their institutions. Former faculty and Alumnae of the institution who serve as teachers and teacher educators also share the good practices of our institution in their work place.

### **7.2 Inclusive Practices:**

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?**

Sensitizing students to issues of inclusion has been dealt emphatically in the institution following different programmes. The programmes planned and executed by the college for the purpose are detailed below:

- **Inclusive Practices in Admission procedure:** Admission policies ensure the inclusion of all irrespective of caste, religion, ability, social and economic background etc.,

Development of competencies to address the students with disability had been identified as one of the objectives of the institution. But so far we seldom got such students.

The students are sensitized more for the inclusive methods rather than segregated methods. They are sensitized with input related to awareness, attitude formation and necessary skills.

**Awareness:** Not to address children by their disability- use appropriate vocabulary like physically challenged children, children with problems etc.,

The student are made aware of the fact that they also have the equal right to get education, and other facilities compensatory devises and mechanisms needed in each case of disability.

- **To sensitive Faculty towards Inclusive Practices:**

- Faculty members are sensitized towards national policies and the school curriculum for Inclusive practices through participation in seminars, visit to the special schools and resource centres.
- They are exposed to the concept of inclusive education; need based pedagogy on principles of effective teaching as part of inclusive education, such as class room organization, seating arrangement, examination and evaluation process.

- **Special initiatives to women empower students specially from rural tribal area:**

- Remedial classes for students
- Financial aid through scholarships and interest free loans.
- Hostel facility.
- Awareness and training in gender issues.
- All the faculty members are actively involved in carrying these programmes.

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.**

**Theoretical input:** There is provision to learn the concept; ways and means of identification of differently abled children; and measures to educate these categories in B.Ed. 01: Philosophical and Sociological perspectives of categories in B.Ed. 02: Psychological perspectives of Education.

Women's day is (celebration of Womanhood) organized in a large scale in which besides the faculty and students, women and other members of the society also participate. On this occasion special lectures and interactive sessions on various gender issues are arranged. Cook Without fire competition, Rangoli competition, are also arranged.

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.**

Scope is provided in the curriculum to foster positive social interaction, active engagement in learning as well as self-motivation. Number of activities planned under the curriculum create a positive environment and they can be classified as follows.

In all the following 'Working with Community activities', Schools/ College related activities' the faculty and all the students of the institution work with the public. and Civil Authorities.

• **Working with the community in different contexts:**

- Data collection for project work and dissertation,
- Surveys related to literary field, population survey etc.
- Assignments preparation
- SUPW activities.
- Excursions and field visits
- Service learning activities through Community Oriented Projects.
- College Festival,
- Citizenship training camp.
- Festivals like Sri Krishnashtami and Ganesha Festival
- Celebrations of day of national and international significance like world Women's Day, Ambedkar's Jayanthi, Teachers day also.

• **Working with schools in different contexts:**

- Practice teaching,
- presenting different cultural programmes on different occasions.



- preparation of learning aids for schools and presenting the same,
- Conducting talent search competitions in schools and in the college for school children.
- **Learning environment within the institution:** There are number of opportunities within the institution that foster social interaction and active engagement in learning. They are:
  - Peer group work in the context of preparing for practice teaching
  - Group discussions on academic aspects in teaching learning situation.
  - Celebrating days of national and international significance
  - Physical exercises and Health Education.
  - Field trips
  - Structured guided library hours.
  - preparation of assignments in groups
  - Cleaning of the college once a week and special occasions.
  - Micro teaching sessions
  - Team teaching, seminar presentation by the students.
  - Annual Sports Day celebration
  - College festival
  - Significant days of celebration in the college- Inaugural day, Teachers day, Annual Alumnae day, Valedictory programme, etc.,
  - Club and Cell activities/Meetings.
  - Computer Education-Theory and practicals in smaller groups
  - Workshops on preparation and use of teaching learning aids for general education and inclusive education.
- **Library Facilities:** A well equipped library, easy access to the library, Guided library work, Free internet facility, Multi-media classes, Discipline based soft material is prepared and procured from the market and e-library is being established and used.

**4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

Student teachers are guided with special techniques that cater to the needs of children from diverse backgrounds and follow up of implementation of these inputs is thoroughly made. A few examples are quoted below:

**Planning:** The student's teachers are made aware of the ways to cater to the needs of the students with diverse background and they are expected to plan for the activities based on these ideas. Specially, in teaching, this aspects are inbuilt as part of the lesson.

**General Observation and feedback follow up:** The teachers and teacher educators while observing the lessons focus on particular needs of the class and give related feedback. This feedback is followed up.

**Graded Assignments:-** The student teaches are guided and trained to give graded home assignments and follow up activities to school children as part of practice teaching. Internship and practical examination.

### **5. How does the institution address to the special needs of the physically challenged and differently abled students enrolled in the institution?**

The institution has made attempts to make care of their special needs by providing the physical facilities required and also by taking extra care of their emotional needs.

But in last 3 years we have not got physically challenged students.

### **6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender issues)?**

The college being a Co-Education institution is keen on gender sensitive issues. The attempts made in this regard:

- The students are exposed to different films and clippings, other media presentations related to gender sensitization issues.
- Value Education classes, Human Rights cell activities, Women Cell activities focus on gender sensitive issues, Child Abuse/Rights, Human Rights protection/Promotion etc., Experts from the community provide input on these issues to our faculty and students.
- International Women's Day's celebrated in the college during which a meaningful programme is planned to create awareness among staff

and students regarding gender issues. Periodically experts in this area are invited to interact with the staff and students.

- Work shot on child trafficking has been taken which in help of NGO.

### 7.3. Stakeholder Relationships:

#### 1. How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stakeholders?

The role of the Institution in accessing the academic and administrative information regarding its performance:

- The Vision and Mission are quoted and displayed at the entrance of the institution.
- The college organizes meeting of heads and teachers of institutions in connection with practice teaching.
- The institution maintains good contact with the parents and ensures their support and cooperation.
- Alumni association of the institution constantly supports all the activities.
- Good Relationship is maintained between the Principal, Staff, Students and the stake holders.
- Regular staff meetings are organized to provide information regarding the academic and other development of the institution.
- Faculty members establish wide relationship with other organizations and institutions.
- The Co-operation of the non-teaching staff is always felt in each and every activity of the institution.
- College has created a website which is visited by the Alumnae and other Educationisits throughout the state.
- Meetings-Board of Studies, Academic Council and Governing Body Meeting, Conferences, Seminars.

#### 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 information/data, feedback received from students and other stake holders is used by the institution for qualitative improvement at two levels:

- i) At Management level
- ii) At Faculty level

- i) **At Management level:** The Governing Body and Managing Committee of the college analyse this information/data and make strategic plans keeping in mind the vision, mission and objectives of the institution and recommend the same to be implemented.

**The** areas that have been considered are:

- Re-structuring admission Policy for ‘Management Quota’ to admit socially and economically needy students.
- Fee pattern
- Service rules and code of conduct for staff
- Suggestions for improvement of the curriculum
- Disciplinary measures for students
- Improvement in infrastructure facilities
- Recognizing the extra ordinary achievement by the faculty and students.

- ii) **At Faculty level:** The faculty of the college also reflects upon the information/data and feedback given by the students and other stake holders, during the annual and periodic evaluation of academic and administrative activities and incorporate the same in the institutional planning that which is possible as mentioned below.

- During staff meetings the Principal and the teachers discuss the success of various teaching learning processes, share their opinions, make suggestions, make necessary decision etc.,
- Through meeting with the parents the institution shares the opinions and suggestions with them.
- The help of students’ representatives are also taken to know about the causes of students’ dissatisfaction if any or various processes of the institution.
- The institution accepts feedback from management, students, parents, heads of practice teachings schools, employers of outgoing teacher trainees and alumni towards quality improvement.

- The success and failures are discussed with students. The success are appreciated and the failures are rectified.

**3. What are the feedback mechanisms in vogue to collect, collate data from students, professional community, Alumni and other stake holders on program quality? how does the institution use the information for quality improvement?**

The institution collects feedback annually from students; programme quality using separate Performa evolved and validated for the purpose. The feedback is collected and used for curriculum preparation for the new courses and curriculum revision for the existing courses an also incorporated in the institute planning. Those suggestions which support the vision, mission and objectives of the college are given priority. The feedback is also considered while revising the vision and mission of the college.

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**Sarvodaya College of Education Virajpet -571218**

**NO/SCE/NAAC-142/2014-15**

**Dated : 16/09/2015**

**To**  
**The Director,**  
**National Assessment and Accreditation**  
**P.O.Box No 1075**  
**Nagarbhavi,**  
**Bangalore -5600072**

Sir,

**Subject: Submission of Self Appraisal- Report**  
**Track ID – KACOT23398**

**Respected, sir,**

Please find herewith FIVECOPIES of Self Appraisal Report along with a soft copy - submitting for your kind perusal. All the relevant documents are enclosed for your reference. The same will be produce at the time of peer team visit. And also would like to inform you that with reference to the letter dated 30/3/2015 , it has mentioned that “only Govt and Govt Aided colleges covered under 2f and 12B of UGC Act 1956 and getting general development grants during X11 plan” are eligible for exemption of Accreditation fees”. Hence for your reference I am enclosing letter from UGC of general development grants sanctioned. Kindly do needful and oblige.

Thanking you,

**Yours sincerely**

*Syeda Shanavaz*  
PRINCIPAL  
SARVODAYA COLLEGE OF EDUCATION  
VIRAJPET-571 218

**D. Declaration by the Head of the Institution**

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

*Syedda Shanavaz*  
PRINCIPAL  
SARWODAYA COLLEGE OF EDUCATION  
VIRAJPET-571 218

**Signature of the Head of the institution  
with seal:**

Place: Virajpet

Date: 16/09/2015