

PART-II: EVALUATIVE REPORT

CRITERIA-I: CURRICULAR ASPECTS

1.1 Curricular Design and Development

1. State the objectives of the Institution and major consideration addressed by them (Intellectual Academic, Training, Access to the Disadvantages, Equity, Self development, Community and National Development, Issue of Ecology and Environment, Value Orientation, Employment, Global Trends and Demands etc.)

The institution was established in 1986. It has its own vision, mission and goals. The purpose of the institution is to give quality teacher education according to the aims of education to the urban and rural graduates of the surrounding areas.

Vision:

To achieve academic excellence through hard work, critical thinking and effective decision making.

Mission:

To equip and empower students with relevant knowledge, competence and creativity to achieve innovations in teaching by curricular and co curricular activities to realize the goals of education.

Goals:

1. To empower the student teachers to face the challenges of competitive world.
2. To provide a nurturing environment to learn and grow.
3. To prepare an individual for employment and advancement in his chosen career.
4. To develop cognitive skills among pupil teachers.
5. To develop socio cultural values in the society.
6. To develop a lifelong desire in individuals to create a positive change in the society and contribute to the economic development of the nation.

The K.R.C.E.S's College of Education, Bailhongal is one of the best College of Teacher Education in Karnataka. The College has its clear, distinct and community oriented objectives;

- To organize teachers training programme under the guidelines of NCTE.

- To provide academic environment to teacher educator and pupil teachers to develop their knowledge.
- To empower the student teachers with pedagogical principles for implementing them in schools.
- To enhance and sustain the quality of the teachers training programme.
- To inspire students for lifelong learning.
- To develop socio cultural values among student teachers.
- To include innovative practices and technology to keep our programme in pace with era of Modernity.
- To establish ourselves as a role model in teacher training.
- To collaborate with government and non government organizations in community welfare activities.

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

The curriculum is prescribed and developed by the regulatory statutory bodies Rani Channamma University, Belagavi and NCTE. The modifications made by these competent authorities are brought to the action. Hence the institution has no direct role in curriculum development process. Few of the faculty members have served as members, board of studies of university and participated in workshops and seminars organized by Rani channamma university in connection with curriculum formation and contributed to the upgradation of the curriculum. The institution has established a committee of experts at college level to review the present curriculum. The committee invites the views and suggestions about the existing curriculum of the course from faculty, students, and members of alumni association, teachers and heads of practice teaching schools. After analyzing and evaluating the feedback, the suggestions are communicated through the Head of the Institution to the University for Modifications in the curriculum.

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

The global trends in teacher education programmes are reflected in many directions. The role of teacher educator and student-teacher is now becoming more important due to the global trends and emerging needs of school children. By integrating the traditional methodology with new technology like modern class rooms, we prepare the students more confident, creative & independent to face the

new world. Programme includes micro-teaching, simulation teaching, real teaching, programmed learning, preparation of audio-visual aids, preparation of computer based instructional programmes etc. Programme also includes practical work, project work and field work on emerging topics like use of ICT, Socially useful productive work, health and physical education and environmental education so that pupil teachers prepare themselves for incoming generation. Value based co-curriculum activities also encourage the student-teachers to groom their personality.

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

The course has prescribed subjects like, philosophical and sociological foundation of education, educational psychology; educational technology and ICT directly bear thrust on national issues like environment, value education and ICT. The above aspects are integrated in the teaching learning process and co curricular activities. Student teachers are also exposed to innovative teaching methods like, use of ICT in the preparation of lesson plan, use of audio visual equipments in practice teaching and innovative teaching in simulated condition.

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

Yes, the institution makes use of ICT for curricular planning as faculty members use various projectors (LCD, overhead projector & slide projector) to deliver day to day lectures and motivate student teachers to use them in practice teaching programmes. Students also use technological devices to prepare their work experience, project work. Institution makes use of ICT in preparation of academic calendar, time table and question paper.

1.2 Academic Flexibility

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

The institution attempts to provide experiences to the students to make teaching a reflection practice in the following ways:

- a) Institution provides a wide variety of learning situation to the student-teachers according to the need and requirements of curriculum, profession, society and nation.
- b) Teacher educators use technological devices with traditional methods while teaching.

c) Discussion, seminars, workshops, extension lectures and excursion trips etc. are organized by the institution so that students have direct experiences in different direction of life.

d) The institution provides a platform for student-teachers to participate in various cultural and community service practices.

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

The institution provides variety of learning experiences to the students for effective implementation of curriculum.

Institution organizes various curricular and co-curricular activities to provide adequate learning experiences to the students both in the campus and in the fields like sports, community work and project work/field work in the curriculum of B.Ed.

Students visit historical places, science centre, villages and schools to enrich learning experiences.

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

The institution holds various curricular, co curricular and extracurricular activities for the overall development of student teachers' personality.

Institution conducts workshops, Seminars, Guest lectures, Community service and Celebrates national festivals.

Institution develops communication skills through organizing various competitions like, elocution, extempore speech, essay writing, singing competition etc.

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

(i) Interdisciplinary/Multidisciplinary

(ii) Multi skill development

(iii) Inclusive education

(iv) Practice Teaching

(v) School experience/internship

(vi) Work experience/ SUPW

(vii) Any other (specify and give details)

(viii) Also list out the programmes/courses where the above aspects have been incorporated.

(i) Interdisciplinary/Multidisciplinary

The institution includes interdisciplinary/multidisciplinary aspects in curriculum through this objects like ICT, educational psychology, environmental education, health and physical education etc.

(ii) Multi-skill Development

Institution provides an opportunity to the student teachers for developing various skills with the help of various subjects including theory and practical such as micro teaching, innovative teaching, personality development, communication skills, teaching skills, writing skills, preparation of teaching aids, gardening, interior decoration & technical skills etc.

(iii) Inclusive education

Institution introduced (i) environmental education (ii) health and physical education as optional papers in B.Ed. course. Syllabus of these papers is as follows:

(i) Environmental education -meaning, principles, models, national policy on environmental education.

(ii) Health and Physical education – meaning, aims and objectives, diet, yoga, safety measures, leadership, discipline and tournaments.

(iv) Practice Teaching

As B.Ed course is a teacher training programme, so practice teaching is a very important component of this

programme. According to Rani Channamma University B.Ed course is running in two semesters. Every student teacher has to complete 20 lessons in each semester. Out of 20 lessons 5 lessons are to be practiced in simulated conditions and remaining 15 lessons are to be practiced in different practicing schools.

At the beginning of 1st semester orientation programme is conducted. In this programme student teachers get the knowledge of Herbartian steps of lesson

planning. Demonstration lessons are delivered by the subject expert teacher in each subject. 10 micro lessons, 10 simulated lessons and 30 real teaching lessons of two teaching subjects are prepared and delivered by each student teacher in B.Ed. student teachers will be given opportunity to observe peer student teachers lessons in different subjects. At least 30 lessons should be observed in their respective methods.

(v) School experience/Internship

During practice teaching, pupil-teachers are given knowledge about different aspects of school experiences like school library, observation of school records, preparation of time table, morning assembly and prayer, news paper reading, saying thought of the day, maintain attendance records and make arrangement of man and material resource for learning. They also learn about evaluation process.

(vi) Work experience/SUPW

Student teachers are involved various SUPW activities throughout the course. Guest faculties are invited to give special training and skill development in preparation of candles, soaps, envelopes, files and making best use of low cost no cost materials and learning free hand drawing.

(vii) Community services

As a part of B.Ed programme 3 days Citizenship Camp is conducted at the end of second semester. Nearby is selected for citizenship training camp. In this camp awareness about cleanliness is given to villagers. Student teachers also participate in cleaning the surrounding area of Citizenship camp.

1.3 Feedback on Curriculum

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

*The institution gets feedback from the student teachers at the end of the B.Ed course regarding the teaching faculty, facilities available in the college and about the various curricular and co curricular activities organized throughout the year.

*Feedback is also collected from alumni association about the progress of the institution.

*Our Board of Management frequently visiting our college and giving suggestions about the college progress and activities.

* Parents of student teachers also visit to our college and provide feedback and encouragement to the progress of our college.

* At the end of the practicing programme head master of the concern school gives feedback about students activities performed at the time of block practice teaching.

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

We don't have any specific mechanism for analysis and use of the outcome from feedback. In monthly staff meeting we discuss about the curriculum prescribed by Rani Channamma University Belagavi. Feedback is given by each subject teacher and identify areas for improvement and the changes to be brought in the curriculum.

3. What are the contributions of the institution to curriculum development? (Member of BOS/sending timely suggestions, feedback, etc.)

There is no Provision in Rani Channamma University, Belagavi to participate in the process of development of B.Ed curriculum. However some of the senior teaching faculty members have served as member of Board of studies in faculty of education. They participated in a number of workshops, seminars while curriculum was framing, in turn contributed to the up gradation of the curriculum. The institution is getting feedback from the student teachers, alumni, employers, academic peers for effective implementation of the present syllabus.

1.4 Curriculum Update

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).

Rani Channamma University has changed the syllabus and course structure. Details of the major changes in the syllabus is given below:

RCU B.Ed Syllabus of academic year 2011-12	RCU B.Ed Syllabus of academic year 2012-13
1 st semester	1 st semester
Ed2-S1	Ed2-S1

Psychology of teaching and learning	Psychology of teaching and learning-I
Ed3-S1 Development of education system in India	Ed3S1 Skills and strategies of teaching.
3 micro teaching skills to be practiced in simulated condition without overlapping	5 micro teaching skills to be practiced in simulated condition without overlapping
8 lessons are to be practiced.	20 lessons to be practiced.
1 innovative teaching	Nil

2 nd Semester	2 nd Semester
Ed2-S2 Understanding personality and human abilities	Ed2-S2 Psychology of teaching and learning -II
Nil	Content syllabus for the B.Com, B.B.A students
8 lessons are to be practiced.	20 lessons to be practiced.
1 innovative teaching	Nil

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

Curriculum is developed and designed by the university. Institution is not directly involved in the curriculum revision and update, but according to the needs of student teachers we modify curricular transaction. Institution is very particular to get regular feedback from the student teachers and from the practice teaching

schools. Institution also gets feedback from college alumni and community members.

1.5 Best Practices in Curricular Aspects

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

Institution organized various curricular as well as co-curricular activities in college campus and outside the college for quality sustenance and quality enhancement in curricular aspects. Pupil teachers participate in different activities like sports, cultural, extension activities, women cell activities, celebration of festivals of national and social importance in addition to theory and practical classes. They also participate in community services. The college Prepared academic calendar and follow it to achieve objective of the institution.

2. What innovations/best practices in Curricular Aspects have been planned/implemented by the institution?

The institution tries its best for the effective implementation of all curricular and co-curricular activities. Practices in curricular aspects are implemented as follows:

Best practice –I

Title of the practice: Induction programme

1. Brief introduction about the institution and rules/regulations to be followed by the during the course will be stated.
2. Teaching and non teaching staff introduced themselves.
3. Self introduction by the trainees.
4. Scheme of B.Ed course is stated by senior staff member.

Best practice-II

Title of the practice: Morning assembly

Following activities are to be conducted in this practice every day-

1. Morning assembly is conducted by student teachers every day.
2. Nada geete. (Jai Bharat jananiya tanujate)
3. Thought for the day.
4. News headlines.
5. Attendance.

6. National Anthem.

Best practice-III

Title of the practice: Teaching learning through ICT

1. Teaching staff make use of LCD, OHP, charts and models in teaching their particular subject.
2. Student teachers also make use of ICT in preparing lesson plans and practicing lessons.

CRITERION II:

TEACHING LEARNING AND EVALUATION

2.1. Admission Process and Student Profile

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

The College is affiliated to Rani Channamma University, Belagavi. All admission related matters are totally under the sole discretion of Department of Higher Education and University. As our institution is being included in the grant in aid, the intake is 100. Out of 100 seats 75 seats are allotted by Central Admission Cell taking into consideration marks in the qualifying examination and reservation policy. Remaining 25 seats are filled by the management. Institution follows the rules and regulations of Karnataka State Government, NCTE and Rani Channamma University norms while taking admission.

The information about B.Ed course is advertised by of Department of Higher Education, Karnataka in local newspapers.

.Information regarding admission can also be checked on KA-Online Portal. Information such as minimum eligibility for the programme, last date of submission of forms etc. is mentioned in the advertisements. The detailed information regarding admission is provided in the advertisements. Various important information provided are:-

- Important Telephone Numbers
- Important Instruction at a Glance
- Participating colleges of Karnataka at a Glance
- Eligibility Conditions
- Availability of Seats
- Submission of Application Form
- Reservation of seats
- On Line Counseling Process
- Preparation of Merit List for Admission
- Fee structure
- Provisional list of colleges of education in Karnataka.
- Various formats of applications are also given in the advertisements. The details of annexure are as follows:

- Domicile Residents of Karnataka Guidelines.
- Format of Scheduled Caste, Backward Classes Certificates
- Medical Certificate for Physically Handicapped (Office of the CMO)
- Karnataka Resident Certificate (For Domicile Residents of Karnataka only)
- Certificate from the Employer for employees of Govt. of Karnataka.
- Character Certificate
- Provisional List of colleges of education in Karnataka.

. The institution rigorously and strictly follows the rules and regulations recommended by, the Department of Higher Education, Karnataka. According to the norms of Department of Higher Education, Karnataka institution monitors admission decisions to ensure that the determined admission criteria are equitably applied to all applicants. Department of Higher Education, Karnataka sends students according to their merit to take admission in the institution.

. The institution strictly implements the admission procedure and fee structure notified by the admission regulatory body. It is quite a transparent system of admission.

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

The B.Ed. Programme is advertised through the following:

1. Admission notification is hosted on college website.
2. Letters are sending to the principals of the surrounding degree colleges regarding admission process.
3. Publicity is also made through pamphlets.
4. The alumni association is also informed about the admission and seeking their cooperation.
5. Students are issued the college prospectus at the time of admission, where in the details of the course, curricular and co curricular aspects, rules and regulations of the college, name of the faculty members and facilities available in the institution.

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

Out of 100 seats 75 seats are allotted by Central Admission Cell of Karnataka Government, remaining 25 seats are filled by the management quota on the basis of merit in the qualifying examination.

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

The institution provides a democratic and secular environment to all the students irrespective of caste, religion, gender, culture, language etc. However, there is a provision of fee concession for economically weaker students of particular group (only SC, ST, Cat-1 & minority students) by the Govt. of Karnataka. All the students including physically challenged get a supportive environment in every curricular and co-curricular activity in the institution so that they can develop their personality up to maximum extent.

Dress code is practiced in order to show togetherness and oneness among the students. Instruction is given in both Kannada and English medium.

Physically challenged students are provided with special facility in library and 1 hour extra time in examination.

Provision is made to Urdu students to practice their lessons in Urdu schools.

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

Yes, the institution has the provisions for assessing student's knowledge/need and skills before the commencement of teaching programmes:

(i) At the time of admission students are told to solve all the exercises given in the 8th and 9th std text books of their respective methods. This helps them to review the school syllabus and helps in practice teaching.

(ii) At the beginning of every academic session, the institution organizes three days orientation programme in which student teachers have an opportunity to get the knowledge about the course content and share their views with teacher educator.

(iii) Every year the institution organizes a talent search programme of one day. It has various segments like introduction of the student, interest area, performance by the pupil teacher, interaction etc. It facilitates the institution to judge the knowledge, skill and needs of the student teachers.

2.2 Catering to Diverse Needs

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

The institution ensures creating an overall environment conducive to learning and development of students through following activities:

(i) Institution provides all the necessary infrastructural facilities for all round development of students for example: Play ground for sports, science lab, Psychology lab, educational technology lab, well equipped work experience room, to participate actively in curricular and co curricular aspects.

(ii) Houses are formed and activities are organized house wise under the guidance of housemaster.

(iii) The students is formed and various curricular and extracurricular activities are organized to supplement the curricular aspects.

(iv) Student teachers make use audio visual aids for ex: LCD, Over Head projector, Slide Projector, working and non-working models to develop the different skills.

(v) Various cultural programmes are organized by the institution.

(vi) Subject wise seminar and workshops are organized to give multi dimensional exposure to the pupil teachers.

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

The institution caters to the diverse learning needs of the students in the following ways:

(i) By providing personal guidance.

(ii) By conducting remedial classes.

(iii) By providing simple course materials.

(iv) By encouraging pupil teachers to participate in inter college sports and cultural competitions.

(v) By conducting educational tours student teachers get direct experience.

(vi) By taking extra classes for students to satisfy their needs.

(vii) Orientation about education process.

(viii) By establishing different cells like placement cell, red cross cell, anti ragging cell, SC/ST cell, Student guidance cell, human rights cell, Grievances Redressal cell,

(ix) Additional book facilities are extended to the advanced and slow learners.

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

There is lot of diversity in the curriculum of these courses as different type of subjects are taught to the student-teachers such as Philosophical & sociological foundation of education, Psychology of teaching and learning, Educational management, Educational Technology and ICT along with these various teaching methods like Kannada, English, Hindi, Social Studies, Physical Science, Mathematics, Bio Science. Diversity and equity in teaching learning process is also reflected through various activities regarding curriculum:

- Micro teaching, Macro teaching in simulation and real classroom teaching practice.
- Observation and discussion of demonstration lesson.
- Pedagogical content analysis.
- Observation and supervision at practice teaching.
- Work experiences, project works, extension lectures.
- Interaction and participation within community to develop social skills.
- Knowledge of different methods and skills of teaching.
- Knowledge of evaluation process.
- Visit to residential schools.

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

- The entire team of faculty members are well qualified and well experienced. All faculty members are engaged in various academic activities to enhance their knowledge.

- As and when required faculty members get knowledge of new trends in education and different methodologies of teaching to cater the diverse needs of students.
- The institution provides opportunity to the teacher educators to attend and participate in various seminars, conferences and workshops etc. so that they can exchange their experiences with their peers and eminent educationists.
- Faculty members are given opportunity to read news papers, magazines and educational journals to update their knowledge.
- The faculty members are encouraged to organize School level, College level and University level programmes such as quiz, singing and essay competition.

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

The institution provides a wide variety of such practices which enable student – teachers to be knowledgeable and skilled teachers with human values

- (i) Pre practice teaching training is provided to the pupil teachers through the micro teaching session. Micro teaching helps the students to master different teaching skills in simulated condition.
- (ii) Demonstration lessons are conducted by method master, subject teachers and past students.
- (iii) Conducting workshops on lesson plan writing which helps the student teachers to develop knowledge and skills in their respective methods.
- (iv) Practice teaching programme is organized in school with different socioeconomic and intellectual background.
- (v) Student teachers are encouraged to prepare and use PPT in their teaching methods.
- (vi) Assignments, preparation of teaching aids, conducting seminars and psychological tests help the student teacher to develop their teaching skills.
- (vii) Different responsibilities are assigned to student-teachers related to day to day functioning of institution.

2.3 Teaching-Learning Process

1. How does the institution engage students in “active learning”?

(Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

The institution has engaged student teachers in active learning with the help of different resources available in the institution:

Library

- (i) Library has adequate number of books, journals, magazines, news papers and learning materials which enables student teachers to acquire knowledge.
- (ii) Library use is compulsory for student teachers. Attendance register is maintained in the library for students and faculty.
- (iii) Book bank facility is extended the students.
- (iv) 6 books are providing to each Student teacher.
- (v) Students are encouraged to write the summary on the books they have read.

Web site

- (i) Student teachers are encouraged to make use of internet facility.
- (ii) Student teachers have an access to the computer laboratory to download the study material.

Focus group

- (i) Advanced learners are given challenging assignments.
- (ii) Remedial teaching is provided to slow learners.
- (iii) Opportunity is given to lesson teaching in peer groups.
- (iv) Student teachers are given the role of organizing programmes and anchoring.
- (v) Student Union is formed and assigned the role of organizing curricular and co curricular activities.

Individual projects

- (i) Student teachers prepare individual projects, self instructional materials (programmed learning) and models in their respective methods.
- (ii) Student teachers are encouraged to prepare low cost teaching aids.
- (iii) Opportunity is given to prepare PPT in their respective methods.
- (iv) Individual and group assignments are given regularly.

Simulation and peer teaching

- (i) Each student gives 10 micro teaching lessons in simulated condition.
- (ii) Student teachers are encouraged to present seminar papers in peer group.

- (iii) 5 lessons are to be practiced by the student teachers in simulated condition.

Role play

- (i) Student teachers prepare lesson plans on role playing model of teaching.
- (ii) Student teachers are allowed to participate in role playing such as mock parliament session and mock polling with EVM.

Internship and practicum

- (i) Student teachers are required to submit the project work and practicum such as instructional kit, working models, work book, unit plan, resource unit, achievement test construction and administration.
- (ii) 20 days block practice teaching programme is organized taking into consideration 10 practicing schools. Students are divided in groups and send to practice their lessons.
- (iii) Student teachers have to submit tour report, SUPW, Citizenship Camp report.

2. How is “learning “made student-centered? Give a list of the participatory learning to self-management of knowledge, and skill development by the students?

Keeping in view the student centered learning; the institution organizes different learning activities:

- (i) Learning is made through student centered method as discussion method, problem solving method, learning by doing method etc.
- (ii) Student teachers are motivated to present paper on different topics in every subject.
- (iii) Seminars on various compulsory papers are organized to develop desirable skills.
- (iv) Quiz contest, envelop making, greeting card making, speech competition, singing competition, essay writing competition etc are some of the activities which are organized by the institution to develop different skills among student-teachers.
- (v) Student-teachers are motivated to organize one day trip in which every arrangement are done by the student teachers.
- (vi) Student teachers and motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals, periodicals etc.

- (vii) Student teachers are motivated to use computer assisted learning.
- (viii) Student-teachers are also members of different committees.
- (ix) Student teachers are actively involved in community work programmes.
- (x) Visit to special educational institutions is organized to enrich learning experiences.

All the above activities help in developing intellectual capacity and contribute to self management and skill development.

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.

- (i) Demonstration, project method and case study method are used.
- (ii) Group discussions are organized.
- (iii) Interactive sessions are held in the classroom.
- (iv) OHP, PPT, charts and models are used to bring about effective learning.
- (v) Concept mapping is used to ensure effective learning.
- (vi) Constructive approach is adopted to reflect thinking and reasoning.

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

Theoretical information regarding different teaching models is imparted through the course in skills and strategies of teaching. These models are also adopted by teacher educators while preparing their lectures. There is no such provision for providing additional training in different models of teaching.

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

It is compulsory to all the student-teachers to use micro teaching technique for developing teaching skills, before the commencement of the real teaching practice. There are 10 skills specified in the syllabus of RCU Belagavi. Every student-teacher has to practice at least five micro teaching lessons without overlapping in each subject. List of skills are as follows:

* Skill of writing instructional objectives.

- * Skill of introducing the lesson.
- * Skill of Probing questions.
- * Skill of illustrating with examples.
- * Skill of explanation.
- * Skill of Stimulus Variation.
- * Skill of reinforcement.
- * Skill of fluency in questioning.
- * Skill of using black-board.
- * Skill of achieving closure.

Student-teachers practice a particular skill till they gain mastery over the skill.

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

The detailed process of practice teaching in schools is as follows:

- * Orientation programme is conducted about lesson planning.
- * A demonstration lesson in each method is given by teacher educator and past students of our college.
- * Identification and selection of school for practice teaching.
- * Students are divided into groups and school is assigned.
- * In the 1st Semester teaching practice session is conducted at the school for 20 days in which student-teacher delivers 20 lessons in her/his two respective teaching methods.
- * In the 2nd Semester also teaching practice session is conducted at the school for 20 days in which student-teacher deliver 20 lessons in her/his two respective teaching methods.
- * Each pupil-teacher makes observations of 30 lessons in his/her peer teaching groups in each semester.
- * Pupil-teachers give feedback to their peers on the basis of observation of lessons.

- * Teacher-educators supervise and evaluate the all programme and give feedback and suggestions to pupil-teachers to improve their teaching.
- * Oral feedback and suggestions are also given by school teachers to motivate the pupil-teachers.

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

As per the University norms, each student teacher has to give 20 lessons in each semester. Out of 20 lessons 10 should be practiced in each method. Before going to block teaching student teachers are given instruction about the activities to be done in the block teaching and rules & regulations to be followed to maintain discipline in the school. A request letter is send to the head master of the practice teaching schools seeking their cooperation in the smooth conduct of lessons and curricular activities. Students are divided in batch wise and send to the respective practice teaching schools already allotted to them.

Block teaching is a phase where in the student teachers assume the role of regular teachers in the school. After allotting the school and staff in charge the student teachers go on preparing block teaching time table keeping in mind the school time table. Overall supervision and guidance is given by the staff in charge.

A group of students send to respective practice teaching schools along with block teaching time table and request letter to the head. After going to the school the head master verifies the time table prepared by student teachers and gives suggestions for improvement if any. Then students' perform saraswati pooja and prayer before the commencement of their first day lesson practice. After the pooja and prayer they directly go to the respective classes and deliver their lessons according to the time table. During block teaching student teachers along with their practice teaching conduct various co curricular and extracurricular activities. After the school hours student teachers in a peer discuss their lessons to be taught keeping in mind observation schedule. Method mater also gives suggestions for effective implementation of teaching practice. After the completion of all lessons student teachers conduct unit test according to blue print and assess the students' performance. Last day valedictory function is to be conducted.

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

Yes, the practice teaching session are developed with co-operation of school staff as well as mentor teachers. School teachers are consulted regarding distribution of the sections and classes to the pupil-teachers, syllabus to be covered, maintaining

discipline during practice teaching. The teacher and the head of the school also observe the teaching of the pupil-teachers, and give feedback and suggestions to improve them.

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

The institution prepares the student teachers for managing the diverse learning needs of students in the school by following activities:

- i. Student teachers prepare their lesson plans to shoot the intellectual abilities of practice teaching school children.
- ii. Teacher educators provide the theoretical as well as practical knowledge of diverse learning needs of students.
- iii. Student-teachers get knowledge regarding micro-skill teaching.
- iv. The student-teachers are encouraged to prepare audio-visual aids like charts, models, slides, transparencies, power point presentations etc.
- v. The institution enables the student teachers to apply different methods of teaching.
- vi. Student-teachers also get feedback from the class students which help them to know about the diverse learning needs of these students.
- vii. Gender and Socioeconomic status is also taken into consideration by student teachers.

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

To make teaching more effective, student-teachers are well trained to use technological devices/equipments such as OHP, slide-projectors, LCD projector, etc. Different types of charts, models, transparencies, graphs etc are also prepared by students-teachers. The student-teachers are encouraged to use these various devices during practice teaching.

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, co-operative involving the school staff and mentor teachers? If yes give details.

Yes, the time table of teaching practice programme is prepared with the complete co-ordination of school staff and teacher educators. One day before the commencement of practice teaching discussion session is arranged in which the school teachers are consulted regarding distribution of classes, syllabus to be covered and other aspects of the school. Pupil teachers are asked to talk to the respective class in charges. If any problem arises during practice teaching, teacher educator provides help to student teachers. School teachers also observe the lessons and give suggestions to pupil teachers and to teacher educator as well, so that improvements can be made. Head of the schools also gives oral feedback.

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

The ratio of student teachers to identified practice teaching school depends upon schools available for teaching practice, infrastructural facilities provided to student-teachers in school, number of classes given by the school and time duration given by the principal of the school to the pupil teachers for their teaching practice.

- * Generally the college has identified 15 practice teaching schools.
- * Selects 10 practice teaching schools according to the convenience.
- * The ratio of student teacher to school is 1:10
- * Decision has been taken on the availability of method masters and observation personnel.

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

a) Feedback on theoretical learning

- i. Tests are conducted and assignments are given periodically.
- ii. Improvement is suggested through use library resources, preparing learning points and skill of writing in examination.

b) Feedback on practice teaching

- i. Discussion is held on each practice teaching day.
- ii. Good points of the teaching are appreciated and weak points are constructively projected.
- iii. Discussion is done on the lessons by peer groups.

iv. Method master gives feedback on the basis of feedback given by peer group.

v. Method master writes suggestions for improvement on the back page of lesson plan.

vi. Constructive suggestions are given for improvement in teaching.

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

* Student teachers are updated on the policy directions and educational needs of the school through government notification and news papers.

* Before the commencement of the practice teaching, the heads of the practice teaching schools are invited to the college and a meeting is held in the principal chamber. The heads of the school gives information about their schools and needs.

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

Student and faculty keep pace with the recent developments in the school subjects and teaching methodologies through following activities:

(i) By attending and Paper presenting at workshop/seminars/conferences.

(ii) By using library resources, magazines, journals and source books.

(iii) Discussion with the heads and teachers of the practicing schools student teachers develop their knowledge.

(iv) By using internet.

(v) Acting as a resource person in schools and college functions.

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 institution provides internet access facility to the teachers to explore more learning material.

* Faculty rooms are provided to each teacher.

* Faculty members are encouraged to participate in refresher courses and orientation programmes.

* All the faculty members attend number of seminars, workshops and conference of state and national level and presented papers many times.

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

Yes, the institution rewards and motivates the staff members for good performance by appreciation.

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 institution regularly collects feedback from the student teachers.
- * The necessary facilities are provided in the college for effective learning after the feedback.
- * Grievance redressal cell addresses the grievances of the student teachers.
- * The suggestion box is kept to identify the barriers of learning.
- * Students are encouraged to ask their difficulties and remedial measures are to be taken.
- * Formal and informal discussion done in the meetings of college union secretary.
- * Parent-teacher meetings are conducted for the improvement of college.
- * Student teachers are encouraged to use technological devices.
- * The institution has a ladies cell. Through this cell teaching learning barriers, personal and health issues of lady students are discussed.

2. Provide details of various assessment/evaluation processes (internal assessment, midterm evaluations, and external evaluation) used for assessing student learning?

The institution follows various assessment/evaluation processes for B.Ed course. The student teachers are assessed and evaluated according to Rani Channamma University norms.

- Each paper consists of 100 marks in which 20 marks are assigned for internal assessment and 80 marks for theory examination at the end of each semester.
- Out of 20 internal marks 3 marks are assigned to assignment, 3 for attendance and 4 marks for 1st unit test and 10 marks for 2nd unit test.

- 1st internal test is of 1 hour duration and having 25 marks.
- 2nd internal test is of 3 hour duration and having 80 marks.
- 1st semester Internship teaching-I is of 50 marks-in which 20 marks assigned for lesson planning, 20 marks for lesson teaching and 10 marks for micro teaching skill. (5 skills)
- 1st semester Internship teaching-II is of 50 marks-in which 20 marks assigned for lesson planning, 20 marks for lesson teaching and 10 marks for micro teaching skill. (5 skills)
- 2nd semester Internship teaching-I is of 100 marks
100 Marks are assigned as follows

Lesson planning-20 marks.

Lesson teaching-20 marks.

Lesson observation – 10 marks.

Unit plan -10 marks.

Achievement test – 20 marks.

Resource unit/instructional kit/working model/work book – 20 marks.

- 2nd semester Internship teaching-II is of 100 marks
101 Marks are assigned as follows

Lesson planning-20 marks.

Lesson teaching-20 marks.

Lesson observation – 10 marks.

Unit plan -10 marks.

Achievement test – 20 marks.

Resource unit/instructional kit/working model/work book – 20 marks.

The university format for theory and internal assessment in semester I and II is given below.

Scheme of assessment

A- Theory semester - I

Sl.No.	Paper	Paper title	Instructional hours per week	I.A	University Examination	Total

1.	Ed1-S1	Philosophical and sociological foundation of education	4 hours	20	80	100
2.	Ed2-S1	Psychology of teaching and learning-I	4 hours	20	80	100
3.	Ed3-S1	Skills and strategies of teaching	4 hours	20	80	100
4.	Ed4-S1	Educational technology	4 hours	20	80	100
5.	Ed5-S1	ICT in education	4 hours	20	80	100
6.	Ed6-MOT-I	Methodology of teaching-I	4 hours	20	80	100
7.	Ed7-MOT-II	Methodology of teaching -II	4 hours	20	80	100
8.	Ed8 PT-I	Internship in teaching-I	-	50		50
9.	Ed9 PT-II	Internship in teaching -II	-	50		50
10.			28 hours	240	560	800

A- Theory semester - II

Sl. No.	Paper	Paper title	Instructional hours per week	I.A	University Examination	Total
1.	Ed1-S2	Secondary education in India- Status, Problems and Issues.	4 hours	20	80	100
2.	Ed2-S2	Psychology of teaching and learning-II	4 hours	20	80	100
3.	Ed3-S2	Educational administration and management	4 hours	20	80	100
4.	Ed4-S2	Educational measurement, evaluation and statistics.	4 hours	20	80	100
5.	Ed5-S2	Any one of the subjects mentioned below 1. Valued education 2. Human rights education 3. Health and physical education 4. Guidance and counseling 5. Action research 6. Environmental education 7. Population education	4 hours	20	80	100
6.	Ed6-MOT-I	Methodology of teaching-I	4 hours	20	80	100
7.	Ed7-MOT-II	Methodology of teaching -II	4 hours	20	80	100
8.	Ed8 PT-I	Internship in teaching-I	-	100	-	100
9.	Ed9	Internship in teaching -	-	100	-	100

	PT-II	II				
			28 hours	340	560	900

B- Internship in teaching

Sl. No	Particulars	Semester-I		Semester-II	
		MOT-I	MOT-II	MOT-I	MOT-II
1	Micro teaching under simulated condition (5 skills)	2x5=10	2x5=10	-	-
2.	Lesson planning (10 lessons)	2x10=20	2x10=20	2x10=20	2x10=20
3.	Lesson teaching (10 lessons)	2x10=20	2x10=20	2x10=20	2x10=20
4.	Unit plan	-	-	10	10
5.	Achievement test-administration, evaluation and interpretation	-	-	20	20
6.	Resource unit/instructional kit/working model/work book	-	-	20	20
7.	Observation records	-	-	10	10
8.	Total	50	50	100	100

Grades are given to CTC/GAMES/SUPW. (Grades – A,B,C,D).

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

The assessment and evaluation outcomes in yearly exams and pre university exams are communicated by the teachers in classes and also displayed on college notice board. Faculty provides feedback in practice teaching session time to time.

Specific needs of low performing, average and excellent performing learners are identified through above mentioned assessment tools and teaching faculty arrange extra classes for needy students and special tasks for extra ordinary students for curriculum transaction.

4. How is ICT used in assessment and evaluation processes?

- Assessment and evaluation of class tests and assignment are done by the teacher educators is recorded and maintained in computer.
- In calculation of mean, standard deviation, etc we make use of computers.
- Internal test time table, preparation of question papers, preparation of answer keys for annual exams are done with the help of computers.
- Marks list of all the subjects are to be prepared by using computers.
- Score sheets are prepared for different competitions.
- Observation schedule of micro teaching skills are also prepared by using computers.

2.6 Best Practice in teaching learning and evaluation process

1. Detail any one significant innovation in teaching learning and evaluation is introduced by the institution?

2. How does the institution reflects on the best practice in the delivery of instruction, including use of technology?

1. In teaching, lecture method is supplemented with other methods as demonstration method, problem solving method, discussion method. Inductive and deductive methods. ICT is the integral part of teaching learning process. Computer assisted assignments are also provided to the students of different subjects. The evaluation is done not only on the basis of their conduct but also participation in different co-curricular activities. Both quantitative and qualitative type of evaluation is adopted by the institution to assess the students.

2. All the faculty members use technology to support the traditional teaching methods. They use LCD projector, OHP, slide projector, different models and charts etc to deliver the lectures as and when required. They use activity based, project based and student center strategies in their classroom i.e. seminars, discussions, quiz, project method, problem solving method, brain storming and report writing etc for content transaction.

Additional Information :-

1. Teachers combine lecture method with discussion and seminars for curriculum transaction.
2. Class assignments are given and feedback is provided to students.
3. The class tests and term tests provide feedback to students and teachers.
4. The college sponsors its students to various competitions and programmes.
5. The college undertakes various confidence building programmes before the students are sent to schools.
6. The college has evinced very good performance in university examinations.
7. All the teachers of the college have shown active involvement in different programmes organized by the college.

Actions Taken:

- Self assessment report of each teacher is obtained through Performa in which every employee provides information regarding his/her work and conduct during that particular session. Head of the institution write observations and remarks on it.
- Teacher's assessment is also done by peers also at the time of demonstration lessons and seminars etc. Feedback is provided in these sessions to each teacher for motivation and improvement.
- The institution has enhanced its infrastructural and learning facilities to provide a conducive environment to the students and teachers to meet the emerging needs of teacher education.
- Teachers use power point presentations.
- Before the commencement of teaching practice session, demonstration lesson is also delivered by teacher educators.
- Student teachers use ICT for preparation of lesson plan and teaching practice.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?

The institution always motivates its teachers to take up research work.

- Teachers are encouraged to participate in seminars, conferences and to present papers on different emerging issues in teacher education.
- Faculty members are encourage to register for Ph.D. Already 3 staff members are doing Ph.D
- To encourage research in education the institution provides library resources and internet facilities.
- Provision of leave to pursue research work.

2. What are the thrust areas of research prioritized by the institution? The main areas of research prioritized by the institution are:-

- Research related to evaluation system
- Research related to psychological perspectives.
- Educational technology.
- Secondary education
- Educational management

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

At present we have not introduced Action research as an optional subject but we had introduced action research in the year 2007-08. Student teachers underwent action research under the guidance of teacher educator.

4. Give details of the Conference/Seminar/Workshop attended and/organized by the faculty members in last five years.

The details of seminars/conferences/workshops attended by the faculty members in last five years are as follows.

Details	Number
University level Work shop/conference/seminar	12
State level Work shop/conference/seminar	61
National level Work shop/conference/seminar	49
International level Work shop/conference/seminar	12

3.2 Research and Publication Output

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

Institution has created its own website.

Teacher-educators and student teachers collaborated in developing instructional and other materials for enhancing the quality of teaching.

Different Power Point Presentations are prepared by the student-teachers and teacher-educators to meet the need of today's education.

Different teaching aids related to different subjects as charts, slides, transparencies, working and non-working models etc. are prepared by students for enhancing the quality of teaching.

The institution has provided well equipped science laboratory, psychology laboratory, educational technology lab and computer lab to help the students in understanding the practical applications in the curriculum.

2. Give details on facilities available with the institution for developing instructional materials?

The institution has a rich library having more than ten thousand books, reference books to help students in developing instructional materials.

Beside this there is internet facility in ICT Lab. Well equipped A.V. room is there in the institution with instructional materials which helps in preparing different type of audio-visual aids. Art and craft room is also there for the same purpose. Photocopy facility is available to staff.

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

* Teacher educators have prepared slides, OHP and C.D's of different topics in their different teaching subjects. Students also use ICT at the time of teaching practice session.

* Teacher educators have prepared and made use of power point presentations.

* Self instructional materials in the form of programmed instruction materials are prepared student teachers.

* Students are allowed to browse internet to know the latest developments in instructional materials.

4. Give details on various training programmes and/workshops on material development (both instructional and other materials).

a) Organized by the institution

b) Attended by the staff

c) Training provided to the staff

(a) Division level workshop –

1. The institution has organized one day workshop on micro teaching in collaboration with Government College of Education Belgaum.

2. The institution has organized two days University level workshop on 'Development of SAR'.

(b) Teachers have attended orientation and refresher courses for professional development. They developed instructions material of their subjects and specialization. One of our faculty members has attended micro soft training.

(c) Two faculty members have attended a programme on ‘Assessment and accreditation of B.Ed colleges – A Basic Frame work ‘organized by the Basaveshwar College of Education Bagalkot.

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

Research papers and articles of different faculty members have been published in following journals in the last three years:-list enclosed.

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

Our faculty members are awarded as National level organizer in ‘National Talent Science Examination’.

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

No.

3.3 Consultancy

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

Yes, we have placement cell. Through this cell we provided consultancy service with regards to placement so for 30 students have got jobs through our consultancy.

Smt. S. B. Karadiguddi provided guidance for the science projects for high school teachers.

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.

Some of our faculty members are competent to undertake consultancy regarding the different aspect of teacher education:-

- Faculty members are associated with the school in interview panel.

- Some senior faculty members provide their advice to school regarding mental, social, emotional development of the students and provide their services to school teachers to eradicate classroom problems.

- All faculty members deliver extension lectures in the areas of their specialization in educational colleges as use of ICT in education, psychology of learner, Teaching of Methodology, Indian Philosophy.

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?

No revenue has been generated through such type of services because faculty and students do these services as academic and social activities without any honorarium.

4. How does the institution use the revenue generated through consultancy?

N.A.

3.4 Extension Activities

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

Extension programmes undertaken by the institution cover a wide range of activities. These programmes positively contributed to the society as well as enriched the teaching experiences of the students:-

- The college organise awareness programmes on voting, protection of environment and importance of donating the body and its parts.

Conservation, Environment cleanliness etc.

- A health checkup is being organised every year in collaboration with Red Cross in the college campus.

- A lecture was organized for the students by the institution in collaboration with Rotary Club where in doctors were given the knowledge about health and hygiene and blood donation.

2. How has the institution benefited from the community?

(Community participation in institutional development, Institution-community networking, institution-school networking, etc.).

The institution invites the renowned personalities of different fields from the community for different type of activities. Community members are invited on different occasions as celebration of days, Annual day celebration, social festivals etc. During such occasions, students interact with society members and get valuable experiences from them.

The programmes carried out such as free medical checkup camp, yoga camp, visit to local factories, environment awareness with community networking have helped in bringing social awareness in the community and contribute to the community development.

The institution has linkages with 10 practicing schools which have contributed lot to our student teachers in teaching skills and playing the role as organizers of various cultural programmes in the school.

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

The activities which institution would like to take up in future:-

- Awareness programmes on human rights, women empowerment, water conservation, environment cleanliness etc.
- Social activities as participation in different camps.
- Organization of rallies.
- Organization of different camps.
- Literacy programme for weaker section.
- Extension lectures on contemporary issues as honesty for life, Democracy, role of youth in politics, emotional problems of a child, environment of school.

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

No.

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

The institution conducts the citizenship training camp in nearby villages which develops values among student teacher like social responsibilities, dignity of labour, importance of environment, irradiation of superstitions. The institution organizes one day educational tour to develop social and emotional values among the student teacher.

3.5 Collaborations

1. Name the national level organization, if any, with which the institution has established linkages in the last five years.

No.

2. Detail the benefits resulted out of such linkages.

Not yet

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

No.

4. How did the linkages if any contribute to the following?

* Curriculum Development

* Teaching

* Training

* Practice

* Teaching

* Research

* Consultancy

* Extension

* Publication

* Student Placement

The linkages with different organization contribute effectively on the above said aspects as:-

a. Curriculum Development

* Curriculum is designed by Rani Channamma University, Belagavi. We are following the syllabus of B.Ed which is framed by the Rani Channamma University. Some of our faculty members have participated in developing course content syllabus and attended BOE meeting. Have given valuable suggestions in syllabus framing.

b. Teaching

* Organizing guest lectures, attending and presenting papers in seminars and conferences have helped our faculty in getting the new knowledge pertaining to the B.Ed syllabus. By attending refresher courses and orientation programme they enrich their knowledge which helps in their teaching.

c. Training

* The college has sponsored training programme conducted by college of teacher education belagavi to high school teachers in history subject.

d. Practice teaching

* Practice teaching runs smoothly only because of the co-operation and supporting nature of the faculty and head of practicing schools. The college has identified ten practicing schools. Student teachers benefited from these schools.

e. Research

No.

f. Consultancy

* Honorary consultancy is given by our faculty members has helped student teachers in updating their knowledge and developed expertise.

g. Extension

The extension activities done by the institution with community enriched socio cultural values among the teachers and students.

h. publication

The faculty members have published articles in reputed journals and also paper published in reputed publication with ISBN No.

i. Student placement

Heads of nearby schools are sending requisition letters to send eminent teachers. The college has sent number of past students to various schools.

4. What are the linkages of the institution with the school sector?

(Institute-school-community networking).

There are ten schools for practice teaching with which institution has linkage. For practice teaching, nearby schools are made available to the student teachers by the school authorities. The institution organizes co curricular activities in practice teaching schools such as quiz, singing, extempore speech, drawing, sports etc. The institution also invites school faculty for judging various competitions like Rangoli competition, poetic recitation, sports activities etc. the college has organized quiz and singing competition to the practice teaching schools and given certificates and cash prizes to the participants who secured first, second and third place. Every year college honours the retired teachers and head masters of the practice teaching school. Relevant Teaching aids are donated to the practice teaching 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 members are regularly interacting with practice teaching schools in preparing time table, getting units. The institute gets regular feedback from teachers of the school and accordingly corrective measures are taken in their teaching.

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

The faculty members visit the school time to time for teaching practice of B.Ed students. At the time of cultural programmes and other celebrations school students are invited to college campus. The faculties also go to the other colleges for extension lectures, consultancy activities and participate in interviews of school teachers as subject experts. Our faculty members also attend faculty development programmes organized by other colleges and Rani Channamma University, Belagavi.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

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

* Research

1. Three of our faculty members are doing Ph.D and all the staff members are having M.Phil degree.
2. The faculty members are encouraged by the management to do Ph.D.
3. Provision for leave is made to faculty members doing Ph.D.
4. Institution provides library facilities, journals and books to the faculty to pursue research.

* Consultancy

Faculty members are giving free consultancy. Faculty members are always encouraged to provide consultancy to student teachers, practice teaching schools and parents of the student teachers.

* Extension activities

College has carried out many community oriented programmes like environmental awareness, awareness to voters, medical checkup, welfare of SC/ST students and human rights awareness programmes.

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

The student teachers are allotted different units/subunits related to their concerned methodology and they are instructed to prepare seminar papers of five to ten minutes duration. Students present their papers according to presentation schedule. After presentation discussion is made where in students interact with each other about the concepts presented. The method master gives proper suggestions for improvement of their presentation.

In the first semester student teachers are divided into 4 houses namely kittur rani channamma, belawadi mallamma, subhas Chandra bose and bhagat singh. House wise survey will be conducted on

- i. Population and health.
- ii. Literacy.
- iii. Education and
- iv. Economic background of rural families.

Criterion IV

Infrastructure and Learning Resources Physical Facilities

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.

Yes, the college has infrastructure as per NCTE norms. There are well specious class room, multipurpose hall, science lab, psychology lab, educational technology lab, computer lab, work experience room, boys and girls common room, seminar hall, play ground, parking, separate wash room for boys and girl, sufficient amount of furniture, water facility and internet connectivity. The master plan is attached. (Annexure)

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

The institution plans regularly to meet the needs for augmenting of the infrastructure to keep pace with the academic growth as follows.

- Expansion and enrichment of library facilities.
- Installing interactive board in the classroom.
- Procurement of sports materials as and when required.
- Purchasing necessary furniture for the institution.
- Developing language lab.
- Purchasing equipments related to psychology, science, maths, history and geography.

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

The infrastructural facilities available for curricular and extra-curricular activities including games and sports are:-

* Sports facilities:

The college has 5 acres of Play ground.

Outdoor games – four hundred metres track, long jump pit, shot-put and discuss throw, volley ball, foot ball, tenniquit, badminton, kabaddi, kho-kho and cricket.

Indoor games – carom, chess, table tennis.

Provision for yoga is made in the open space.

Mass P.T – Main drum, side drum, triangle, buggule, flute.

Recreation – musical chair, flying disk and funny games.

Gym – gym is available in our arts, science and commerce degree college. So it is shared by our institution.

Co curricular activities - The institution has a seminar hall with 100 seating capacity.

Art and craft room – Social useful productive activities to be done under art and craft. For ex: candle making, greeting cards, chalk piece making, envelops, and files.

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

Playground shared with K.R.C.E.S Degree College.

Canteen shared with K. R. C. E. Society.

Gymnasium share with our K.R.C.E.S Degree College.

5. Give details on the Facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms, health center, etc.)

The facilities available with the institution to ensure the health and hygiene of staff and students are:-

- Wash room facilities separately for boys, girls and for teaching staff
- Rest room for girls
- Canteen
- R O water facilities
- First aid
- Medical facilities are easily available from nearby Govt. Hospitals.

6. Is there any hostel facility for students? If yes, give details, recreational facilities including sports and games, health and hygiene facilities, etc.

The hostel facility is available for boys. The boy's hostel is accommodating three students in a room. There are six rooms with all the facilities.

4.2 Maintenance of infrastructure

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

* Laboratories

* Furniture

* Equipments

* Computers

* Transport/Vehicle

No prior budget is allocated for the maintenance of building and laboratories etc. however institution has spent a large amount of money on maintenance of building, laboratories, furniture and other infrastructural materials during last five years. Board of management takes care of maintenance of all aspects of infrastructure of the institution.

Year	Building	Laboratories	Furniture	Computer and equipments	Transport/vehicles
2009-10	Nil		Nil	Nil	Nil
2010-11	72,161/-		Nil	1950/-	Nil
2011-12	Nil		Nil	Nil	Nil
2012-13	Nil	23,480/-	3212/-	34000/-	Nil
2013-14	Nil		21835/-	Nil	Nil

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

- The institution ensures that the available infrastructure is optimally utilized.

- Infrastructure facilities established in the college library and sports facilities are kept open to use by the students and faculty not only during working hours but extended hours are also provided whenever required.

- The conference room as well as the seminar room are used for various curricular and co-curricular activities by the institution and by sister institutions time to time.

- Institution provides its rooms and open area for the official activities at the time of training conducted by CTE Belgaum and B.E.O of Bailhongal taluka.

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

* The institution is situated in a calm and beautiful natural surrounding with a complete pollution free campus. There is a lush green lawn with beautiful flower beds in college campus.

* The class rooms are spacious with windows for proper ventilation and adequate natural light.

* Water filter is fitted for clean drinking water.

* Proper sanitation system is provided in the institution.

* Number of dustbins are there to maintain cleanliness.

* Institution is aware to save electricity by using CFL and tube -lights.

* Eco-club of students is quite aware regarding cleanliness and other aspects of environment.

4.3 Library as a learning resource

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

Yes,

The institution has a qualified librarian with supporting staff to run the library.

Library staff procures books recommended by the staff members.

Library maintained various journals, books, encyclopedia other resources.

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

Adequate library resources are available to the staff and students in the college. The resources of the library are as follows:

Particulars	Number
Text books	2 sets (high school)
Reference books	480
Books on education	5562
Others	4681
Indian journals	03
International journals	Nil
Magazines	02
e-resources	Nil

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.

A faculty member and a student teacher for library section is active in the institution to review systematically the various library resources for adequate access, relevance and to make acquisition decisions. Principal assess the need of the students regarding library resources, receives feedback from faculty and students and do the necessary improvements.

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

Yes, the library stock is computerised.

The record of the books are prepared.

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

Yes, the institution library has computer, internet facilities. There is a computer with printer, Xerox machine in the library. An active internet connection is also

available. All the library facilities are used by faculty as well as students teachers on all working days.

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

No.

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 is kept open throughout the year except Sundays. National & gazzeted holidays. Working hours of the library is 10.00 am to 5.00 pm i.e. 6 hours in a day. During the examination time the library working hours are extended.

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

The information about new arrivals is displayed on the display board.

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

Yes, the library has book bank facility under the book bank scheme.

Four books are issued to the student teachers for the whole year.

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

The library provides personal attention to the physically challenged students.

Nearby chairs and tables are provided to them.

4.4 ICT as learning resource

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

The institution has computer lab with 25 computers, LCD projectors, tape recorders, slide projectors, overhead projector and epidiascope with different non-projective visual aids. Public address system is also available. The students are given basic knowledge of the computer in computer laboratory. The lab also has the facility of printers, scanners, internet facility, etc. all the facilities are used by the student teachers in their daily practice. The students are instructed to prepare slides, transparencies and improved teaching aids. The students are always

motivated to use these facilities time to time to make their teaching learning effective.

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

In the 1st semester, there is a compulsory theory paper of ICT having 100 marks. Out of 100 marks 80 marks are reserved for university examination and remaining 20 for test and assignments in B.Ed for imparting computer skills. The following skills are developed in the students.

1. Opening and shutting down the computer.
2. Preparation of files, documents and folder.
3. Net surfing.
4. M.S. power point presentation.
5. Creation of E.mail ID.
6. Compose, read and send Emails.
7. Preparation of slides.
8. World wide web.
10. LAN, MAN and WAN.
11. Computer virus.
12. Maintenances of computer.

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

Every faculty member uses new technology in his/her daily practice. They prepare transparencies and power point presentation in curriculum transaction process. Audio and videos are used for demonstration lesson by teacher educators. Students are also encouraged to make use of technological devices in practice teaching.

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

- Student teachers take the help of ICT in preparing teaching aids and to deliver lesson. Student teacher are encouraged to download good quality pictures,

diagrams and photographs through internet in practice teaching. Student teachers also prepare teaching aids in the form of C.D's transparencies, working and non-working models, maps, charts for delivering the lesson during teaching-practice session. For conducting unit test they make use of M.S Word and M.S Excel in preparing question papers and result sheets.

4.5 Other Facilities

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

Institutional infrastructure is optimally used. K.R.C.E.Society's sister institutions like P.U College, Degree College, Secondary School etc make use of our infrastructure, conference hall and seminar hall. Training programmes are organized in our institution for secondary school teachers in collaboration with CTE Belagavi.

2. What are the various audio-visual facilities/materials (CD's, audio and video cassettes and others materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The following audio visual facilities are available in our college to provide varied learning experiences to pupil teachers.

- ❖ Mike -1
- ❖ OHP -1
- ❖ LCD Projector-1
- ❖ Radio – 1
- ❖ Tape recorder – 1
- ❖ T.V and D.V.D -1
- ❖ Slide projector – 1
- ❖ Camera – 1
- ❖ Film strip projector - 1
- ❖ Slide projector – 1
- ❖ Audio cassettes – 15
- ❖ Audio C.D's – 15
- ❖ OHP Transparencies – 100
- ❖ M.P player -1

The institution uses all these above facilities during assembly, lectures demonstration lesson, micro teaching and cultural activities.

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

The institution has ICT laboratory, psychology laboratory, science laboratory. The teacher in charge of respective laboratories ensure the care and proper use of equipments of the laboratory. The necessary modifications are done according to the demand of the students and curriculum. The teacher in charge make arrangement after discussion and by consulting the head of the institution.

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

* The institution is having the facility of multipurpose hall which has seating capacity of 100 students. It is well equipped with board, audio-visual facilities and with public address system.

* The institution has well equipped conference hall with capacity of 200 students. It is equipped with LCD projector, OHP, LCD TV. Public address system with eye catching furniture.

* Workshop in the form of work experience under SUPW is available in the institution having material related to SUPW equipped with greeting cards, files, envelops, covers and moulds to prepare candles and chalk piece. Along with these models, charts, transparencies, audio cassettes and photographs are equipped in the laboratory. Provision of play ground in the college premises is there. A sports ground is available sports material related to volleyball, football, cricket etc is available.

The institution does not has separate transport facilities but students are to be provided bus pass of K.S.R.T.C.

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

Class rooms have the facilities for utilizing OHP, slide projector and LCD projector. In future we are installing smart board in general classroom of 100 students seating capacity.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty always tries to bring diversity in their instructing procedure by using ICT like overhead projectors, slide projector, LCD projectors and power point presentation. Teachers emphasize on the overall development of the quality of student teachers. To achieve this purpose, teacher educators adopt different teaching method as project method, problem solving method, survey method and heuristic method etc in their daily lectures. They also use different teaching aids as and when required. Teaching through down loading from internet wherever pictures, maps, video clips are necessary. Personal attention is provided to the slow learners and gifted learners.

2. List innovative practices related to use of ICT, which contributed to equality enhancement.

- * Every student teacher is taught about the basis of computers, different type of projectors as OHP, LCD projector, slide projector, epidiascope etc.
- * The students are empowered to use various instructions equipment available with the institution.
- * Student teachers use ICT for preparing their lesson plan and seminars.
- * They prepare power- point presentation at the time of workshops, seminars, debates etc.

3. What innovations/best practices in “infrastructure and learning resources? Are in vogue or adopted/adapted by the institution?

- * The Institution provides well furnished classrooms, well equipped laboratories and adequate environment for teaching learning process.
- * Tutorial groups are constituted with a teacher educator as a tutor in which concept of individualized learning is followed.
- * Remedial teaching is provided to needy students.
- * Suggestion box is also available in the college premises. Suggestions are received and are taken into consideration.
- * Specific teaching strategies are adopted to cater the diverse needs of learners.
- * Use of ICT is common in the institution for teaching learning process.

* Feed back on campus experiences are collected from student-teachers to make improvement in required areas.

Criterion V

Student Support and Progression

5.1 Student Progression

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 (student's pre-requisite knowledge and skill to advance) to completion?

(i) Induction programme orients student teachers regarding the nature of entire B.Ed course and instructional setup.

(ii) While taking admission to the B.Ed course students are instructed to solve all the exercises given in the secondary school text books of 8th and 9th standard in their respective teaching methods. This helps in reviewing the school syllabus and prepares student teachers for practice teaching.

(iii) In order to prepare student teachers for the programme and to assess the various aspects of their personality, inherent potential and interest, 'Talent Search Programme' is organized in the beginning of the session. The programme includes various activities like speech, poetic recitation, mono acting, solo song, dance & drama etc.

(iv) The institution assesses the student's academic progress by using formative and summative evaluation techniques i.e. one unit test in a month, a test of 25 marks and 80 marks in each semester will be conducted.

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

The institute provides a supportive environment to the student teachers to develop their potential. The institution promotes motivation, satisfaction, development and performance-improvement of the students:

- Pollution free, peaceful campus.
- Well- equipped Library.
- Well-equipped and enriched Psychology Lab, Science Lab, ICT Lab.
- Well-equipped work experience lab for various activities.

- Sports facilities.
- Separate common rooms for girls and boys with different indoor games.
- Internet facility in ICT lab.
- Well-equipped conference hall with LCD for recreation also.
- Canteen facility.
- Organization of different cultural, academic and sports competitions.
- Highly qualified and co-operative staff.
- Gives opportunity to explore the knowledge through seminars, group discussions, project works, surveys etc.
- Awards certificates and cash prizes to the student teachers who achieve high performance in curricular, co curricular and sports activities.

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

Year	2009-10	2010-11	2011-12	2012-13	2013-14
Male	--	--	05	01	--
Female	01	--	01	--	--
Total	01	--	06	01	--

Reason for drop out is due to:

1. Female student got government job in 2009-10.
2. Out of five male students in 2011-12 two of them died, one got government job, two of them discontinued because of their family and health problems.
3. A candidate in 2012-13 left the college because of coaching for competitive examinations.

Steps taken by the institution to reduce the dropout rate:

1. Convincing the parents about the importance of B.Ed course.
2. Providing library facilities and books to poor students.

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 SLET, NET, Central/State services through competitive examination in the last two years?

Additional services provided to students for enabling them to compete for the jobs and progress to higher education are as follows:

1. The institution has made special provision for giving training in mental ability by inviting the qualified guest lectures.
2. Important relevant news regarding jobs and higher education are exhibited on the bulletin board.
3. News papers, magazines, internet facilities are made available to students to keep updated about their job opportunities and prospects of higher education.
4. Guidance is provided to the students to pursue higher education.

Exams	SLET		NET		TET	
	Appeared	Qualified	Appeared	Qualified	Appeared	Qualified
2011-12	04	Nil	Nil	Nil	--	--
2012-13	Nil	Nil	Nil	Nil	98	04

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

The following table shows % of students goes for further studies and joining teaching profession

	B.Ed		
	2010-11	2011-12	2012-13
Number of students joined for higher studies	04	03	01
Number of students joined teaching profession (private sector)	29	25	13

Rests of the students are engaged in competitive exams and some other services.

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

After completion of B.Ed course students are allowed access to all the facilities available in the institution such as books, audio video aids, net and journals on their request.

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

Yes, many private institutions have been approaching the placement cell for the appointment of the students since two years. The number of students benefitted through the placement cell is mentioned below:

Year	2011-12	2012-13
Number of students employed	25	13

Information regarding vacancies, qualifications etc are displayed on display board for the students. Placement cell organizes guest lecture regarding preparation for competitive examinations.

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

1. Lack of coordination in academic terms between B.Ed colleges and high schools.
2. Low salaries given by management of unaided schools demotivate students to continue their teaching profession.
3. Lady students are not willing to go outside for the jobs.

The college has requested the concern authorities to coordinate academic terms and to give handsome salary to the appointed teachers.

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

Yes,

The practice teaching schools associated with our college of education are government, aided and unaided schools. In government and aided schools appointments are made through notification in the news paper. As for as unaided schools are concerned placement cell has sent many teachers in those schools.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

The placement cell has the following resources:

- Human resources
 - i. Placement officer – 01
 - ii. Members – 02
- Financial resources – Nil
- ICT resources – The college has provided computer with internet connection, telephone and photocopy machine.

5.2 Student Support

1. How are the curricular (teaching-learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across institution, feedback) evaluated and revised to achieve the objective implementation of the curriculum?

Curricular, co curricular and extracurricular activities programmes are planned and implemented according to Rani Channamma University guidelines. The institution prepares its own academic calendar keeping in mind University academic calendar. The institution will be going to publish prospectus from the academic year 2014-15. Feedbacks obtained from the students at the end of course, from alumni, heads of practice teaching schools. Institution kept suggestion box from which feedback from the students were obtained.

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

- Personal care is taken for physically challenged students.
- Physically challenged students are allotted to nearby schools for practice teaching.
- They are exempted from various physical activities.
- They are given extra time for preparation of teaching aids and assignments.
- In University examination one hour extra time duration will be given to physically challenged students.

- Special seating arrangements are made in the classroom and in the library.

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

The institution does not have any type of formal mentoring system. Faculty plays important role of mentor during practice teaching and micro teaching sessions. In practice teaching and micro teaching programmes 15 students are given to each faculty member and he/she guides to develop macro lesson plans and micro lesson plans respectively. Personal attention is paid to student teachers and progress of them is observed carefully.

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

Providing library and reference books to the faculty helps in making teaching learning process effectively.

The institution has provided all the basic facilities for enhancing the effectiveness of the faculty in teaching and learning process.

Teaching is made by using OHP, LCD Projector and computer.

The faculty members are encouraged to participate in state, national and international level seminars/conference/workshops to keep updated with latest developments.

Faculty members are encouraged to visit other institutions as guest lecture, resource person.

Providing opportunity for discussion and sharing academic matters with experts.

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

Yes, the college has its updated website i.e. www.krcescollegeofeducation.org the information regarding governing body of the institution, teaching and non-teaching staff, courses available, infrastructural facilities and other facilities available are posted on the site. The college website is updated regularly.

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

Yes,

Student's weakness is diagnosed by the faculty through the class room interactions, class test. Appropriate remedial teaching is provided to the low achievers through extra classes, personal guidance, assignments, peer tutoring and encouraging them to visit library frequently.

7. What specific teaching strategies are adopted for teaching?

a) Advanced learners and b) Slow learners.

a) For advanced learners –

i. opportunities are provided to deliver talks and anchor the programmes.

- ii. Extra and challenging assignments are given.
- iii. Providing opportunity for participation in college level competitions.
- iv. Encouraging them to prepare seminar papers along with PPT.
- v. selection of leaders at the college union.
- vi. Group discussion and quiz competitions are to be held for them.
- vii. Additional library books are provided to advanced learners.
- viii. Encouraging them to introduce innovative in practice teaching.

b) For slow learners -

- i. Remedial classes are conducted.
- ii. Faculty members pay special attention in class room teaching.
- iii. Extra time will be given to complete the curricular task.
- iv. Attention is given to improve handwriting.
- v. Encouraging them to develop speed and efficiency in examination.

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

* Before the commencement of the course, an orientation programme is being organized to guide the students regarding course content and the different activities of work experiences.

* During the session, faculty members as mentors solve the individual problems of academic and personal aspects of students.

* Women cell is also there for the same purpose.

* The information regarding different courses, vacancies in schools and other job opportunities are displayed on display boards for the benefit of the students.

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

Composition of grievance redressal cell

Convener: Prof. B. M. Kadeshnavar

Members: 1. Kumari Kalpana Hiremath – student teacher

2. Kumari Savita Shigihalli – student teacher

The institution has Grievance and Redressal committee to solve the grievances of students regarding any aspect of the institution. Suggestion box is also available outside the Principal's office. Students are free to give their grievances to the committee or by putting it in the suggestion box. Issues are discussed with committee members and appropriate steps are taken and redressed to satisfy the student teachers. The major grievance redressed in last two years were regarding canteen facility, water facility, educational tour etc.

10. How is the progress of the candidate at different stages of programs monitored and advised?

- The progress of student teachers at different stages of programmes are monitored through unit test, class test, assignments, observing lessons in practice teaching.
- Performance in CTC camp and the conduct of behavior in educational tour is also monitored.
- Sports and games activities are evaluated.
- Observing lessons and providing feedback to improve their teaching.
- After monitoring the progress of the students in different areas necessary advice, feedback and guidance is provided by the concern expert teacher or mentor teacher for improvement.

11. How does the institution ensure the student's 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?

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

Pre Practice

- The theoretical knowledge about lesson plan and different teaching skills are provided in orientation programme.
- Demonstration lessons are delivered by the faculty members.
- Lesson plans are being checked by the method masters.

- Organizing Micro teaching sessions and practicing teaching skills by student teachers.
- Teaching a macro lesson in a simulated condition.
- Discussion about micro lessons and macro lessons.

Practice teaching

- A teacher educator as supervision provides follow up support to the students during teaching practice in school.
- The teacher educator monitors all the daily activities and lessons of the student teachers and provides feedback and guidance to improve at different levels.
- The school teachers and head of the school are also requested to observe and guide the pupil teachers according to their needs.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

a) List the current office bearers.

b) Give the year of the last election.

c) List Alumni Association activities of last two years.

d) Give detail of the top ten alumni occupying prominent position.

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

Yes,

- a. The institution has an alumni association. The present office bearers are as follows:

Smt. M. B. Tallur	President
Shri. P. B. Hooli	Secretary
Shri. H. R. Patil	Joint secretary
Shri. S. V. Yaraddi	Treasurer
Shri. P.M. Ayachit	Member
Shri. B.N.Mudennavar	Member
Shri.M.S.Gadennavar	Member
Smt. S. B. Karadiguddi	Member
Smt. G. C. Karki	Member

Smt. Poornima Pattanashetty	Member
Shri. A. R. Patil	Member
Shri. M. N. Kulkarni	Member

b. We have not conducted elections to the alumni association. Office bearers are nominated on their willingness to work for the alumni. The alumni association was inaugurated on 07/10/2011.

c. Alumni association activities in last two years –

- i. Felicitating alumni members who are in key position.
- ii. Giving cash prize and honoring the rank students.
- iii. Organizing guest lecture.

d. The following are the top ten alumni occupying prominent positions.

Sl. No.	Name of the alumni	Position held
1.	Shri. B. B. Hosamani	Air force officer
2.	Shri. B. A. Mekalmardi	B.E.O
3.	Shri. A.S.Jodageri	B.E.O
4.	Shri. A. B. Adaki	B.E.O
5.	Shri. R. R. Sadalagi	BRC Coordinator, Savadatti.
6.	Smt. M. F. Patil	Lecturer, DIET Belagavi.
7.	Smt. P.S. Guddadanveri	Associate Professor in KUD.
8.	Smt. M. B. Tallur	Principal,KRCESCOE, Bailhongal.
9.	Dr. Satish Hiremath	Kottur swami B.Ed College, Bellary
10.	Shri. A. S. Amoghimath	Principal,B.F.Y,COE, Munavalli.
11.	Shri. V. L. Patil	Associate Professor in KUD.
12.	Shri. R. G. Melavanki	Head master Govt. High School Kanabargi
13.	Shri. Prakash Melavanki	Head master Govt. High School

		Mastamardi.
14.	Shri. R.M.Mudakanagoudra	Head master Govt. High School Bhavihal.
15	Shri. Kasale.	Head master Govt. High School Koppal.

e. Contribution of alumni to the growth and development of the institution

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- i. The alumni association has deposited Rs- and the interest earned is utilized for various activities.
- ii. Alumni members share their innovative ideas and teaching skills with younger generation.
- iii. They acted as a guest lecture to our college.
- iv. They guide students to enter into government jobs.
- v. The top position occupied by alumni motivate our students to achieve top in their life.

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 physical director of our institution along with the sports secretary organizes various outdoor and indoor activities for the student teachers. Various extracurricular activities are organized at the college level and winners are awarded. Our college students have participated in inter zonal kabaddi tournament in the year 2012-13.

Achievements

- i. Kumari. Bhagyashri Totagi got second prize in Janapad singing competition organized by SRK COE, Ilkal in the year 2012-13.
- ii. Kumari. Savita Patil secured third prize in speech competition organized by KSR COE, Belagavi in the year 2012-13.

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

- i. During the block teaching the teacher trainees are guided to bring out manuscripts magazines by school students.
- ii. Students are encouraged to prepare envelopes, greetings, covers, candles and chalk piece under SUPW.

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

Yes,

The institution has student's union comprising representatives from students, teacher educators and principal. The secretaries of different departments are selected on the basis of merit in the previous examination.

Student Union President – Smt. M. B. Tallur Principal.

General Secretary - Kumari. Suvarna Hosamani

Sl. No.	Department	Chairman	Secretary
1.	Cultural activities	Shri. P. M. Ayachit	Kumari. Savita Anikivi.
2.	Sports activities	Shri. B. C. Harlapur	Kumari. Kalpana Hiremath
3.	CTC	SHRI. P. B. Hooli Smt. B. M. Kadeshnavar	Kumar Demappa Bodaki
4.	SUPW Activities	Shri. M. S. Gadennavar	Kumari. Rajeshwari Uppin
5.	Library	Shri. M. S. Gadennavar	Kumari. Shivaleela Mudakanagoudar
6.	Discipline and Attendance	Smt. S. B. Karadiguddi	Kumari. Rajeshwari. Mugadainavar
7.	Educational Tour	Shri. B. N. Mudennavar	Kumari. Savita Shigihalli

8.	Ladies representative	Smt. B. M. Kadeshnavar	Kumari. Roopa Matolli
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5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The institution has its various bodies and their activities which have student representatives in addition to student union are as follows.

Department	Activity
Cultural Activity Committee	It conducts all the cultural activities and organizes various programmes like, celebration of national days, quiz, singing, speech competitions etc.
Sports and games committee	This committee conducts all the indoor and outdoor sports activities under the supervision of physical director.
Library committee	It recommends for the purchase of essential books, magazines, news papers and educational volumes.
Citizenship camp committee	Conducts three days CTC camp in rural area and organizes various activities to develop civic sense and social responsibilities among pupil teachers.
Alumni Association committee	It organizes lectures from eminent teachers to guide our students.
Student grievance & redressal committee	Grievances of student teachers are redressed. Medical checkup was done.
Red Cross committee	Awareness about the donation of body and its organs. Awareness about the environment.

SC/ST Cell	Helps in releasing scholarship and develops awareness among SC/ST Students about the government facilities given to them.
tour & excursions committee	Organizes one day tour to the places of historical importance.
SUPW Committee	Organizes different activities like, preparing candles, chalk piece, envelops, greetings etc.
Discipline Committee	Attendance and prayer thought of the day.

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

Yes,

1. Student teachers provide feedback about their teachers in the proforma provided to them.
2. Suggestion box is kept, through which students are encouraged to give their suggestions, complaints through letters.
3. At the end of each academic year students opinions are taken into consideration for the college improvement.
4. In governing body meeting our board of directors give suggestions to improve the quality of teacher training programme.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

The best practices of the institution in student support and progression are:-

- Best practice – I, Selecting best boy and best girl.
Throughout the academic year our college of education along with providing good training to become competent teachers, it also tries to develop as an ideal individuals who have social, moral and spiritual values. At the end of the academic year our faculty members identify best boy and best girl

among the student teachers keeping in view their attendance, morality, participation in curricular and co curricular activities etc.

- Best practice – II, Deepadan samarambh.

A lamp cannot light another lamp unless it is burning. Likewise a teacher cannot truly teach unless he continues to learn. This statement emphasizes need for the teacher to remain a learner throughout. Realizing this, our institution has a tradition of celebrating deepadan samarambh in a unique way. In this best practice students will take oath of the commitment to their profession and transferring their wisdom to the next generation.

- Best practice – III, awarding students at the annual gathering.

On the last working day of the academic year college arranges farewell to student teachers. All the students gathered for the last function. An eminent educationist is invited for this function, through him awards and cash prizes are distributed to the students who secure top positions in their different subjects.

CRITERION VI

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The institution was established in 1986. It has its own vision, mission and goals. The purpose of the institution is to give quality teacher education according to the aims of education to the urban and rural graduates of the surrounding areas.

Vision:

To achieve academic excellence through hard work, critical thinking and effective decision making.

Mission:

To equip and empower students with relevant knowledge, competence and creativity to achieve innovations in teaching by curricular and co curricular activities to realize the goals of education.

Goals:

7. To empower the student teachers to face the challenges of competitive world.
8. To provide a nurturing environment to learn and grow.
9. To prepare an individual for employment and advancement in his chosen career.
10. To develop cognitive skills among pupil teachers.
11. To develop socio cultural values in the society.
12. To develop a lifelong desire in individuals to create a positive change in the society and contribute to the economic development of the nation.

The vision, mission and goals of the institution are made known to the different stakeholders as follows:

1. Vision, Mission and goals are hoisted on the college website.
2. Displaying at different locations in the college such as office, library, lecture hall, principal chamber and at the college entrance.
3. In the student's observation book.
4. During induction programme.

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

The college which is giving teacher education to graduate students includes the institution's goals and objectives in terms of addressing the needs of the society in its mission. The mission of the institute also includes the needs of the students, the school sector, education institution's traditions and value orientations.

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning process (functioning and composition of various committees and board of management, BOG, etc.)

Kittur Rani Channamma College of Education is government aided College. It is affiliated to Rani Channamma University, Belagavi and Governed by Department of Higher Education, Govt. of Karnataka. The decisions for academic and infrastructural needs are taken in the meetings of management which are held quarterly at least. The decisions are executed by the committees of the college which are constituted in the beginning of every academic session. Faculty members are the members and conveners of these committees. Curriculum transactions are made as per the academic calendar.

Our governing body committee is formed as follows:

1. Shri. N. S. Patil Chairman, Sub Committee.
2. Shri. M. V. Wali
3. Shri. M. S. Koujalgi Secretary
4. Shri. R. P. Badas Secretary
5. Shri. R. G. Gataranavar
6. Shri. B. G. Harakuni
7. Shri. D. S. Sangolli
8. Shri. C. G. Deshanur

Management provides necessary facilities for the smooth functioning of the institution.

The principal as the management representative implements the academic activities effectively and efficiently.

Principal of the institution appoints different faculty to committee and allots work.

Faculty members who are the team leaders help in doing the academic activities and report to the principal timely.

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 Principal of the college discuss the matter regarding the institution and the same is communicated to the staff in staff meetings, various committees of the college carry out the duties assigned to them.

The individual faculty members as leaders of team are accountable to perform different academic activities and report to the Principal.

The principal evaluates the performance and discharge of responsibilities by the faculty and communicates to the management time to time.

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The Management and the Principal review the activities of the institution in various meetings of governing body and meetings of the staff. The Governing body comprises elected office bearers and Principal. The principal acts as a liaison

between management and the faculty member. He regularly keeps in touch with the management in developmental activities and academic matters. The members of the teaching and non teaching staff approach the principal and discuss about academic and administrative issues concerning to the institution.

6. How does the institution identify and address the barriers (if any) is available for the management to review the activities of the institution?

Mission and goals are observed and evaluated in meetings time to time. Barriers are identified if any. These meetings are arranged with the staff, governing body, students and alumni association. The suggestions are invited from various stakeholders.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process?

There are two levels of management a) Institutions level b) governing body level. At both levels mission, goals, administrative and institutional objectives/processes are discussed thoroughly. The committees are formed/comprising teaching staff members for smooth administration. The works assigned to various committees are assessed in meetings and head of the institution keeps keen observation on the process. The Management encourages faculty members to pursue faculty improvement programmes such as attending National/International seminars, workshops and conferences to achieve excellence.

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 academic activities are conducted as per the academic calendar prepared at the beginning of the B.Ed course under the leadership of Principal. The Principal fulfils the leadership role is governance and management of curriculum by observing the activities done by faculty members. The infrastructural, material and curriculum resources are fully utilized by the students. The principal as the head of the institution constitutes various committees wherein she is the chair person and evolves strategies for academic growth.

Curriculum

- Helps the faculty members to prepare academic calendar of institution keeping in mind university calendar.

- Principal helps in preparation of time table and allots specific subjects to the faculty and observes keenly curricular transactions.

Administration

- The principal appoints various committees.
- Make supervision in conducting activities smoothly.
- Provides valuable suggestions to improve the curricular activities.

Resources

- With management permission allots funds to different committees to conduct activities.
- Provides library facilities and technological devices.

Utilization of resources

- The faculty members make use of psychology laboratory, technology laboratory, science laboratory and computer laboratory for effective teaching learning process.
- Library resources are to be utilized by staff and students to the optimum level.

6.2 Organizational Arrangements.

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

The college has constituted various committees like, NAAC committee, Timetable, Examination, Sports, Discipline, Library committee, Cultural committee, SUPW, CTC, etc. These committees make decisions regarding academic arrangement, infrastructure, extension and examination. Meetings of these committees are held periodically under the Leadership of principal. Different committees for the academic year 2013-14 are as follows:

NAAC Committee –

1. Smt. M. B. Tallur Chair person
2. Shri. P. M. Ayachit coordinator
3. Smt. S. B. Karadiguddi Asst. coordinator
4. Smt. B. M. Kadeshnavar IQAC coordinator

This committee conducts and distributes responsibility to different faculty members according to their competencies.

Time table committee –

1. Smt. M. B. Tallur Principal
2. Shri. B. N. Mudennavar Asst. Prof.
3. Shri. M. S. Gadennavar Asst. Prof.

The committee met four times and prepared time table according to university calendar.

Examination committee –

1. Smt. M. B. Tallur Principal
2. Smt. S. B. Karadiguddi Asst. Prof.

The committee conducts two tests in each semester. Prepares and submits internal assessment of each semester to RCU Belagavi. Makes necessary arrangements to conduct university examination.

Sports committee –

1. Smt. M. B. Tallur Principal
2. Shri. B. C. Harlapur Physical Director
3. Miss. Kalpana Hiremath sports secretary

The committee conducts annual sports in which indoor games and outdoor games are organized. It gives prizes to winners at the time of annual gathering.

Discipline committee –

1. Shri. B. C. Harlapur Physical Director
2. Smt. S. B. Karadiguddi Asst. Prof.

This committee looks after the regular attendance of the students. Conducts morning assembly and prayer where in Nadageete and National anthem sung by the students everyday and also students read news headlines.

Library committee –

1. Shri. M. S. Gadennavar Asst. Prof.
2. Miss. Savita Shigihalli Student Secretary

The committee looks after the books provided to the student teachers and faculty members. Suggests purchasing necessary books and journals for the college library.

Cultural committee –

1. Shri. P. M. Ayachit Asst. Prof.
2. Miss. Savita Anikivi Student secretary

This committee conducts several activities like, celebration of National festivals, speech competition, debate competition, singing competition and quiz competition etc., Awards certificates and cash prizes to the winners.

SUPW committee –

1. Shri. M. S. Gadennavar Asst. Prof.
2. Miss. Rajeshwari Uppin Student Secretary

The committee invites guest faculty and make arrangements in preparation of candles, chinks, envelopes, greetings and other craft work with low cost no cost materials.

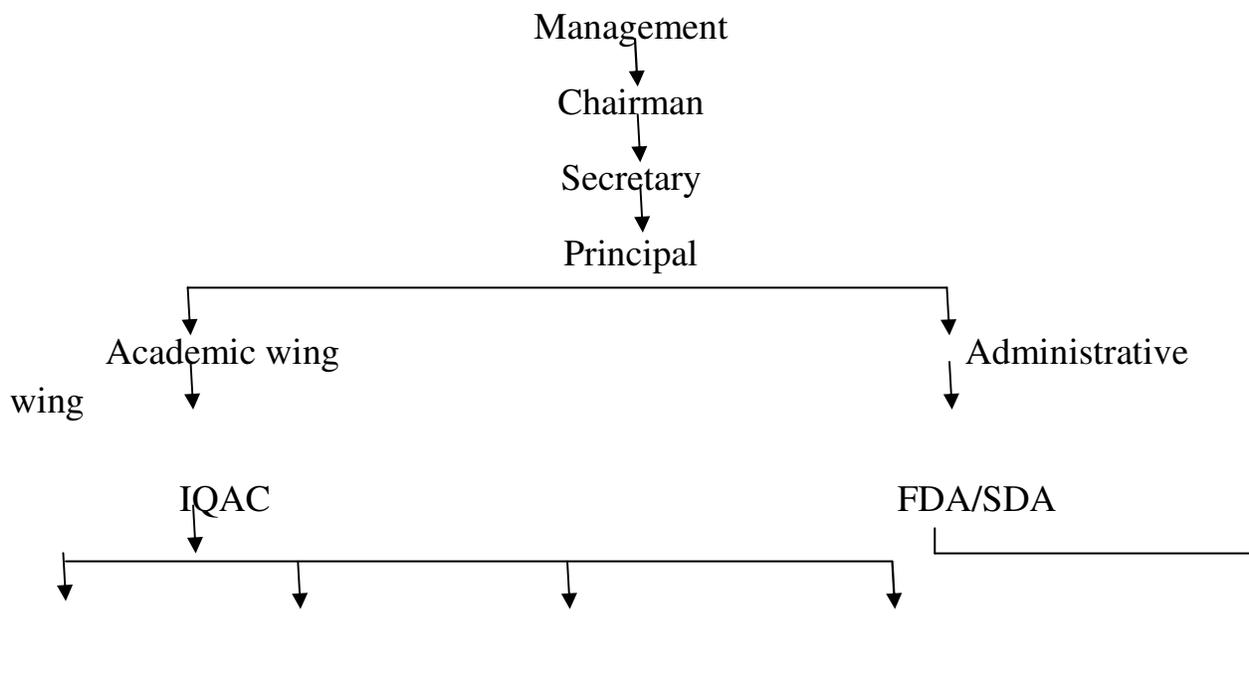
CTC Camp –

1. Shri. P. B. Hooli Asst. Prof
2. Smt. B. M. Kadeshnavar Asst. Prof

This committee conducts citizenship training camp wherein activities like, swachchata abhiyan, yoga are to be conducted and awareness about rural community and civic sense is developed.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

Organizational structure



Curricular	co curricular	sports	student support
↓	↓	↓	↓
1. Admission	1. Talent's Day	1. Indoor games	grievance cell
2. Time table	2. Excursion	2. Outdoor games	1. Redcross wing
3. Library	3. CTC		2. Ladies grievance wing
4. Discipline	4. Quiz & Singing for PT schools		3. SC/ST Cell
5. Practice teaching	5. Extension activities		4. Anti ragging cell
6. Evaluation			5. Human right cell

Students

The details of academic and administrative bodies of the institution for 2013-14 sessions are as follows:

NAAC Committee –

5. Smt. M. B. Tallur Chair person
6. Shri. P. M. Ayachit coordinator
7. Smt. S. B. Karadiguddi Asst. coordinator
8. Smt. B. M. Kadeshnavar IQAC coordinator

Time table committee –

4. Smt. M. B. Tallur Principal
5. Shri. B. N. Mudennavar Asst. Prof.
6. Shri. M. S. Gadennavar Asst. Prof.

Examination committee –

1. Smt. M. B. Tallur Principal
2. Smt. S. B. Karadiguddi Asst. Prof.

Sports committee –

4. Smt. M. B. Tallur Principal
5. Shri. B. C. Harlapur Physical Director
6. Miss. Kalpana Hiremath sports secretary

Discipline committee –

3. Shri. B. C. Harlapur Physical Director
4. Smt. S. B. Karadiguddi Asst. Prof.

Library committee –

3. Shri. M. S. Gadannavar Asst. Prof.
4. Miss. Savita Shigihalli Student Secretary

Cultural committee –

3. Shri. P. M. Ayachit Asst. Prof.
4. Miss. Savita Anikivi Student secretary

SUPW committee –

3. Shri. M. S. Gadannavar Asst. Prof.
4. Miss. Rajeshwari Uppin Student Secretary

CTC Camp –

3. Shri. P. B. Hooli Asst. Prof
4. Smt. B. M. Kadeshnavar Asst. Prof

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

The administration is decentralized by authorizing the various administrative committees to take decision in respective purposes they are meant. However governing body is constituted of elected office bearers of general body members, principal.

The roles assignment/performed by these are as follows:

Principal:

- (1) Linkage between university, government & institution.
- (2) Framing of different committees and assigning work to these.
- (3) Certifying pays bills.
- (4) Observation of rules.

Affiliating University:

- (1) Curriculum Framing.

- (2) Examination and award of degree.
- (3) Selection of staff.
- (4) Academic norms.
- (5) Admissions of B.Ed.

Governing Body:

- (1) Suggestions for functioning of IQAC.
- (2) Selection/appointment of employees.
- (3) Growth of institution.

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

The institute collaborates with the following to improve and plan the quality of educational provisions:

- (1) Affiliating university.
- (2) Dept. of Education, Rani Channamma University, Belagavi.
- (3) CTE Belagavi
- (4) Management
- (5) Principal and staff of practice teaching schools.
- (6) Alumni association.
- (7) Community.

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

Feedback is taken from students, alumni and community regarding resources in Library, infrastructure & curriculum transaction, performance of teachers and overall performance of institution. The feedback is being used to improve in different aspects.

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 promotes cooperation among faculty members by organizing staff meeting and get together.

1. Faculty members share their knowledge and experiences which they gain in orientation and refresher courses, workshops, seminars and conferences.
2. Institution holds good relation with neighbouring colleges for promoting cooperation and sharing knowledge.
3. Various club activities in the college bring out the originality and create a conducive environment in the institution.
4. Guest lectures are organized to promote the sharing of knowledge among faculty and student teachers.
5. The faculty members have benefitted with working pattern of reputed college by visiting SRK College of Education, Ilkal.
6. Meetings held by the principal help in sharing the knowledge among the faculty members.

6.3 Strategy Development and Deployment

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?

As such the college has no specific provision of MIS but all the information regarding academic and administrative aspects of the institution are collected collectively.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution has formulated plans and projects in advance for future views in a phased manner. They are –

1. Faculty improvement programmes like, ICT Training, personality development and communication skills are conducted to enhance skills among the faculty members.
2. The library has planned to introduce inflibnet.
3. Institution sends IA Marks online through OASIS.
4. The institution helps financially through employee's cooperative society.

5. This year biometric system is introduced.

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

Human resources are fulfilled as per the recruitment rules of NCTE and UGC Norms by Government of Karnataka. The salary of the faculty is being paid by the government. Other financial expenditures are met through fee collection from the students of government quota (75) and management quota (25).

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

Academic calendar is prepared at beginning of the session keeping in view the university calendar. Particularly for block teaching, meetings are held with head masters and teachers of practice schools to discuss about the practice teaching programme for student teachers. Feedback of previous session is taken into account so that the deficiencies can be removed to strengthen the block teaching.

5. How are the objectives communicated and deployed at all level to assure individual employee's contribution for institutional development?

The individual employee has freedom of expression and is made aware of objective of institution. Employees are members of various administrative committees. The meetings of these committees are held time to time. Contribution of every employee is assured through the responsibilities given to administrative committees.

6. How and with frequency are the vision, mission and implementation plans, monitored, evaluated and revised?

The vision, mission and implementation are monitored, evaluated and revised timely.

(1) All academic and administrative decisions are taken by the authorities in the light of vision, mission and goals of the institution.

(2) A committee of senior faculty under the principal will go in detail of every decision taken by the institution.

(3) At the end of each semester the institution does evaluation keeping in view vision, mission and goals.

(4) Results are considered for next academic session.

7. How does the institution plan and deploy the new technology?

Latest technologies are used for academic and administrative work of the institution. For office works, computers are used. Well furnished seminar room, computer room and class rooms are available in college. Institution plans to introduce digitalized library. Adequate training will be provided to the faculty members as per their requirement.

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

Faculty members are allowed to attend seminars, workshops, conferences of state, national and international level organized at different places. They are also allowed to attend the orientation and refresher courses which are needed for their career development. Institute arranges special lectures for value education and motivates the faculty to do research work.

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?

1. The institution evaluates the performance of the teachers by giving questionnaire to student teachers.
2. The faculty members work as guest lectures, resource persons at various functions of nearby institutions.

3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being satisfaction and motivation).

1. Management personnel interact with faculty and discuss their difficulties faced in conducting B.Ed course and remedial measures are to be taken.
2. During various celebrations, members & officer bearers of governing body are invited. They also motivate the staff for better performance & cohesiveness.
3. Loan facility will be provided by the employee's cooperative society run by KRCE Society, Bailhongal.

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.

* For non-teaching staff, institution has provided computer training to improve efficiency.

* Content enrichment programme was done in the year 2006 when our institution was affiliated to Karnataka University Dharwad.

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 skill (Recruitment policy, align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?)

(1) Faculty is appointed on sanctioned posts on regular basis through the procedure as per norms of govt., university, UGC and NCTE.

(2) If necessary, Adhoc Faculty is appointed by the Management through selection panel comprises management nominee, principal and subject experts.

(3) Service conditions are very good.

6. What are the criteria for employing part-time /Adhoc faculty? How is the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

The management recruits part time/adhoc faculty when there is increase in the workload or whenever vacancy arises. State government, UGC and NCTE norms are followed while recruiting.

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 association).

The institution promotes faculty improvements by:

1. By deputing to attend refresher and orientation programme with leave.
2. Members of the faculty are encouraged to conduct and organize workshops/seminars in the college campus and expenditure is barred by the college.
3. Well equipped library and internet facilities are provided to help in research work.

4. Duty leave is provided to faculty to participate in seminars, workshops & conferences etc.

5. Faculty is supported financially (if required) to carry research work.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The institution has sufficient infrastructure for different activities. Separate psychology lab, science lab and computer lab is maintained by the institution.

Cubicles have been provided to faculty members. Spacious staff room is available in college. Computer & Internet facilities are available in college for students & faculty members.

Along with this all basic infrastructural facilities are provided.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The institution has made a system to get information by faculty members/other stakeholder in the following ways:

(1) Every notice/information from any related agency i.e. university/govt./NCTE/UGC etc are circulated among students and faculty members.

(2) These are displayed on notice boards.

(3) The faculty and other stakeholders informed directly from the college office and any complaints are received by the principal and through the grievance cell established in the college.

(4) Students and faculty members and other stakeholders are informed by using technological Medias like telephone, SMS and E-mail.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The faculty is encouraged to be engaged in a wide range of professional and administrative activities as follows:

1. Mentoring system is followed and pupil teachers are distributed equally to each faculty member.
2. Our faculty members cooperate with practicing schools and actively participate for the welfare of student teachers.
3. Faculty members are involved in professional and administrative activities.
4. Faculty members organized community activities through which awareness is to be brought for the community.
5. Faculty members are sent on duty leave for their academic development and research work.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes,

The institution motivates the staff members to advance their career and enhance their knowledge and skill. Appreciation is provided in stakeholders meeting and college functions.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

The revenue and income generated through fees collected from students. The faculty is getting salary by Government of Karnataka.

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

No donation is taken.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the operational budget of the institution is adequate to cover day-to-day expenses. The college has necessary budget to day to day expenses like telephone, electric bill, papers and magazines. Any deficit in the budget is met by the management.

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).

1. Fees collected through students.
2. Interest earned by the bank deposits.
3. Contribution of management for developmental activities.

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).

The accounts are audited regularly internally as well as externally. During last two years there have been no major pending audit paras, objections raised and dropped.

6. Has the institution computerized its finance management systems? If yes, give details.

Financial management system is done manually as well as computerized.

6.6 Best Practices in Governance and Leadership.

1. What are the significant best practices in Governance and Leadership carried out by the institution?

Efforts are made to create conducive teaching-learning environment by following the norms & regulations set up by various authorities like management, university, HEC, UGC etc.

1. Regular meetings are held to have an over view of the academic environment of the institution.
2. Our institution is primarily academically oriented and student focused.
3. Formation of committees to carry on curricular and co curricular activities of the B.Ed course.
4. The management best practices envisage the turning out of employable and socially sensitive teachers. The quality culture is initiated by visionary leadership and achieved by the missionary zeal of the institutional community as a whole.
5. The team work is encouraged by the institution & the bond created among different personnel is through working together for common mission & goals.

2. Governance and Leadership Additional Information

1. The college has an internal coordinating and monitoring system which functions through various committees.
2. There is a Women Cell, Grievance- Redressal Cell in the college.
3. The college has constituted different committees for smooth administration of the institution.
4. Headmasters of the schools are also consulted for smooth functioning of teaching practice session.
5. Various awareness programmes are organized with the collaboration of other agencies like Hospital and Rotary club.
6. The institution avails services of J.E. for building construction.

Criterion VII

Innovative Practices

7.1 Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, institution has established IQAC in 15/1/2010 to ensure quality improvement in the entire activities of the institution.

Composition of IQAC:

1.	Smt. M. B. Tallur principal	Chairman
2.	Shri. P. M. Ayachit Asst. Prof	NAAC Coordinator
3.	Smt. S. B. Karadiguddi Asst. Prof	Asst. NAAC Cordinator
4.	Smt. B. M. Kadeshanavar Asst. Prof.	IQAC Coordinator
5.	Shri. P. B. Hooli Asst. Prof	Member

6.	Shri. B. N. Mudennavar Asst. Prof	Member
7.	Shri. M. S. Gadennavar Asst. Prof	Member
8.	Shri. B. C. Harlapur Phy. Director	Member

Major activities under taken by IQAC:

1. University level workshop on development of SSR.
2. Extension activities like, free medical checkup camp, Yoga camp, awareness programmes on environment and voting.
3. Conducting remedial classes for slow learners.
4. Organizing guest lectures.
5. Faculty development programmes.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Different committees constituted by the college critically analyze the efforts made by the institution to evaluate the achievement of goals and objectives. It also involves this evaluation of feedback received from students, Head of practice, teaching schools, alumni members and community members. All the feedback and evaluation are discussed in meetings comprising Principal, teaching and non-teaching staff twice in an academic session. The suggestions received from different concern are included for execution in next session activity plan.

3. How does the institution ensure the quality of its academic programmes?

The IQAC designs academic calendar and action plan accordingly it is carried out to ensure the quality of the programme.

1. In order to ensure the quality of its academic programmes, the institution made Academic Calendar comprising different academic and co-curricular activities before the commencement of the session.
2. It includes extra classes, notes facility, organization of seminars, workshops, discussions which facilitate the slow learners and also the students of excellence.

3. Student's feedback is collected on curricular aspects.
4. Innovative teaching methods are adopted.
5. Celebration of National and International days are observed.
6. Different cells are initiated and channelized.
7. Induction programme is conducted by faculty members.
8. Micro teaching workshop is to be conducted.
9. Orientation and demonstration programmes are organized.
10. Construction of achievement test is to be done for effective evaluation.

4. How does the institution ensure the quality of its administration and financial management processes?

The institution adopted a decentralized process for administration. Different administration committees are formed at institutional level comprising one senior faculty member as convener and a Student teacher is involved in the administration through various bodies like Academic Committee, Discipline Committee, Library Committee, Cultural Committee, sports committee, SUPW, CTC & Tour committee. All the committees plan and execute the development of the institution. Annual auditing is done by the chartered accountant.

5. How does the institution identify and share good practices with various constituents of the institution.

In order to identify and share good practices with all constituents, the institution has made proper co-ordination by organizing periodical joint meetings of administrative and academic constituent's interaction with the constituents helps in identifying and sharing good practice. The institution maintains continuous interaction with all its constituents like subject clubs, alumni, sports, SC/ST Cell, grievance redressal cell etc. these constituents share their ideas to enhance quality in teacher education programme.

7.2 Inclusive Practice

1. How does the institution sensitize teacher to issues of inclusion and the focus given to these in the national policies and the school curriculum.

Faculty members get the knowledge about the policies and issues regarding inclusive education through newspapers, journals, periodicals and internet. Student are further encouraged to participate in seminar or conferences to develop sensitivity as regards to the issues of inclusion.

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?

In B.Ed there is theory paper like educational psychology through which students gets theoretical knowledge about the exceptional children. The institution organizes co curricular activities based on inclusion and gender difference. The institution also organizes extension activities, extension lectures and seminars etc to sensitize the students regarding this issue.

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.

1. Student teachers are provided equal opportunity.
2. The infrastructure facilities are availed by all the student teachers.
3. Individual attention is given to support the students.
4. Problems faced by the student teachers are discussed in the staff meetings.
5. Participation of student teacher in group discussion, cultural activities, sports and games help them to create learning environment.
6. Attending special lectures, seminars and workshops enhance their learning process.
7. Meritorious students are awarded by issuing shields, trophies and cash prizes.
8. Learning resources like library, computer lab, internet facility help student teachers to improve their academic performance.

4. How does the institution ensure that student teacher develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution ensures the student teachers for developing proficiency as follows:

1. Lesson plans are prepared keeping in mind the intellectual, emotional and social background of practice teaching school children.
2. Guidance and counseling is to be done.
3. Diagnostic test and remedial classes are to be conducted for slow learners.
4. Student teachers used different charts, model and specimens to make learning effective.

5. Live projects are assigned to advance learners.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institution addresses the needs of the following students by providing special attention as follows:

Physically challenged students:

1. Special seating arrangement is made in the classroom.
2. Physically challenged students are allotted to the schools of their choice for practice teaching.
3. Extra one hour time duration is given to physically challenged students in the semester exam by taking permission from the university.

Differently abled students:

Slow learners:

1. Providing simple course materials for slow learners.
2. Revision of topics made.
3. Bilingual explanation done while teaching.
4. Interaction method is used.
5. Counseling will be done by the concerned faculty.

Advanced learners:

1. Providing more number of books and extra library timing.
2. Motivating them to participate in co curricular activities.
3. Access through internet.
4. Encouraging them to prepare working models, charts, OHP and PPT presentations.
5. Giving awards and rewards.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Although ours is a coeducation institution, we have 64% of women students studying in the B.Ed course and 30% women faculty. The Institution is aware to handle gender sensitive issues. Women cell is active in the college. Special care is

taken to avoid any discrimination. Women Cell ensures the active participation of girl students in every programme organized by the institution.

Usually mixed groups are constituted for different purposes. Some of the activities of the women cell are: -- Celebration of International and National Women's Day.

-- Extension lectures on gender sensitive issues like women empowerment, female foeticide etc

-- Debate.

-- Speech.

-- Awareness Programmes.

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 institution ensures the access to the information on organizational performance to the stakeholders by displaying them on display board of the college, local newspapers, by writing letters to alumni members, parent teacher associations, and on its website also. The institution invites stakeholders in different activities/functions organized in college campus and share institutional achievements and student's excellence with them.

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?

Data regarding various academic and administration aspects are collected from students and stakeholders through feedback Performa and through discussions at the time of different activities. Collected data is being shared and discussed in different committees to bring qualitative improvement. Each semester result is analyzed and evaluated properly and necessary action will be taken for qualitative improvement.

3. What are the feedback mechanisms in vogue of collected collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

1. Feedback is collected from heads of the practice teaching schools about the performance of student teachers in practice teaching schools.

2. Opinions from parents and visitors are also collected for the improvement of programme.
3. At the end of B.Ed course feedback is taken from the student teachers about the course and about the faculty.
4. Feedback from alumni members is collected and their suggestions are taken into consideration in quality improvement.
5. Semester result is also valuable information for quality improvement.
6. Our Board of Directors visit to the institution timely and provide valuable suggestions for the improvement.
7. The student teachers also give feedback through suggestion box. All the collected feedback and suggestions are considered after analysis for quality improvement.

KITTUR RANI CHANNAMMA EDUCATION SOCIETY'S COLLEGE OF
EDUCATION, BAILHONGAL

SESSION 2013-14

Mapping of Institutional Academic Activities

1st Semester Academic Activities mapping

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Admission process																									
Orientation																									
Demonstration /observation of lessons																									
Micro teaching/simulation																									
Theory classes																									
Tutorials/seminars																									
Practical work																									
Preparation of internship (lesson guidance)																									
Practice teaching																									
Tests & Assignments																									
Co curricular activities																									
Working with community/project work																									
University exam																									

2nd Semester Academic Activities mapping

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Theory classes	■	■	■				■	■	■	■	■	■		■	■	■	■			■	■	■		
Tutorials/seminars												■												
Practical work			■			■				■				■										
Preparation of internship (lesson guidance)		■	■																					
Practice teaching				■	■	■																		
Tests & Assignments											■							■	■					
Co curricular activities								■					■		■									
Working with community/project work																■					■			
University exam																							■	■

Note: a week is six working days and a day is of six clock hours. The above mapping covers the entire academic session and may be altered as per the requirements.

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.

**Signature of the Head of the institution
with seal:**

Place: Bailhongal

Date: 13/11/2014