

Est.2004)

(NAAC Track ID-KACOTE20798



**B.V.V.Sangha's**  
**B.V.VS. College of Education,**  
**Bagalkot-587101**

(Karnataka State)

*(Recognized by: NCTE and Government of Karnataka,  
Affiliated by: Rani Channamma University, Belagavi)*

# Self Appraisal Report

**Submitted for  
Assessment and Re-accreditation**

To

National Assessment and Accreditation Council (NAAC)  
P.O. Box No. 1075. Nagarbhavi, Bangalore-560072

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# *The Self-appraisal Report*

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## **VISION**

*“Quality of teacher education through innovation*

*To produce competent and creative teachers*

*To help enrich knowledge and culture”*



## **MISSION**

*“To impart quality teacher education  
To accomplish a healthy and  
Wealthy society through responsible  
Creative teachers”*



## **Quality Policy**

*“To mould academically sound,  
Professionally competent prospective teachers”*



## MESSAGE

The **Open book** placed in the centre is the indicative of the domain of knowledge which can be assimilated by the learner with the sense of devotion and dedication in the presence of the teacher. The **Sanskrit word** denotes humble salutation to the '**Guru**' as perceived in Indian culture. The **rays of light** emerging from the lamp exemplify the illumination of the knowledge in the minds of the disciples. The **half hemisphere** denotes the structured environment provided by the institution. On the top the '**Nandi**' is placed as the symbol of mighty power beneath, the word '**work is worship**' is engraved as the symbol of work culture.

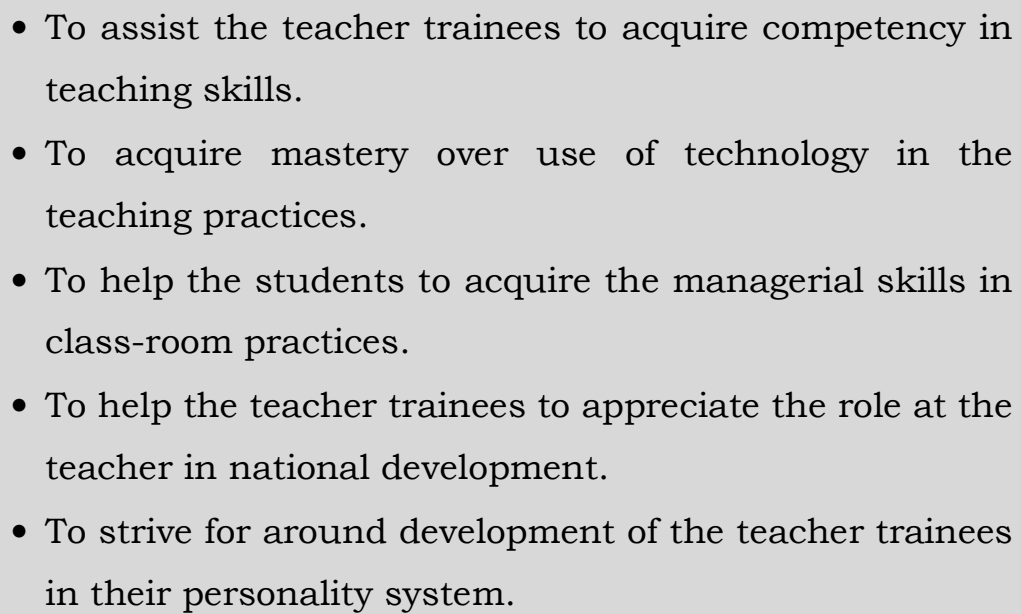
# Values

## Values frame work

- *Commitment to teaching profession.*
- *Complete involvement in teaching practice.*
- *Good interpersonal relationships.*
- *Positive attitude towards teaching profession.*
- *Striving for quality.*



## **Objectives**

- 
- To assist the teacher trainees to acquire competency in teaching skills.
  - To acquire mastery over use of technology in the teaching practices.
  - To help the students to acquire the managerial skills in class-room practices.
  - To help the teacher trainees to appreciate the role at the teacher in national development.
  - To strive for around development of the teacher trainees in their personality system.

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# PART - I

## INSTITUTIONAL DATA

# Self-Appraisal Report

## Part I: Institutional Data

### A. Profile of the Institution

1.	Name and address of the institution	:	B.V.V.Sangha's College of Education, Bagalkot-587101
2.	Website URL	:	www.bvvscoe.org
3.	For communication:	:	08354-225136, 9448986708

### Office:

Name	Telephone Number with STD Code	Fax No	E-Mail Address
<b>Dr.V.A.Benakanal</b> Head/Principal	08354-225136	08354-225102	bvvs cbgk@rediffmail.com
<b>Dr.R.G.Teggi</b> Vice-Principal	08354-225136	08354-225102	bvvs cbgk@rediffmail.com
<b>R.C.Yanamashetti</b> Coordinator	08354-225136	08354-225102	bvvs cbgk@rediffmail.com

### Residence:

Name	Telephone Number with STD Code	Mobile Number
<b>Dr.V.A.Benakanal</b> Head/Principal	08357-250854	94489 86708
<b>Dr.R.G.Teggi</b> Vice-Principal	08354-225136	94803 11951
<b>R.C.Yanamashetti</b> Co-ordinator	08354-225136	94806 45469

4. Location of the Institution:

Urban       Semi-urban       Tribal       Rural   
Any other (Specify and indicate)

5. Campus area in acres:

40.73 acres

6. Is it a recognized minority institution?

Yes       No

7. Date of establishment of the institution:

Month	Year
MM	YYYY
<b>Dec</b>	<b>2004</b>

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

**Rani Channamma University, Belagavi**

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

2f	
Month	Year
NA	NA

12B	
Month	Year
NA	NA

10. Type of Institution

- a. By funding
- i. Government
  - ii. Grant-in-aid
  - iii. Constituent
  - iv. **Self-financed**
  - v. Any other (specify and indicate)
- b. By Gender
- i. Only for Men
  - ii. Only for Women
  - iii. **Co-education**
- c. By Nature
- i. University Dept.
  - ii. IASE
  - iii. Autonomous College
  - iv. **Affiliated College**
  - v. Constituent College
  - vi. Dept. of Education of Composite College
  - vii. CTE
  - viii. Any other (specify and indicate)

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

Yes  No

If yes, has the institution applied for autonomy?

Yes  No

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

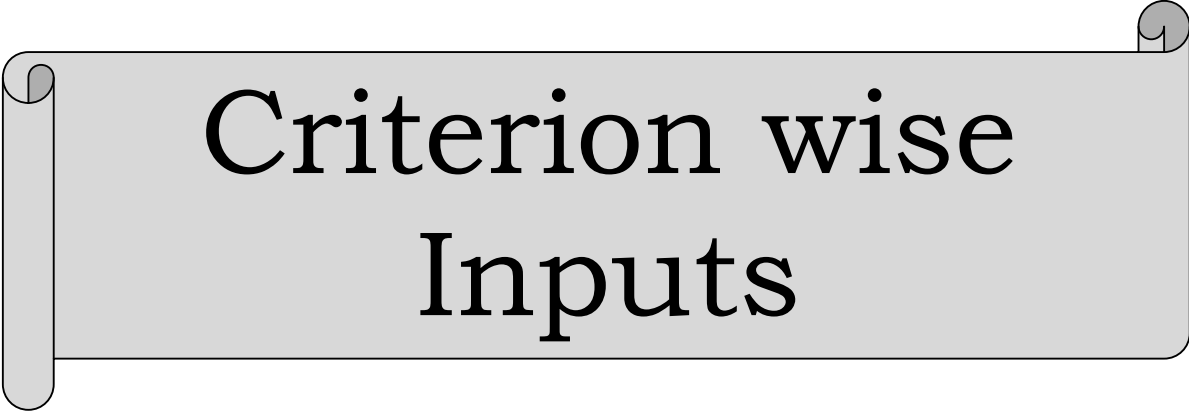
Sl. No	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		<b>B.Ed</b>	<b>Any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

(Additional rows may be inserted as per requirement)

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

<b>Level</b>	<b>Programme</b>	<b>Order No. &amp; Date</b>	<b>Valid up to</b>	<b>Sanctioned Intake</b>
Pre-primary	---	----	----	-----
Primary/ Elementary	---	----	----	-----
Secondary/ Sr.secondary	<b>B.Ed</b>	F.SRO/ NCTE/ B.Ed/ 2004-2005/ 9223 / Date : 09-12- 2004		<b>100</b>
Post Graduate	<b>M.Ed</b>	F.SRO/ NCTE/ 20010- 2011/ 20619 / Date : 24- 08-2010		<b>35</b>
Other (specify)	<b>IGNOU B.Ed</b>	No/I.G/ RSD/ Notification /94 Date : 06- 01-2006		<b>100</b>

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



# Criterion wise Inputs

### Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision	<table border="1"><tr><td>Yes</td><td>√</td><td>No</td><td></td></tr></table>	Yes	√	No	
Yes	√	No			
Mission	<table border="1"><tr><td>Yes</td><td>√</td><td>No</td><td></td></tr></table>	Yes	√	No	
Yes	√	No			
Values	<table border="1"><tr><td>Yes</td><td>√</td><td>No</td><td></td></tr></table>	Yes	√	No	
Yes	√	No			
Objectives	<table border="1"><tr><td>Yes</td><td>√</td><td>No</td><td></td></tr></table>	Yes	√	No	
Yes	√	No			
2. a) Does the institution offer self-financed programme(s)?	<table border="1"><tr><td>Yes</td><td>√</td><td>No</td><td></td></tr></table>	Yes	√	No	
Yes	√	No			
If yes,					
a) How many programmes?	<table border="1"><tr><td>2</td></tr></table>	2			
2					
b) Fee charged per programme	<table border="1"><tr><td>B.Ed – 48,000 M.Ed – 25,000</td></tr></table>	B.Ed – 48,000 M.Ed – 25,000			
B.Ed – 48,000 M.Ed – 25,000					
3. Are there programmes with semester system	<table border="1"><tr><td>Yes</td></tr></table>	Yes			
Yes					
4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?	<table border="1"><tr><td>Yes</td><td>√</td><td>No</td><td></td></tr></table>	Yes	√	No	
Yes	√	No			
If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.	<table border="1"><tr><td>2</td></tr></table>	2			
2					
5. Number of methods/elective options (programme wise)					
D.Ed.	<table border="1"><tr><td>-----</td></tr></table>	-----			
-----					
B.Ed.	<table border="1"><tr><td><b>Methods – 7</b></td></tr></table>	<b>Methods – 7</b>			
<b>Methods – 7</b>					
M.Ed. (Full Time)	<table border="1"><tr><td>02</td></tr></table>	02			
02					
M.Ed. (Part Time)	<table border="1"><tr><td>-----</td></tr></table>	-----			
-----					
Any other (specify and indicate)	<table border="1"><tr><td>IGNIOU B.Ed</td></tr></table>	IGNIOU B.Ed			
IGNIOU B.Ed					

6. Are there Programmes offered in modular form

Yes	√	No	
Numb	2		

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

Yes	√	No	
Numb	01		

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	
Numb	3		

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

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

4 Months
----------

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

Yes		No	√
Numb	No		

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

Yes	√	No	
Numb	01		

13. Does the institution develop and deploy action plans for effective implementation of the curriculum? Yes  No

14. Does the institution encourage the faculty to prepare course outlines? Yes  No

**Criterion II: Teaching-Learning and Evaluation**

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specifies and indicates)

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

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

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	38	62	100	32	45	77	07	16	23
M.Ed. (Full Time)	13	05	18	04	00	04	09	05	14
M.Ed. (Part Time)	--	--	--	--	--	--	--	--	--

4. Are there any overseas students?

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

If yes, how many?

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

- a) Unit cost excluding salary component
- b) Unit cost including salary component



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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	----	----	----	----
B.Ed.	83.9%	53%	79.97%	55.0%
M.Ed. (Full Time)	83.6%	65.57%	76.77%	63.63%
M.Ed. (Part Time)	—	—	—	—

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

Yes  No

8. Does the institution develop its academic calendar?

Yes  No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-----	-----	-----
B.Ed.	60%	24%	16%
M.Ed. (Full Time)	90%	---	10%
M.Ed. (Part Time)	-----	-----	-----

10. Pre-practice teaching at the institution
- a) Number of pre-practice teaching days  Days
- b) Minimum number of pre-practice teaching Lessons given by each student.  Days\
11. Practice Teaching at School
- a) Number of schools identified for practiceTeaching.  Days
- b) Total number of practice teaching days.  Days
- c) Minimum number of practice teaching Lessons given by each student.  Lessons

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

No. of Lessons In simulation	No. 5+5=10
No. of Lessons Pre-practice teaching	No. 10+10=20

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

Yes  No

14. Does the institution provide for continuous evaluation?

Yes  No

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

Programmes	Internal	External
D.Ed.	-----	-----
B.Ed.	34.14%	65.88%
M.Ed. (Full Time)	29.6%	70.4%
M.Ed. (Part Time)	-----	-----

16. Examinations

a) Number of sessional tests held for each paper 

02	
----	--

b) Number of assignments for each paper 

01	
----	--

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

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

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

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

Number	01
--------	----

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

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

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

Compulsory  Optional

### Criterion III: Research, Consultancy and Extension

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

Number	03	25	%
--------	----	----	---

2. Does the Institution have ongoing research projects?

Yes	√	No	
-----	---	----	--

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
BVVSangha's	5000/-	1 year	-
-	-	-	-

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

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

03
----

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

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

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

Yes  No

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

a. Ph.D.

b. M.Phil.

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

Yes  No

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

	Yes	No	Number
International journals	-	-	-
National journals – referred papers	√	-	72
Non referred papers			
Academic articles in reputed magazines/news papers	√	-	16
Books	√	-	10
Any other (specify and indicate)	√	-	3
Teaching learning materials			

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

Yes  No

Number

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

	Faculty	Students
National seminars	<input type="text" value="66"/>	<input type="text" value="02"/>
International seminars	<input type="text" value="06"/>	<input type="text" value="-"/>
Any other academic forum	<input type="text" value="-"/>	<input type="text" value="-"/>

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

(Mark '√' for yes and 'X' for No.)

Self-instructional materials

Print materials

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

Digitalized (Computer aided instructional materials)

Question bank

Any other (specifies and indicates)

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

Yes  No

If yes, indicate the nature of the post.

Full-time  Part-time  Additional charge

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

Yes  No

14. Are there any other outreach programmes provided by the institution? Yes  No

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

16. Does the institution provide consultancy services?

Yes  No

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

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

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input checked="" type="checkbox"/>

#### Criterion IV: Infrastructure and Learning Resources

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

2049.62 Sq.mtrs

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

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

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

25

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

10,000=00

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

6,000=00

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

3,507=00

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

----

Note: Building committee of the B.V.V.Sangha's will look after the building expansion, Mainer ripper work done by the college.

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

Yes  No

9. Total number of posts sanctioned

Open Reserved

Teaching

Non-teaching

M	F	M	F
7	3	1	0
4	1	0	1

10. Total number of posts vacant

Open Reserved

Teaching

Non-teaching

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

11. a. Number of regular and permanent teachers

(Gender-wise)

Open Reserved

Professors

Readers

Lecturers

M	F	M	F
02	00	00	00
M	F	M	F
01	02	00	0
M	F	M	F
04	01	00	00

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

Lecturers

Readers

Professors

M	F	M	F
00	01	00	00
M	F	M	F
00	00	00	00
M	F	M	F
00	00	00	00

c. Number of teachers from same state

Other states

11
00

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-----
B.Ed.	1:10
M.Ed. (Full Time)	1:5
M.Ed.(Part Time)	-----

13. a. Non-teaching staff

Open          Reserved

Permanent

M	F	M	F
04	01	00	01

Temporary

M	F	M	F
00	00	00	00

b. Technical Assistants

Permanent

M	F	M	F
01	00	00	00

Temporary

M	F	M	F
00	00	00	00

14. Ratio of Teaching – non-teaching staff

2:1

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

95%

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

8 and Half Hour

On holidays

7 Hours

During examinations

10 and Half Hour

18. Does the library have an Open access facility

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

19. Total collection of the following in the library	
a. Books	7,697
- Textbooks	4,999
- Reference books	2,698
b. Magazines	04
e. Journals subscribed	
- Indian journals	22
- Foreign journals	03
f. Peer reviewed journals	03
g. Back volumes of journals	1371
h. E-information resources	
- Online journals/e-journals	02
- CDs/ DVDs	20
- Databases	02
- Video Cassettes	10
- Audio Cassettes	15
20. Mention the	
Total carpet area of the Library (in sq.mts.)	155.42 sq.mts.
Seating capacity of the Reading room	100
21. Status of automation of Library	
Yet to intimate	--
Partially automated	√
Fully automated	--

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

Circulation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clipping	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>	
Reference	<input checked="" type="checkbox"/>	
Information display and notification	<input checked="" type="checkbox"/>	
Book Bank	<input checked="" type="checkbox"/>	
Photocopying	<input checked="" type="checkbox"/>	
Computer and Printer	<input checked="" type="checkbox"/>	
Internet	<input checked="" type="checkbox"/>	
Online access facility	<input checked="" type="checkbox"/>	
Inter-library borrowing	<input checked="" type="checkbox"/>	
Power back up	<input checked="" type="checkbox"/>	
User orientation /information literacy	<input checked="" type="checkbox"/>	
Any other (please specifies and indicates)	<input type="checkbox"/>	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

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

Furnish information on the following

Average number of books issued/returned per day	<input type="text" value="20/20"/>
Maximum number of days books are permitted to be retained	
by students	<input type="text" value="Weekly"/>
by faculty	<input type="text" value="15days"/>
Maximum number of books permitted for issue	
for students	<input type="text" value="02"/>
for faculty	<input type="text" value="05"/>
Average number of users who visited/consulted per month	<input type="text" value="70-80"/>

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

30

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

2%

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

	<b>I 2010-11</b>		<b>II 2011-12</b>		<b>III 2012-13</b>	
	<b>Number</b>	<b>Total cost (In Rs.)</b>	<b>Number</b>	<b>Total cost (In Rs.)</b>	<b>Number</b>	<b>Total cost (In Rs.)</b>
Text books	<b>113</b>	<b>10602</b>	<b>100</b>	<b>10756</b>	<b>206</b>	<b>41870</b>
Other books	<b>154</b>	<b>54044</b>	<b>110</b>	<b>24372</b>	<b>06</b>	<b>1890</b>
Journals/ Periodicals	<b>20</b>	<b>6000</b>	<b>26</b>	<b>10300</b>	<b>26</b>	<b>15466</b>
Any others specify and indicate <b>1.NEWS PAPER</b>	<b>04</b>	<b>4289</b>	<b>05</b>	<b>1108</b>	<b>06</b>	<b>7015</b>
<i>(Additional rows/columns may be inserted as per requirement)</i>						

### Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.	--	--	--
B.Ed.	01	02	05
M.Ed. (Full Time)	00	01	01
M.Ed. (Part Time)	-----	----	---

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

Yes	√	No	
-----	---	----	--

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

10-15
-------

3. Does the institution offer Remedial instruction?

Yes	√	No	
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4. Does the institution offer Bridge courses?

Yes	√	No	
-----	---	----	--

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

	UG-B.Ed			PG-M.Ed			M. Phil		
	I 11-12	II 12-13	III 13-14	I 11-12	II 12-13	III 13-14	I	I	II
Pass percentage	100%	100%	98.92 %	100%	100%	100%	-	-	-
Number of first classes	76.5%	4.16%	3.22%	-	-	93.75 %	-	-	-
Number of distinctions	20.9%	94.79 %	84.49 %	100%	100%	-	-	-	-
Exemplary performances (Gold Medal & university ranks)	2 <sup>nd</sup> & 8 <sup>th</sup> Rank Awarded from University	--	--	2 <sup>nd</sup> Rank Awarded from University	1 <sup>st</sup> to the College	-	-	-	-

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

	I	II	III
NET	02	-	-
SLET	-	-	-
Any other (specifies and indicates)(TET)	-	-	08

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

Financial Aid	I	II	III
	11-12	12-13	13-14
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	01
Any other specify and indicate			
1. Bilur Scholarship	01	01	01
2. SC	8	10	16
3. ST	03	02	05
4. Cat-I, IIA, IIB, IIIA, IIIB (OBC)	-	50	-
5. Minority	-	-	-

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

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

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes	√	No	
Non-teaching staff	Yes	√	No	

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

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

Women

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

Sports fields	Yes	√	No	
Indoor sports facilities	Yes	√	No	
Gymnasium	Yes	√	No	

12. Availability of rest rooms for Women

Yes	√	No	
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13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	√	-	02
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other. (specify and indicate)	√		08	√		03

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State (Dasara Festival, Hockey)	01	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2011
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19. Does the institution have a Student Association/Council?

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

20. Does the institution regularly publish a college magazine?

Yes  No

21. Does the institution publish its updated prospectus annually?

Yes  No

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

	Year 1 (%) 2011-12	Year 2 (%) 2012-13	Year 3 (%) 2013-14
Higher studies	19%	06%	-
Employment (Total)	40%	20%	20%
Teaching	36%	18%	16%
Non teaching	4%	2%	-

23. Is there a placement cell in the institution?

Yes  No

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

2011-12	2012-13	2013-14
34	20	20

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

- ❖ Academic guidance and Counseling
- ❖ Personal Counseling
- ❖ Career Counseling

**Criterion VI: Governance and Leadership**

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

Yes  No

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

Governing Body/management	Monthly
Staff council	Weekly
IQAC/or any other similar body/committee	Monthly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	1. B.V.V.S Board of Management. 2. BVVS Degree college management committee 3. Internal quality assurance cell

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Other (specify and indicate)PF	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

2	2	2
---	---	---

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organization

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

National	01	01	01
International	-	-	-

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

2	2	2
---	---	---

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

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

10	12	12
----	----	----

e. Research development programmes attended by the faculty

03	03	03
----	----	----

f. Invited/endowment lectures at the institution

05	05	05
----	----	----

Any other area (specifies the programme and indicate)

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

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

a. Self-appraisal

Yes	√	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	√	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	√	No	
-----	---	----	--

e. Any other (specifies and indicates)

Yes		No	√
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

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

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

Grant-in-aid

-
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Fees

B.Ed Govt-25150 M.Ed Uni -25440
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B.Ed MQ-48670 M.Ed MQ -25440
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Donation

NO
----

Self-funded courses

B.Ed & M.Ed
---

Any other (specify and indicate)

9. Expenditure statement (for last two years)

	<b>Year 1</b>	<b>Year 2</b>
	2011-12	2012-13
Total sanctioned Budget	30,00,000	35,00,000
% spent on the salary of faculty	50%	43%
% spent on the salary of non-teaching employees	7.5%	8.0%
% spent on books and journals	0.36%	0.11%
% spent on developmental activities (expansion of building)	0.00%	0.00%
% spent on telephone, electricity and water	1.24%	0.1%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.576%	1.032%
% spent on maintenance of equipment, teaching aids, contingency etc.	4.27%	3.54%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	12.80%	8.83%
% spent on travel	1.33%	0.78%
Any other (specify and indicate)		
Total expenditure incurred		

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

**B.Ed**

Surplus in Rs.	Deficit in Rs.
2011-2012 Rs.0.00	Rs.3,95,547.00
2012-13 Rs. 2,19,468.00	Rs.0.00
2013-14 Rs.0.00	Rs.55,697.00

**M.Ed**

Surplus in Rs.	Deficit in Rs.
2011-2012 Rs.0.00	Rs. 2,78,408.00
2012-13 Rs.0.00	Rs.3,41,667.00
2013-14 Rs.0.00	Rs.2,62,369.00

11. Is there an internal financial audit mechanism?

Yes  No

12. Is there an external financial audit mechanism?

Yes  No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specifies and indicates)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

14. Does the institution have an efficient internal Coordinating and monitoring mechanism?

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes  No

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

Yes  No

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

Yes  No

### Criterion VII: Innovative Practices

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

Yes  No

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

Yes  No

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

	Category	Men	%	Women	%
a	SC	8	23%	09	14%
b	ST	3	9%	03	5%
c	OBC	20	57%	30	46%
d	Physically challenged	02	6%	-	-
e	General Category	07	20%	16	25%
f	Rural	32	91%	40	61.5
g	Urban	03	8.5%	25	38.5%
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	-	-
b	ST	01	10	00	0
c	OBC	08	80	05	71%
d	Women	03	30	02	29%
e	Physically challenged	-	-	-	-
f	General Category	01	10	02	29%
g	Any other (specify)	-	-	-	-

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

Category	At Admission		On completion of the course	
	Batch I 2012-13-	Batch II 2013-14	Batch I 2012-13	Batch II 2013-14
SC	67.85	69.4	78.26	80.0
ST	74.5	74.3	81.8	77
OBC	73.5	71.5	82.3	76.9
Physically challenged	65	70	74	76.9
General Category	67.89	64.7	76.56	66.5
Rural	63	66	71.49	71
Urban	64	68	73.72	74.5
Any other ( specify)	-	-	-	-



# Evaluation Report



Executive  
Summary

## EXECUTIVE SUMMARY

Basaveshwara Veerashaiva Vidyavaradhak Sangha Established in the year 1906 with the holy presence and blessings of His Holiness Shri Bilur Gurubasava Swamiji a self actualized saint of the northern part of the Karnataka state. As of now Sangha is managing 120 Educational institutions ranging from Pre-primary to Post-graduation. The Sangha imparts education in all branches of knowledge, namely medical, engineering, pharmacy, dental, teacher education and so on. The quality is the inner core of all these institutions.

The B.V.V.S college of Education was established in the academic year 2004-05. The college is situated in the newly formed district head Quarter Bagalkot with lot of rehabilitation problems of the villages due to the construction of Alamatti Dam, the reservoir of the rivers Krishna, Ghataprabha, and Malaprabha. B.V.V.S college of Education is situated in the independent building in the main campus of the Sangha. The college has created academic ambience by providing infrastructural facilities and the service of the faculty members since beginning. It is co-educational institution attracting especially female learners from the surrounding villages.

The college is recognized by N.C.T.E the recognized body. The government of Karnataka accorded its permission to start the college. The college which was affiliated earlier to Karnatak University Dharwad, later merged in the jurisdiction of the newly emerged Rani Channamma University, Belagavi. The University controls the academic matters; the admission process is monitored by the state Government. The N.C.T.E

regulates the norms and standards with regard to course structure.

The college was started with the B.Ed course from the academic year 2004-05. Later in the year 2009-10 M.Ed course was initiated by the college. The college is also the study centre for the B.Ed course of Indira Gandhi National Open University (IGNOU), New Delhi. There are 11 teaching staff members in the college out of whom 3 are Ph.D Degree holders and 2 have registered for Ph.d. The number of support staff is 7.

The faculty of the college is involved in innovative methods and practices in the practice teaching programme. The college has developed the unique programmes such as observation of the classrooms of regular teachers in practicing schools, talent search, Microteaching practices in small groups, brain storming, concept mapping, innovative teaching, school projects, content enrichment, writing of synopsis, Textual Quiz competition, book review. The teachers are also involved in the workshops for the preparation of teaching – Learning materials. The teachers are participating in national and international seminars, conferences and presenting papers as a part of academic advancement. The papers presented by the faculty members are compiled by the college. The books are also published by the teachers on different aspects of teacher education.

The several outreach programmes like visit to Mallapur Village, Visit to International School Bhadagandi, C.T.C programmes at various places awareness programmes on

literacy, health, sanitation, A.I.D.S prevention, blood donation camp, Plantation, environment, were sponsored by the college. The college shared experiences with Jana Shikshana Santhan (J.S.S) a N.G.O, directed by H.R.D ministry, Central Govt, New Delhi. The college addresses the need needs of the of Society, the students the schools by organizing society centric activities.

There is a cordial relationship between the college and practicing schools. The college maintains harmonious relationship with the school. Every year before commencement of the college B.Ed course and during II Semester, the Meeting of H.M's of practice teaching schools was conducted. The college prioritized the practice teaching programme with unique features.

The college organized skill development programme and personality development programme with the collaboration of GUMBI software with the assistance of EDUTEL technologies PVT, LTD, Bangalore.

The college organized University level Symposium on Practice teaching, workshop on Assessment and Accreditation for teacher educators of B.Ed colleges. It also organized University Level Textual quiz competition for Student Teachers of B.Ed colleges. With the co-operation of the district office of Public instruction, the workshop on Quality Management in High schools was held. The college also acts as a facilitator to conduct workshops along with District Institute of Education and Training (DIET), Ilkal. The performance of our students in B.Ed and M.Ed University Examination is note-worthy. More

than 90% of the students achieved success, more than 75% of the student's secured distinction in both the B.Ed and M.E d courses. The students have also secured university ranks in both the courses.

The college has academic linkages with "Saginaw Valley State University, Michigan, JSS, Bagalakot, Agastya foundation, Kannada Sahitya Parishat, Bangalore, Basaveshwar Arts College for English language laboratory, Basaveshwar Science College, and Basaveshwar Girls High school as dedicated school. The college possesses potential material and Human resources. It provides support facilities to the structure in teaching and learning. Apart from teaching the teachers are also involved in guidance and research activities.

### **The challenges faced by the institution in building Quality College.**

The college is unaided institution and maintains the financial demands with the assistance from the B.V.V.Sangha. A result of which the management has to bear financial burden of paying the salary of the teaching and non-teaching staff appointed since 1994. The majority (about 70%) of the students is female and is coming from rural and socially backward areas; the management runs the institution with philanthropic spirit.

Because of mushrooming growth of teacher Education institutes large number of students are getting professional training where as the opportunity to get employment is very bleak. Among the incoming degree students, large number

(70%) of students are from Arts stream that to from the optional like Kannada, History, sometimes the delay in admission by the government affects adversely the practice teaching and other activities in the college.

Now the N.C.T.E, the regulatory body notified the norms and standards for the Teacher Education institutions the up gradation of the institution.



# **Criterion Wise Analysis**



**Criteria -I**

**CURRICULAR ASPECTS**

# Criteria –I

## Curricular Aspects

### I. Curricular Aspects:

#### 1.1. Curricular Design and Development Programmes with semester system.

##### 1.1.1 B.Ed Course Structure : Programmes with semester system.

###### B.Ed Course:

It consists of 2 semesters.

The study in the 1<sup>st</sup> semester includes the following.

- I. 5 compulsory Theory papers.
  1. Education I – Philosophical and sociological Foundations of education.
  2. Education II- Psychology of teaching and learning. -I
  3. Education III –Skills and strategies of teaching.
  4. Education IV – Educational technology.
  5. Education V –Information and communication technology in education. (ICT in Education)

###### II. Method Papers are

1. Kannada.
2. English.
3. Physical Science.
4. Biological Science.
5. History and Civics.
6. Geography and Economics.
7. Mathematics.

Any two methods have to be opted by each student. Each paper carries 80 marks in theory and 20 marks internals.

Internal Assessment marks of the theory papers are as follows.

1. Attendance	03
2. 1 <sup>st</sup> Internal test	04
3. 2 <sup>nd</sup> internal test	10
4. Assignment	03
Total marks.	20

Total Theory marks	80X 7 =560
Total I.A. Marks	20x7 = 140
Total Marks	<u>700</u>

Practice teaching carries 100 marks, each method carries 50 marks.

**The study in the Second Semester includes the following**

**Compulsory papers.**

1. Education I –Secondary education in India, status, problems and issues.
2. Education II- Psychology of Teaching and Learning II
3. Education III – Educational administration and Management.
4. Education IV – Educational Measurement, Statistics and Evaluation.

**Optional Papers.**

1. Value Education.
2. Environmental Education.
3. Action Research.

Any one optional paper has to be opted by each student.

**Methods**

1. Kannada.
2. English.
3. Physical Science.
4. Biological Science.
5. History and Civics.
6. Geography and Economics.
7. Mathematics.

Any two methods have to be opted by each student.

Community orientation programmes like S.U.P.W., P.E., and citizenship training compulsory (CTC). The grades will be given.

Total theory Marks	80X7 =	560
Total I. A Marks	=	340
	Total Marks=	900
Total B.Ed Marks 700+900 =1600		

### **1.1.2 M.Ed Course.**

It consists of two semesters.

**The study in the First Semester includes the following.**

#### **Compulsory papers**

1. Philosophical and sociological foundations of education.
2. Advanced educational psychology.
3. Methodology of education research and educational statistics.

#### **Optional papers**

#### **Group II-B Area of specialization**

1. Educational management.
2. Educational planning and Finance.

#### **Open Elective papers**

Community and family health,

Each paper carries 80 marks Theory and IA for 20 marks.

Dissertation proposal and presentation carrier 25 marks

Theory	80X6= 480
IA	20X6= 120
Dissertation	=125
	<hr/>
	625

Second Semester consists of the following subjects.

#### **Compulsory papers**

1. Philosophical and sociological foundations of education.
2. Advance educational psychology.
3. Methodology of educational research and educational statistics.

#### **Group II B – Area of Specialization**

Paper I- Educational Management.

Paper II – Educational Planning and Finance.

Dissertation carries 125 marks.  
25 marks for Internal and 80 Marks for Theory.

$$\begin{array}{r} 80 \times 5 = 400 \text{ (Theory)} \\ 20 \times 5 = 100 \text{ (IA)} \\ \hline 500 \text{ Totals} \\ = 125 \text{ (Dissertation)} \\ \hline 625 \text{ Totals} \end{array}$$

Total of M.Ed 625+625=1250marks

❖ **Modular Programmes**

1. Skill Development programme.
2. Personality Development programme.

❖ **Visiting faculty**

1. Dr. V.N.Danakshirur, S.M. Bhandari College Guledagudda.
2. Dr. Kumari. M.V.Bajappanvar.(P.E.Director)
3. Dr.G.R.Angadi, BLDE College of Education.

❖ **Feedback mechanism**

1. Feedback from alumni.
2. Feedback from employers Institutes.  
Shri, V.K Morabad, Prof, N.G.Karur, Shri, A.M.Sajjan

❖ **Changes in the syllabus**

- ❖ All theory papers with 4 chapters instead of 5 chapters in all the papers.
- ❖ Annual examination lessons cancelled.
- ❖ 40 practice lessons are introduced instead of 24 lessons.
- ❖ Question paper pattern in methods is changed from (K.U.D), pattern 50 to 80 marks in R.C.U.
- ❖ Visit of Co-ordination committee to college is not mandatory for the Scrutiny of internal marks.

➤ **Action plan for curriculum execution and Transaction.**

1. Review of school content.
2. Training programme in microteaching.
3. Demonstration of model lessons.
4. Actual teaching practice.
5. Coverage of the syllabus.
6. Conduct of several supportive programmes
  - ❖ Dimensions of practice teaching

- ❖ University level textual quiz competition (2012-13)
- ❖ Quality management programmes for Secondary school teachers.
- ❖ University level convention.
- ❖ University level textual quiz (2012-13), (2013-14)

### **1.2.1 Course outline:** Modular course.

1. Personality Development course.

#### **Personality Development**

- ❖ Title of the course – B.Ed.
- ❖ Duration of the Course. One Year (Two Semesters)

The B.Ed course is having two semesters. Each semester is having four months duration.

#### **❖ Content of the course**

For the personality development programme, the content is classified according to the duration of the course. For the 1<sup>st</sup> semester, the meaning personality, development as a process, importance of personality development, theories of personality, psycho analytical theory, Determinants of personality: physical, Intellectual, Emotional, Social. Education and self concept, Individual as a self sculptor, learning process, attitude formation, process of perception and cognition and their impact.

For the second semester content for the personality development consists of qualities of leadership, management of conflicts, working in a team, career planning and its role in personality development, art of facing interview, group discussion, profile of great personalities, guest lecturers by psychiatrists.

### **1.2.2 National Skill Development Programme (NSDP):**

On 17<sup>th</sup> July, Thursday from 9am to 10am morning satellite programme was witnessed by B.Ed College Student-Teachers and lecturers. A thought provoking lecture on “Banking System in India” was presented by the experts.

The structure of the Indian banking was analyzed by presenter. To start with, types of banking, barter system of exchanging the goods, the core banking system, money transfer mechanism were explained with familiar examples to the audience.

Then the presenter narrated the history of banking system in India from the 1804-2014. Further he said that because of liberalization and privatization from 1990, the banking system has changed to a great extent. In between the information of Reserved bank was placed before the audience. He said R.B.I is the Banker's Bank. Finally video clip entailing story of Negro youth by Japanese Guru was shown.

The very next days the students viewed the lecture on the topic "speaking and communicating skills". In this session, we came to know about the skills of speaking and communicating with each other. In that they mainly highlighted two types of conversations. These were direct and indirect conversation and it was very effective.

Then relating to speaking skill the students learnt about the effective speaking skill. It was about all informal situation conversation. Then topic on banking was handled by the experts. In this slot we came to know about the models of the banking products. The student's gained knowledge about the D.D. (demand drafts) and time deposits. The Deposit Amounts was another topic, about which we learnt in depth. It covered all the topics regarding the deposit accounts; it may be regular, fixed deposits.

Another topic which was very interesting. It was on "principles of laundering". We got the explanation of laundering which was new topic for everyone. There was an explanation about liquidity and profitability in depth. Then they explained the knowledge about the purpose of loan and characteristics of credit analysis.

Finally the satellite programme was very interesting, which enhanced the knowledge about banking as well as communicative skills. A very useful lecture delivered from the experts to student-teachers.

### **1.2.3 Acquisition of skills**

#### **I. Language skill**

The global trends have been focused. For this the following strategies have been adopted.

1. The satellite based training programme was organized in the college through collaboration with GUMBI by EDUTEL Technologies PVT, LTD, to develop communication skills in English. This programme is the programme of the central Govt which is named as National skill Development programme.
2. Essay writing competition and elocution competitions are held both in English and Kannada on specific occasion.
3. The students are trained to master the skills leading to conduct of several functions arranged in the college.
4. The students are required to maintain daily dairy.
5. Every student has to participate in turn and present message on “thoughts for the day” and news reading. The leader will collect the papers and compendium will be maintained.

#### **II. Application Skills**

The student-teacher has to develop certain professional skills for effective functioning as a leader. The following programmes and activities are planned-through the existing curriculum prescribed by affiliating university, these are.

1. Observing the lessons of the practicing school teachers in live classroom situations.
2. Microteaching experience is provided in simulated conditions to acclimatize main (micro) teaching skills.

3. Demonstration of lessons by expert teachers to grasp the teaching process.
4. Practice teaching is provided in two slots among them one is internship programme.
5. I.C.T. skills are acquired by providing practical training and offering a theory paper on ICT during 1<sup>st</sup> SEM.
6. The students will get the conceptual base on continuous and comprehensive evaluation (C.C.E) by introductory talks as well as a theory papers meant for that.
7. A blue print for construction of achievement test where in students will acquire the skill of preparing different tools in two methods for each student.

### **1.3 Thrust Areas on National Issues.**

The curriculums of the B.Ed course lay some emphasis on National issues these are.

1. Value Education.
2. Environmental Education.
3. I.C.T Education.
4. Action Research.

#### **1. Value Education:**

Value education is offered in 2<sup>nd</sup> semester as optional subject. The student-teacher gets the insight on values and significance in present context. As a part of value education, contributions of great personalities are documented. The students are motivated to read the biographies of great personalities and narrate them in prayer talks and in other occasions.

#### **2. Environmental Education:**

Environmental Education is offered during 2<sup>nd</sup> semester as an optional subject. The students will have to master the basic concepts in environmental education. It is institutionalized by campus cleaning,

maintaining the garden and fixing flake boards. The environmental days, Jathas, talks and visits will be organized by the Eco Club formed under the name of “Medha Patkar” from the year 2006 on words.

### **3. ICT Education:**

The knowledge of computer application is provided by the paper titled as “Information and Communication Technology in Education”. The practices help the students in handling computers and help students to make power point presentations. Each student-teacher gets hands on experience. The students avail additional experiences to browse internet is also provided.

### **4. Action Research:**

An optional course on action research is also provided by the institution as per the syllabus framed by R.C.U Belagavi. The student – teachers who offered action research for the study will get exposure on conducting action research as per scientific steps. The student-teachers are directed to select such problems which they have encountered in their practice teaching programme.

Academic flexibility is exhibited by providing learning experiences to student-teachers.

1. Helping students to select topics for micro teaching in their subjects.
2. Choice of optional subjects according to the student’s interest.
3. Choice of schools for practice-teaching and internship during the course.
4. Topics for assignments in each paper.
5. Organizing Co-curricular activities in practicing schools.

The College provides experiences to the students so as to become reflective practitioner. This is provided by graded exercises like.

1. By observing the lessons of teachers and student-teachers. The student observation book is maintained by each student- teacher.

2. Self evaluation after each lesson and lesson discussion in group of students with the teacher's presence.
3. Feedback from student-teachers and guiding teachers.
4. Brief report of the each practicing school with regard to conduct of practice teaching programme.

#### **1.4 Organization of Practice Teaching:**

A comprehensive practice teaching programme is organized by the college. The salient points are, the practice teaching is conducted in two slots. During 1<sup>st</sup> semester, 15-20 days are specified and for 2<sup>nd</sup> semester, it is of 20-25 days. Each student has to practice 10 lessons in each method and in each semester. In each group, one group leader is identified as head of the group. The whole group has to device their own time-table in consultation with the head master of the practicing school. During this period, the students-Teachers organize various co-curricular activities competitions for school students.

#### **School Experiences/Internship:**

These are provided as follows.

1. Organizing co-curricular activities for students.
2. Conducting tests for the students.
3. Participating in daily prayer and programmes in prayer.
4. Conducting case study and other approaches
5. Running parallel administration with student-teachers in practicing schools.

#### **1.5 Feedback on Curriculum:**

The college encourages feedback from students, teachers and from past students

1. At the end of each academic year feedback is provided from heads of practicing schools with regard to organization of practice teaching programme and activities of the internees in the schools.

2. College also procures specific feedback from Alumni, Teachers and employers through the specific evaluation Performa designed for this purpose. Every faculty member guides 10-15 students of each practicing schools and also guides the lessons in his subject.
3. Interaction sessions will be conducted between students and teachers.
4. Braining storming sessions will be organized at regular intervals in order to generate views from the students

#### **1.5.1 Curricular Update:**

There is a major shift of the college from Karnatak University, Dharawad to newly stated “**Rani Channamma University, Belagavi**”. As a result of which from 2010-11 academic years, new course structure was developed by the affiliating university. The course structure is as follows.

1. Course structure of B.Ed.
2. Course structure of M.Ed.

#### **1.5.2 Two faculty members attended the university curriculum development progrmme.**

- 1) Dr.V.A.Benakanal
- 2) DrR.G.Teggi

Developing resource materials for practice teaching

- 1) Format for lesson plans.
- 2) Format for observation of records for teachers.
- 3) Handbook of lesson observation for students.

For the development of syllabus and content course for the students who have not studied school subjects.

In this regard both Dr. V.A.Benakanal, Dr. Smt. R.G.Teggi. Attended university level workshop and contributed towards the syllabus preparation.

- 1) Biological Science.
- 2) Geography.

### **1.6 Best Practices:**

Programme in practice teaching:

1. The college encourages for action research programmes. A book was published on the workshop conducted on practice teaching. It has systematized the whole process of practice teaching and the response of the students is collected and analyzed. The systematic activities suggested by the action research project are as follows.
2. Observation of classes of the regular school teacher by new entrants.
3. Workshop on content enrichment programme.
4. Workshop on micro teaching.
5. Training on micro teaching.
6. Workshop on lesson planning and demo lessons for students.
7. Practice of innovative teaching through OHP, PLM, Slides and LCD.

#### **1.6.1 Workshop on Preparation of Teaching Aids:**

Following activities are conducted.

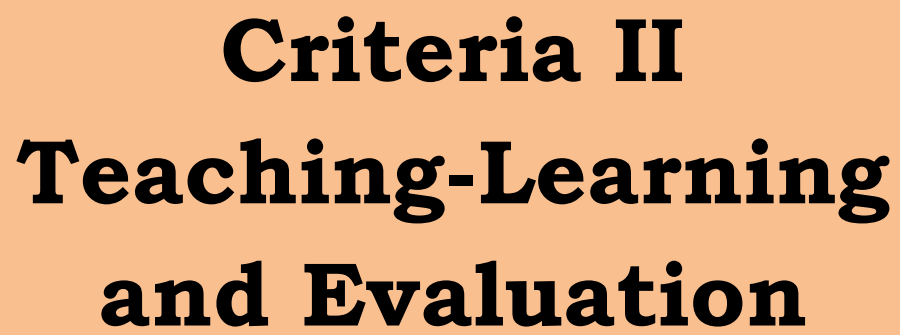
- I. Visit to Agastya Foundation on workshops.
- II. Preparation of models in Physical Science, Math's and Bio- Science
- III. The student prepares Teaching Aids, static and working models in the workshop and use for their lessons.

#### **1.6.2 Preparation of Teaching Aids in social studies:**

1. Preparation of Teaching-Aids, by old students who are experts.
2. Demonstration of TA and by state level resource persons namely Shri, Basavaraj. Kalyani, Shri, Hanamant. Bhajantri etc.

### **1.6.3 Writing of Synopsis:**

This is a guided activity by the course teachers. The students will have to work in the group of 3-4 students. The subject wise topics were divided to each group. The course teachers guide the group each group will have to work for 3 days and write the synopsis for each topic and finally they will have to submit the report for whole class. This project is unique experiment conducted by the college.



**Criteria II**  
**Teaching-Learning**  
**and Evaluation**

## **Criteria II**

### **Teaching-Learning and Evaluation**

#### **2.1 Admission process and Student profile.**

##### **2.1.1. The details of admission process and admission policy.**

The admission procedures are followed adhering to the rules of regulatory bodies in relation to each of the following courses. Transparency in admission has been maintained by making provision for open discussion with the chairperson of the admission committee by the students and parents.

The college offers two courses namely B.Ed and M.Ed. The method of admission for each of these courses is explained below.

#### **I B.Ed Course:**

The admission of students for B.Ed Course is done by two agencies i.e., the state government and B.Ed college. The Education department (Central Admission Cell) Department of public institutions, Govt. of Karnataka initiates through notification by centralized admission cell on the basis of marks secured in the qualifying exams. The central admission cell allots 50% of the seats to the college and rest of the 50% is filled by the college.

#### **Eligibility for Admission:**

Admission for B.Ed is done on the merit cum roaster basis, GM Students should secure 50% marks at the qualifying examination and SC, ST and Physically Handicapped should secure 45% marks at the qualifying examination.

#### **II M.Ed Course:**

The candidates who have passed the B.Ed degree of RCU or the B.Ed course of any other university recognized by the NCTE with 55% of marks are eligible for the programme. The students of other universities other than RCU should produce the eligibility certificate at the time of admission.

## Admission Process

The admission for M.Ed is based on the merit cum roaster basis

50% Government Seats.

50% Management seats.

Total seats are 35

In take Capacity for M.Ed Course

2009-10 -----25 seats.

2010-11 -----35 seats.

The Academic year 2013-14 was started on 30-12-2014 and last date for admission was 16-01-2014 and date of closing of academic year was 20-10-2014. Total number of working days was 200, out of these working days, 155 days were meant for teaching.

### III Total number of Students admitted:

Programme B.Ed	No of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
Year 2011-12	34	52	86	08	06	14	26	46	72
Year 2012-13	37	63	100	07	09	16	30	54	84
Year 2013-14	38	68	100	11	12	33	28	49	77
Programme M.Ed									
2011-12	08	09	17	01	04	05	07	05	12
2012-13	07	11	18	01	03	04	06	08	14
2013-14	03	04	07	-	02	02	03	02	05

Highest and lowest marks at the qualifying examination considered for admission during previous academic year.

#### Open

Highest

Maitra Balashetti 83.9%

#### Reserved

lowest

Sangeeta Bhangari 53.0%

### 2.2 Creating an overall environment conducive to learning and development of the students:

Academic ambience is created in the institution by the provision of the following activities

1. Physical Facilities are provided. The library is updated regularly with books, Journals, Periodicals, photocopying and internet facilities.
2. **Demonstration:** Model demonstration in the form of microteaching, lesson planning is provided. The students are encouraged to refer

books, journals to update their assignments along with classroom lectures. The interactive sessions are provided to update their knowledge base. Special training is provided to prepare classroom instructional materials. Workshops are conducted to prepare question bank.

- 3. Creating Emotional and constructive feedback:** Students are emotionally trained to accept positively feedback given to improve their abilities. Always faculty is keen on giving constructive feedback in each situation. Any comment is proceeded by a suggestion, personal guidance and counseling. Faculty gives personal guidance to the students to learn at one's own pace, the care is taken not to disturb the self esteem of students, either during feedback session or during discussion session. The each and every act of students is supported with some kind of positive reinforcement.

### **2.3 Catering to Diverse Needs:**

The student-teachers are coming to the college with diverse background. The institution has planned the following activities to address their needs.

**The strategies developed for catering to the diverse needs are as follows.**

- 1. Special Guidance during Practice Teaching:** The students with low attainment in theory and lack of abilities for classroom interaction are guided separately. The special instructional materials, kits, learning by doing are proposed to these students, to acclimatize their skills.
- 2. Flexibility to select subjects:** Students are guided to opt the subjects which suit their likes. The Govt. of Karnataka from the year 2013-14 had given provision to undergo B.Ed course even though they do not possess school subjects at degree level, hence the lot of flexibility is given in the selection of course optional.
- 3. Multifarious Activities under Different Clubs and Associations:** The College has constituted several clubs like Kannada Sangha,

Herodotus History Club, Medha Pathkar Eco Club, Sir C. V. Raman's Science Club, Sri Srinivas Ramanujam Mathematics Club.

- 4. Assigning Resource Units, Workbook and working Models and Instructional kit:** Based on students ability and interest these assignments are assigned to the students. The difficulties of the individual learners are taken care.
- 5. Preparatory Workshop on Practice Teaching:** Prior to practice teaching, workshop is conducted at two phases to help students of all levels to prepare, adequately for practice teaching programme. During these two workshops individual guidance is given by the method masters to plan the lessons and to prepare appropriate teaching and learning materials.
- 6. Individual Guidance:** Helping students for library work: The teachers guide the students with the diverse needs in the library to procure books and resource materials. Teachers work as facilitators in this regard.
- 7. Co-operative Learning:** Four to five students associate and work on subject units assigned by the teacher. With the guidance of the teachers, students select suitable books and work on it. Finally they prepare synopsis. It is kept in the Library.
- 8. Administration of Psychological Tests:** As a part of practicum work, Eyncks personality inventory is administered on students every year and they analyze the result and come to know their personality type (Introvert v/s Extrovert, Neurotism v/s emotionally balanced.)
- 9. Continuous and Comprehensive Evaluation in Teaching and Learning process:** Teacher Education programme offered by the college developed an evaluation system based on internal assessment. So that students are regularly evaluated in and out of the college. The mechanism of (CCE) is communicated to the students.
- 10. Preparation of Question Papers:** The question papers from all subjects are set on the basis of difficulty level according to the diverse needs of the students.

- 11. Diagnostic Testing:** While practicing lessons student-teachers are asked to conduct unit tests and to diagnose the weak areas of the students and later remedial teaching has been practiced for the low achievers.
- 12. Practices by Teachers:** In order to cater to the needs of the student-teachers, teacher educators have devised several measures. These are
- ❖ Special Guidance for low achievers.
  - ❖ Special Guidance for High achievers.
  - ❖ Counseling for problematic student-teachers.
- 13. Maintenance of the Diary by the Teacher Educators:** It depicts content and methodology of the teachers to be followed in the classrooms. The head of the institution holds meeting, review the work done by the teachers periodically.
- 14. Regular Staff Meeting:** Formal and informal interaction is held with staff members and routine issues were discussed.

**2.4 Activities envisioned in the curriculum for student-teachers to understand the role of diversity and equity in teaching and learning process.**

There is a scope in the curriculum to address the diversity of the students and providing equity in teaching-learning process such as

- ❖ The lessons are planned in a graded order and sub topics are assigned to facilitate students with different abilities to achieve their goals.
- ❖ Continuous and comprehensive evaluation based teaching and learning mechanism is followed to address the diversity.
- ❖ Guidance is given to students after knowing their abilities in teaching. The students are guided for the preparation of different kinds of evaluation tools.

- ❖ Psychological tests are conducted by the students with the help of teacher educators in the B.Ed practicals. They also conduct case studies of the students at the time of practice teaching.

### **2.5 Mechanism to ensure the teacher educators on their knowledge base and cater to divers' student needs.**

The institution has developed the following mechanism.

1. All the teacher educators have maintained the academic diary. This depicts the knowledge of the teacher educators.
2. There is a regular meeting of the principal with the staff members. During this period new trends in educational research, communication etc, are discussed.
3. A special programme both for students and teachers has been developed. The students and teachers are encouraged to critically analyze the books and express their reports fortnightly before the audience. Every year two student reviewers are felicitated with cash prizes.
4. The teacher educators and students are encouraged to make use of library resources. The new arrivals are made known to the teacher educators through the display.
5. Educators from different departments and universities frequently visit our institution and have discussion with the staff members. This opportunity is also used to ensure the up gradation of knowledge by teacher educators.
6. The teachers are encouraged to prepare projects and work on it. The proposals prepared by the staff is discussed in the staff meeting.
7. All the teacher educators are motivated to contribute their articles in different journals.
8. All the teacher educators are encouraged to participate and present their papers in national and international conferences. The institution provides TA & DA facilities for the presentation. Every

year the teacher educators are encouraged to publish articles and books. The feedback sheets are also given to the student-teachers to assess teacher performances. The teachers are assessed with regard to their knowledge base, communication, sincerity, commitment etc. The evaluation of the work done by the teacher educators is reviewed in IQAC meeting conducted by the college.

## **2.6 Teaching-Learning Process.**

To engage students in “Active Learning”, the following strategies are followed.

1. **Observing the lessons of the classroom teachers:** The student-teachers are asked to observe the lessons of the experienced teachers in live setting. The reports of their observations are discussed in the classes.
2. **Study on content of the school subjects:** Groups of students will be constituted and they were asked to study the topics assigned to them. They prepare the synopsis and prepare the objective questions of topics assigned to them.
3. **Simulated classes:** As the part of acclimatizing the skills of the teaching, each trainee has to demonstrate microteaching skills in simulated condition and feedback is also given to the students.
4. **Seminar presentation:** The students are given the topics much in advance and are expected to present before the students. The Power-Point slides and intensive discussions are held during these sessions. Every now and then the students were encouraged to participate in extempore speeches. Only those who are versatile speakers are encouraged to share their experiences. The unique programme of the college is the “Pick and Peak” method. Here the concepts related to particular topic are identified by the lottery method.
5. **Brain storming sessions:** These are held by the teachers to generate ideas from the students on the topics related to teacher preparation.

For Example- 1) How to create discipline in the class? 2) List the classroom activities of students and teachers.

6. **Sharing sessions:** Concept mapping: In order to make learning more impressive and permanent the teachers encourage the student-teachers to prepare the concept mapping. Ex- Tree, Branches of Tree etc.
7. **Individual projects:** Subject specific individual projects are given to student-teachers at the time of internship in teaching practice. The students are preparing on projects like laboratory in schools, sports activity in schools, projects in geography.
8. **Practice Teaching:** Practice teaching is a key programme which contributes immensely the opportunities for self learning as well learning skills. The students develop the skills of planning, identification of academic resources, developing graded lessons for different situations, preparation of instructional materials, development of evaluation strategies, managerial skills as well as number of active skills to deal with the students in the classroom.
9. **Internship:** This intensive programme has developed a number of managerial skills of a class teacher such as maintenance of records, conducting tests and examinations, preparing report cards, organizing programmes and also managing the challenging situation in schools. The students have been trained to manage the class in the absence of teachers, preparing for inspection, visits and also preparing students for competitions and examinations.
10. **Peer Teaching:** In this strategy the student-trainees develop confidence to face group responsibility, discipline, co-operation, objective thinking. They will share their knowledge with their own peer groups.
11. **Group work sessions:** The students develop the qualities of self-respect, confidence, trust, inter-dependability sharing, sensitivity to others needs, through these sessions. They learn to appreciate others and their points of view mainly from this type of activities.

12. **Socially Useful Productive Activities:** This activity develops the dignity of labor, sacrifice, and respect for companions & co-operation. Ex: Candle Making, Chalk Making, Making of Decorative objects.
13. **Organizing co-curricular programmes:** Curricular and co-curricular programmes develops both academic and organizational skills. The college celebrates so many Programmes like Women's Day, World Earth Day, National Science Day, World Environmental Day, National Mathematics Day, etc. For these activities the students have to refer lot of library based work and Survey of Literature.
14. **Preparation of Programmed Learning Material:** Student-teachers are encouraged to prepare self learning – materials in their optional subjects and assigned grades by the teacher educators.

### **2.7 Instructional methods and approaches:**

The following methods are being practiced in the college.

1. **Discussion Method:** The group discussion enables the students get an opportunity to become active participants in the learning process, because of which the thinking and communication abilities of the students are improved. This makes the students to engage in creative thoughts.
2. **Seminar Method:** In this method group of students are asked to prepare brief paper on a topic selected for presentation. They present their views before whole group. Later on discussion and introduction session will be conducted. This method kindles the interest in the study and also develops the communication ability in the students.
3. **Questioning:** In this method, the students are encouraged to put questions and to clear the doubts. This technique also encourages the students to participate actively in the deliberations and exchange views with the whole classes. It helps the students and teacher to recapitulate the whole topic dealt before the class.
4. **Brain Storming:** It is an exciting intellectual activity to be given to the group of 20 to 30 persons to conjure the ideas related to the problem.

The mode of interaction is very much flexible and informal. All these responses are accepted without any comment. Hence group is encouraged to give strange, unusual, wild ideas & suggestions.

- 5. Case study method:** A situation or a problem relating to individual high school student is presented before the class. The student-teachers are expected to hold case study of the gifted children and submit the report in the form of assignments and it is evaluated by the concerned method master.
- 6. Assignment method :** In this method the teacher assigns some work to the students, related to the topic. The teacher points out the scope of the work, the methods and materials are to be used by the students. It stimulates the students for work and promotion their thinking, planning and analytical skill. The assignment writing helps the learner to seek individual guidance by the teachers as an extended classroom activity. It assumes greater significance in the learning process.
- 7. Lecture cum demonstration Method:** It is often used by the teacher educators where students have guided discussion on various themes on the content. Many more approaches like deductive, questioning, narrative, descriptive story telling are used in this process.
- 8. Computer based Method:** Readily available CD's have been used. New lessons based on web materials have been prepared. For those lessons, where ready lesson are not available, computer has been used to prepare PowerPoint slides to present the content.
- 9. Story Method:** The students have been advised to choose content either from the text or from other sources and present before the students in the form of the stories. Every now and then story telling contest is conducted from the college.
- 10. Models of Teaching:** Additional training on models of teaching is given as a part of instruction. The college holds two days programme on models of teaching. Two models namely concept attainment and role play models are practiced by the students in parallel groups.

## **11. Practice of Micro Teaching Skills**

The following five skills are prescribed in the course structure as per the affiliating university regulation. IA marks are allotted for this activity in the college. The seven skills are identified for practice in simulated conditions, these are.

1. Skill of Black-board writing.
2. Skill of explanation.
3. Skill of illustrating with examples.
4. Skill of introducing the lesson.
5. Skill of questioning.
6. Skill of stimulus variation.
7. Skill of writing instructional objectives.

Each student-teacher has to practice three skills in each method, where as the writing of educational objectives is practiced in both methods.

### **2.8 Programme of Practice Teaching**

#### **2.8.1 Schedule of Practice Teaching:**

After conducting pre-practice teaching activities in the college, each trainee has to start practicing the lessons in the respective practicing schools during each semester. The plan of action for each practicing school is as follows.

1. Making the group of 10-15 students based on their optional for each practicing schools.
2. Allotting practicing schools according to their convenience.
3. Selecting one team leader for each practicing school.
4. Approaching the heads of the practicing schools along with team leader for procuring time table of the classes and content from the subject teachers.
5. Preparation of time table by the team leader along with the method masters.

6. Finalizing the time table with the heads of the schools.
7. The student-teachers start preparing lesson plans and teaching, learning materials based on their content.
8. Guidance and approval of lesson plans by the method masters.
9. Execution of planned lesson plans in the class-room setting.

The students will go to assigned schools and they practice the lessons as assigned in the time table. The lessons will be observed by method masters, teachers and student-teachers.

10. Feedback exercise

All the student-teachers after practicing their lessons each day, they will assemble and discuss the lessons. As noted in the observation books. The weak points and strong points noted by the fellow students are discussed. The suggestions will be given at that time for improvement.

### **2.8.2 Block Teaching**

The block teaching programme is planned and executed by the college very meticulously.

This is organized as follows.

The students-teachers who have acquired the knowledge and skills of giving lessons are realigned and are trained for block teaching.

1. The teacher educators identify the schools and re-allot the students for each practicing schools.
2. The principal of the college send request letters to the practicing schools to grant permission for practicing- teaching.
3. Each group will sit with the teacher educators and discusses the programmes to be conducted along with the practice teaching activity.

The following co-curricular activities are conducted.

- ❖ Collection of case study of the school.
- ❖ Dance competition.
- ❖ Essay competition.
- ❖ Mehandi.
- ❖ Organizing valedictory function of block teaching.
- ❖ Preparation of school manuscript.
- ❖ Quiz competition.
- ❖ Rangoli competition.
- ❖ Speech competition.
- ❖ Spelling game.
- ❖ Sports-Indoor and outdoor games.
- ❖ The prizes are distributed to the winners of different competitions.

### **2.8.3 Preparation of Practice teaching plans**

Practice teaching in the schools is a joint venture between method master of the college and mentor teachers of the schools. The head master of the school is the facilitator for this programme. Eventually the student-teachers meet the mentor teachers and seek their guidance for the topic to be dealt with by the internees of the group. The units assigned to the teachers are discussed with the method masters. The method masters assign the topics to all students in the particular subject. The method master provides the guidance for the students in respective subjects. The lessons are practiced in the practicing schools. Finally the students get feedback either from mentor teacher or from method master.

### **2.8.4 Preparing students for managing diverse learning needs of the students**

Based on the school achievement, the students are to be classified as average, above average, below average, meritorious students,

physically challenged students. The needs of such students are fulfilled with the help of mentor teachers as follows.

- ❖ Diagnostic testing and remedial testing.
- ❖ Providing individual assignments.
- ❖ Extra guidance and care.

### **2.8.5 Major initiatives for encouraging Student-teachers to adopt technology in practice teaching.**

In this regard student-teachers are encouraged to use technology.

- ❖ Skill of using audiovisual material.
- ❖ Skill of preparing charts and maps.
- ❖ Skill of browsing information from website.
- ❖ Skill of bulletin board maintenance.

### **2.8.6 Practice Teaching Plans**

- ❖ B.Ed College holds the meeting of headmasters of practice teaching schools prior to the commencement of practice teaching programme.
- ❖ The time for tests, class strength is discussed with the head master.
- ❖ Interaction session will also be conducted between the head masters and fresh batch students.
- ❖ Group is formed considering the optional while teaching.
- ❖ Group with their leader and method master visit the respective practicing schools and they meet the classroom teachers to get the units.
- ❖ Student-teachers discuss the content with their respective method masters and content is unitized.
- ❖ Student-teachers prepare the lesson plans and get it approved by the method masters.
- ❖ Finally student-teachers execute the teaching plan in their respective practice teaching schools.

### **2.8.7 The ratio of student-teachers to identify practice teaching schools**

The ratio of student-teachers identified for practice teaching ranges from 8 to 15 students to each school.

#### **The basis for identification.**

- ❖ Number of sections for each class in the school.
- ❖ Number of student-teachers opting for each methodology.
- ❖ Sections available for each medium of instruction.
- ❖ Availability of classrooms in the schools.
- ❖ Availability of infrastructure especially to accommodate student-teachers.
- ❖ Allotment of student-teachers by considering the nature of students in the schools.
- ❖ Active classes are avoided for students who are different initially to face the class.
- ❖ Subject availability.

### **2.9 Feedback mechanisms to students for performance improvement of students.**

- ❖ The feedback mechanism for practice teaching starts with the practice of microteaching session. Then it is followed by the demonstration of lessons by the expert teachers, individual guidance for writing lessons are given by respective method masters. Later when the student-teachers practice then feedback is provided by the method master with group discussion, for improvement of the lesson.
- ❖ The behavior related to college code and ethics is mentored by the teachers who are monitoring the daily activities of the students while conducting prayer meetings.
- ❖ The teacher educators are evaluating the tests, examination papers, provide feedback to the student-teachers and they guide

low achievers and high achievers separately to boost their confidence.

### **2.10 Awareness of policy directions and educational needs of the schools by the institution**

- ❖ The teacher educators meet the heads of institutions when they go for supervision of student's lessons and discuss with them about these issues. The specific enquiry is made about the student-teachers in general about teaching behavior and on areas that need the modification of behavior.
- ❖ The teacher educator remains in the school throughout the day and keep observing the student-teachers.
- ❖ The student-teachers are supposed to maintain observation book and they note down the observation of peer lessons. The teachers also maintain records of the lessons of the student-teachers and list out the strengths and weaknesses of the student-teachers.
- ❖ The leader of the group of student-teachers during practice teaching is expected to take initiative regarding the policy directions of the schools. This is ensured with the leaders.
- ❖ Co-operative teachers meeting with student-teachers will be held to update their knowledge about schools policies.

### **2.11 Updating the knowledge base by students and faculty**

- ❖ The faculty members update their knowledge by procuring information from browsing the internet and by reforming educational journals and research documents. They will also attend the seminars and conferences to update recent trends in teacher education. The students are exposed to innovative modern technology devices like TV, Computer, Smart board etc.

## **2.12 Initiatives of the institution for ensuring personal and professional development of the teaching staff**

- ❖ Institution conducts conventions, workshops, symposium and quiz competitions.
- ❖ Encouraging teaching staff to present papers in national and international conferences.
- ❖ Institution encourages its members to procure life membership of subject associations.
- ❖ B.V.V.Sangha encourages and motivates the staff members for higher studies and to publish articles.

### **2.12.1 Mechanism for motivation**

The sangha motivates the staff by rewarding two increments soon after the completion of doctorate degree. The achievements of the staff members are published in “B.V.V.S SAMACHARA”, a monthly magazine of the sangha. The college publishes articles of the staff members in the college magazine “KANAJ”

## **2.13 Evaluation process**

### **2.13.1 Identification of barriers in student learning**

The blocks or hurdles of the students are observed by the teachers by following below mentioned methods.

- ❖ Informal talk with the students.
- ❖ Written feedback.
- ❖ Performance in tests.
- ❖ By referring to teachers diaries.
- ❖ By holding teachers meeting.
- ❖ By going through suggestion box.

### **2.13.2 The learning difficulties focused by students**

- ❖ Heavy content in methods in the first semester.
- ❖ Allotting the student-teachers for practice teaching by considering the physical proximities.
- ❖ Providing good computers with internet facilities.
- ❖ Lack of Examination in practice teaching.
- ❖ Total number of practicing lessons is to be reduced.

### **2.13.3 Types of evaluation process**

The pattern of evaluation followed by the college is as follows.

- ❖ For theory papers, the university conducts term end examinations. Each paper is evaluated for 80 marks by external evaluators 20 marks are allotted as IA marks for each paper. The students will be assessed by attendance (03) Assignments (03) and Tests (14). Two internal tests for each paper for each semester will be conducted and the marks are reduced to 14 and are added to each theory paper as per the rules of the university. There is provision for community orientation. Under this programme SUPW, PE/Games, CTC are conducted and grades are assigned.
- ❖ Student-teachers practice teaching lessons are assessed by the college faculty as well as by the school teachers/subject teachers based on the evaluation Performa provided.
- ❖ Student's ability to observe and critically analyze the classroom lessons are assessed through their observation record book based on the format specially prepared for student-teachers by the faculty.
- ❖ Student-teachers ability to plan classroom instruction is assessed by their detailed lesson plans and unit plans based on the format provided.
- ❖ Ability to construct objective based objective type test items, short answer type of items are assessed by evaluating the test items prepared by the students on secondary school syllabus based content.

- ❖ Ability to prepare a balanced question paper is attained by assessing the unit test question paper prepared by the student-teachers.
- ❖ Student's ability to study any topic related to their subjects is judged through their assignment work which is based on the tools used, method followed and conclusions drawn as well as reference and field work done.

A decorative scroll graphic with a light gray background and a black border. The scroll is unrolled in the middle, with the top and bottom edges curling upwards. The text is centered within the scroll.

**Criteria –III**  
**RESEARCH, CONSULTANCY**  
**AND EXTENSION**

## **Criteria –III**

### **Research, Consultancy and Extension**

#### **3.0 Motivation from the institution for research and Extension**

The administration of the college encourages the college for organizing Seminars, Conventions, Symposium, and Workshops. Further the college provides financial facilities to participate in National and International deliberations.

#### **3.1. Encouragement to Research work:**

The institution is participating in the activities of Jana Shikhana Samsthe (JSS), Kannada Sahitya Parishath, Bangalore, Kannada University, Hampi, to promote research activities. The college has instituted cash prize for M.Ed students who submit Best Dissertation reports. Teachers are also insisted to pursue their Ph.D studies. Among the existing staff two members are pursuing Ph.D studies.

#### **3.2. Pursuing Higher Education:**

Because of encouragement extended by the college, one faculty member has been awarded Ph.D. degree in Education; two Staff members have been registered for Ph.D. One staff member cleared KSET examination and rest of the staff members did M.Phil degree in Education.

#### **3.3. Publications:**

The college library has compiled M.Ed dissertations from 2009-10 onwards. The institution motivates its teachers to publish their research articles in the leading Educational journals.

The college has published one magazine “**KANAJA**” in the year 2013. The teachers are contributing their writings in the monthly bulletin of the i.e. B.V.V.S “**SAMACHARA**”.

### **3.4. Research facilities:**

The college has upgraded the following facilities and provided opportunities to the staff members to enhance their research skills.

#### **❖ Library Enrichment :**

A number of Educational Journals especially peer revised journals are subscribed to the library. Library is networked with INFLBNET and access is available to all staff and students. A number of books on research methodology and statistic have been added to the library.

#### **❖ Research guidance :**

The college faculty is actively involved in guiding the M.Ed students in their Dissertation work and Action Research for B.Ed Students.

So also, some Research based research surveys also are conducted, RMSA based research activities is undertaken by the college, head of the Institution guided for M.Phil thesis.

### **3.5. Thrust area for Research:**

#### **Research on Teaching:**

- A study on Practice teaching.
- Survey studies on primary, secondary, college education.
- Role and responsibilities of teachers.
- Programme evaluation studies are conducted on mid-day meals. Nali kali. SDMC. Shadow Education, etc.

#### **3.5.1. Encouragement for Action Research:**

The paper on research is opted by those students who select the course at B.Ed level. As a result of which each student is expected to submit one action research project on the problem which he has encountered while teaching in practicing schools.

### **3.6 Details of the Teachers participation in various programmes.**

#### **1. Dr. V.A. Benakanal**

- I. Attended Conference/Seminar/Workshop:
- II. Participated as resource person in Workshops and Seminars.
- III. Organized Workshops/Seminar./Convention/Symposium.
- IV. Presented Research Papers.

#### **2. Dr. (Smt). Rajeswari.G.Teggi.**

- I. Attended Conference/Seminar/Workshop:
- II. Participated as resource person in Workshops and Seminars.
- III. Organized Workshops/Seminar./Convention/Symposium.
- IV. Presented Research Papers.

#### **3. Smt.Vijayalaxmi P Hosakeri.**

- I. Attended Conference/Seminar/Workshop:
- II. Participated as resource person in Workshops and Seminars.
- III. Organized Workshops/Seminar./Convention/Symposium.
- IV. Presented Research Papers.

#### **4. Prof. Nagaraj. G. Sarwade**

- I. Attended Conference/Seminar/Workshop:
- II. Participated as resource person in Workshops and Seminars.
- III. Organized Workshops/Seminar./Convention/Symposium.
- IV. Presented Research Papers.

#### **5. Prof. Veeranna D. Hoolageri.**

- I. Attended Conference/Seminar/Workshop:
- II. Participated as resource person in Workshops and Seminars.
- III. Organized Workshops/Seminar./Convention/Symposium.
- IV. Presented Research Papers.

#### **6. Prof. Shidappa. S. Bhoomanavar.**

- I. Attended Conference/Seminar/Workshop:
- II. Participated as resource person in Workshops and Seminars.
- III. Organized Workshops/Seminar./Convention/Symposium.
- IV. Presented Research Papers.

#### **7. Prof. Ramesh C Yanamashetti.**

- I. Attended Conference/Seminar/Workshop:
- II. Participated as resource person in Workshops and Seminars.
- III. Organized Workshops/Seminar./Convention/Symposium.
- IV. Presented Research Papers.

#### **8. Prof. Geeta G. Mattikalli**

- I. Attended Conference/Seminar/Workshop:
- II. Participated as resource person in Workshops and Seminars.
- III. Organized Workshops/Seminar./Convention/Symposium.
- IV. Presented Research Papers.

## **9. Smt Anjula Shekhashinde**

- I. Attended Conference/Seminar/Workshop:
- II. Participated as resource person in Workshops and Seminars.
- III. Organized Workshops/Seminar./Convention/Symposium.
- IV. Presented Research Papers.

### **3.7 Participation Details of Dr. V.A. Benakanal**

#### I. Attended Conference/Seminar/Workshop:

- ❖ Attended and acted as Resource person in One day workshop on Preparation of Course content for B.Ed students Conducted by “ Rani Channamma University, Belagavi
- ❖ Attended and acted as Resource person in One day workshop on “The Rights of children on free and compulsory Education” conducted by District Political Science Academy at Bagalkot.
- ❖ Attended the workshop on RUSA Conducted by “Rani Channamma University, Belagavi
- ❖ Participated as a Guest lecturer in Endowment Lecturer of the Kannada Sahithya pareshath, Bengalore on “ Value Education in the Present context”
- ❖ Presented a paper on “*Professionalism & Code of Conduct for Teachers*” in National Seminar in M.S Ramaiah College of Education, Bengalore on 6<sup>th</sup> & 7<sup>th</sup> June 2014
- ❖ Participated in the meeting called by Vice-Chancellor Rani Channamma University, Belagavi to facilitate admission process of the B.Ed course.
- ❖ Participated in Symposium on Philosophy of J.Krishnamurthy, at Bengalore

#### **II. Publication of Books.**

1. Models and methods of Teaching
2. Personality Development and Communication skills
3. Perspectives on Educational Psychology.
4. Dimensions of Practice Teaching.
5. Written and Publish Six Books in Kannada

### **III. Preparation of Study materials.**

1. Psychological Foundations of Education: Published by Karnatak University, Dharwad.
2. Doctrines of Great Educators: Published by Karnatak University, Dharwad.
3. Wall Posters on Adult Education
4. Radio tasks on Education.

### **2. Dr. (Smt). Rajeswari.G.Teggi.**

#### **I. Attended Conference/Seminar/Workshop:**

- ❖ Attended a **“University level NAAC workshop”** K.R.S.COE, Bailhongal Dec - 2014

#### **II. Participated as resource person in Workshops and Seminars.**

- ❖ Participated as Resource person and Judge in “Water Management” Programme
- ❖ Participated as Resource person and Judge in “Right to Information ACT” Programme

#### **III. Organized Workshops/Seminar/Convention/Symposium.**

- ❖ Organized a University Level Symposium On “Dimensions of Practice Teaching” in B.V.V.S College of Education, Bagalkot on 9<sup>th</sup> March 2013, Saturday
- ❖ Organized a **“Workshop on Story Writing and Interaction with story writer”** in B.V.V.S College of Education, Bagalkot on 12<sup>th</sup> August 2013
- ❖ Conducted a **“University Level Textual Quiz Competition”** for B.Ed Students in B.V.V.S College of Education, Bagalkot on 30<sup>th</sup> August 2013, 2014
- ❖ Conducted a workshop for High school Headmasters and Teachers on **“Management of Quality in Secondary School,** in B.V.V.S College of Education, Bagalkot on 8<sup>th</sup> March 2014

- ❖ Organized a University Level Convention on **“Assessment and Accreditation of B.Ed. Colleges; A Basic Framework - for NAAC”** in B.V.V.S College of Education & P.G. Dept. of studies in Education, Bagalkot on 03<sup>rd</sup> September 2014

#### **IV. Presented Research Papers.**

- ❖ Presented a paper on **“Higher Education future in India”** in National level Seminar at Basaveshwar commerce College Bagalkot. 18<sup>th</sup> & 19<sup>th</sup> Feb 2011
- ❖ Presented a paper on **“Technology mediated learning for professional development of personal at teacher education level”** in **National level Conference** at J.S.S College Of Education & P.G. Dept Bijapur. 20<sup>th</sup> & 21<sup>th</sup> 2010 August.
- ❖ Presented a paper on **“Translating instructional theories into learning experiences approaches problems & concerns”** in State level Seminar at Kamala Baliga College Of Education, Kumta-581362. 3<sup>rd</sup> & 4<sup>th</sup> April 2009
- ❖ Presented a paper on **“Functioning Of Rural Degree Colleges”** in National level Seminar C.S.Bembalagi Arts, SHA.M.R.Palaresha Science & G.L.Rathi Commerce College, Ramadurg-591123, 15<sup>th</sup> & 16<sup>th</sup> April 2009
- ❖ Presented a paper on **“Patent Rights”** in **National level Seminar** at S. C. Nandimath Law college Bagalkot. 16<sup>th</sup> Oct 2007
- ❖ Attended and Presented a Paper on **“Communication skill on”** National level Workshop at J.S.S College Of Education & P.G. Dept Bijapur. On 18<sup>th</sup> March 2008
- ❖ Presented a paper on **“Life Skill & HIV AIDS”** in **National level Workshop** at State resource centre Dept Of Adult containing Education. K.U.D. on 25<sup>th</sup> & 27<sup>th</sup> March 2007
- ❖ Presented a Paper on **“Professional Development for Global teaching”** **International conference** at Nazareth college of for Women, Avadi, Chennai. On 24<sup>th</sup> & 25<sup>th</sup> Jan 2013

- ❖ Presented a Paper on “Life Skills” in **International conference at** St.paul’s college of education, Bangalore. 12<sup>th</sup> &13<sup>th</sup> **April 2014**
- ❖ Presented a paper on **“Women Empowerment ”** in National Seminar in M.S Ramaiah College of Education, Bangalore on 6<sup>th</sup> & 7<sup>th</sup> June 2014

### **3. Smt.Vijayalaxmi P Hosakeri.**

#### I. Attended Conference/Seminar/Workshop:

- ❖ Attended a “Workshop” Constructivism & Problem solving in Mathematics. BVVS COE BGK& Saginaw Valley state university, Michigan University, USA. On 1<sup>st</sup> July2005
- ❖ Attended a “Workshop” on “Strengthening of Science Teaching in colleges of Education in Karnataka. UGC sponsored &organized by BES College. On 23rd Sept 2005
- ❖ Attended a “National seminar on Patent rights” in B.V.V. Sangha S. C. Nandimath Law college, Bagalkot on 16th Oct 2007
- ❖ Attended a “Personality & Human abilities” in Siddharameshwar college of Education , Dharawad on 6th Aug 2008
- ❖ Attended a “Workshop on Psychological experiment & test” in Alumni association JSS COE BJP on 29th April 2009
- ❖ Attended a “Workshop on Psychological Testing for Teacher educators” Kamala Baliga College of Education, Kumata. On 8<sup>th</sup> Sept 2010
- ❖ Attended a “Workshop on Teacher competencies contributing to quality in Higher education” UGC sponsored state level conducted by Arts & Commerce college for Women, BIJAPUR on October 2010
- ❖ Attended a “Workshop on developing tools for research in education” in Kuvempu University by Dept of Post graduation and Research in Edn . SHIMOGA. On 23<sup>rd</sup> to 25<sup>th</sup> March 2012

## **II. Participated as resource person in Workshops and Seminars.**

- ❖ Participated as Resource person on “Life skills & mental stress” “Problems of Adolescents mental stress” in Govt girls P.U College, Guledgudd on 18-12-2010
- ❖ Participated as Resource person “Creativity” in Basaveshwar Commerce College, BGK- Induction Programme held for PU College Lecturers on 04-11-2009
- ❖ Participated as Resource person “Micro-Teaching Skills Skill of Illustrating With Examples” in B.V.V.S Polytechnic (Autonomous), Bagalkot, on 27-10-2012

## **III. Organized Workshops/Seminar./Convention/Symposium.**

- ❖ Organized a University Level Symposium On “Dimensions of Practice Teaching” in B.V.V.S College of Education, Bagalkot on 9<sup>th</sup> March 2013, Saturday
- ❖ Organized a **“Workshop on Story Writing and Interaction with story writer”** in B.V.V.S College of Education, Bagalkot on 12<sup>th</sup> August 2013
- ❖ Conducted a **“University Level Textual Quiz Competition”** for B.Ed Students in B.V.V.S College of Education, Bagalkot on 30<sup>th</sup> August 2013, 2014
- ❖ Conducted a workshop for High school Headmasters and Teachers on **“Management of Quality in Secondary School,** in B.V.V.S College of Education, Bagalkot on 8<sup>th</sup> March 2014
- ❖ Organized a University Level Convention on **“Assessment and Accreditation of B.Ed. Colleges; A Basic Framework - for NAAC”** in B.V.V.S College of Education & P.G. Dept. of studies in Education, Bagalkot on 03<sup>rd</sup> September 2014

#### **IV. Presented Research Papers.**

- ❖ Presented a paper on “Use of ICT in teachers education programme” National level Seminar in Shivaji Shikshan Samiti College of Education, Barshi, Solapur District “11<sup>th</sup> &12<sup>th</sup> Jan 2012
- ❖ Presented a Paper on “On Global teaching-methodologies & strategies in the international conference” in International Conference at Nazareeth college of Education, Avadi, Chennai. On 24<sup>th</sup> & 25<sup>th</sup> Jan-2013
- ❖ Presented a Paper on “Different Innovative Practices in our colleges” at National Level Seminar at Shri Veertapasvi Channaveer Shivacharya B.Ed.College, Solapur. On 23March2013
- ❖ Presented a Paper on “Inclusive Education” at international Seminar at St.Paul’s College of Education,Bangalore-560079 on 12th &13th April 2014
- ❖ Presented a Paper on “Teacher Education in Present Scenario” National Seminar at J.S.S College of Education, Bijapur-586101 at 19<sup>th</sup> and 20<sup>th</sup> September 2014

#### **4. Prof. Nagaraj. G. Sarwade**

##### **I. Attended Conference/Seminar/Workshop:**

- ❖ Attended a “XIII National Conference on Teacher Education” at B.L.D.E. Association J.S.S College of Education Bijapur. On 28<sup>th</sup> 29<sup>th</sup>, 30<sup>th</sup> December - 1999
- ❖ Attended a Workshop on “Satellite based training Programme” at Institute DIET Belgaum J.D.P.I /Prin of Govt. C.T.E. Belgaum. On 26-12-2003
- ❖ Training on “AIDS Education Training” at CTE Jamakahandi on 25-05-2006 to 27-05-2006
- ❖ Attend a “ನೀನಾಸಮ್ ಪ್ರತಿಷ್ಠಾನ ಹೆಗ್ಗೂಡ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ, ಶಿಬಿರ ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ” ಬಿ.ವಿ.ವಿ.ಸಂಘ ಬಸವೇಶ್ವರ ವಿಜ್ಞಾನ ಮಹಾವಿದ್ಯಾಲಯ ಕನ್ನಡ ಸಂಘ ಬಾಗಲಕೋಟೆ. 15 & 16 August 2006

- ❖ Attended a “ಕುವೆಂಪು ರಾಷ್ಟ್ರೀಯ ಪ್ರತಿಷ್ಠಾನ ಕುಪ್ಪಳಿ ರಾಷ್ಟ್ರಮಟ್ಟದ ಕಾರ್ಯಾಗಾರ” ಶ್ರೀ ವೃಷಭೇಂದ್ರ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ ಶ್ರೀ ಬಿ.ಆರ್.ದರೂರ ಸಂಶೋಧನಾ ಕೇಂದ್ರ, ಹಾರೋಗೇರಿ, ಜಿ.ಬೆಳಗಾವಿ. 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup> February 2009
- ❖ Attended a Two days National level Seminar on Topic “Touching the untouched Rural Degree College for Ensuring Quality” C.S.Bembalgi Arts, SHA. M.R.Palareesh Science & G.L Rathi Commerece College Ramdagi Di. Belagavi. On 15<sup>th</sup> & 16<sup>th</sup> April 2009
- ❖ Attended a Two days State level Seminar on Topic “Translating Instructional Theories into Learning Experiences approaches Problems and concerns” at Kamala Baliga College of Education Kumata D.U.Kannada. on 3<sup>rd</sup> & 4<sup>th</sup> April 2009
- ❖ Attended a Seminar on Current Trends in Teacher Education at KUD Dharwad Post Graduate Department. 25<sup>th</sup> March 2013
- ❖ Attended a Development of self appraisal Report for two days workshop at K.R.C.E.S B.Ed College, Bailahongal 28<sup>th</sup> & 29<sup>th</sup> October - 2014

## **II. Participated as resource person in Workshops and Seminars.**

- ❖ Attended and Participated in 4days Refresher course in Karnatak University, Dharawad on Topic Education Technology and Philosophical Sociological Foundation to B.Ed college Lectures 27-01-2004 to 31-01-2004

## **III. Organized Workshops/Seminar./Convention/Symposium.**

- ❖ Organized a University Level “**Content Enrichment Programme on Philosophical & Sociological Foundation**” in B.V.V.S College of Education, Bagalkot on 14th and 15th April 2006
- ❖ Organized a University Level Symposium On “**Dimensions of Practice Teaching**” in B.V.V.S College of Education, Bagalkot on 9<sup>th</sup> March 2013, Saturday

- ❖ Organized a **“Workshop on Story Writing and Interaction with story writer”** in B.V.V.S College of Education, Bagalkot on 12<sup>th</sup> August 2013
- ❖ Conducted a **“University Level Textual Quiz Competition”** for B.Ed Students in B.V.V.S College of Education, Bagalkot on 30<sup>th</sup> August 2013, 2014
- ❖ Conducted a workshop for High school Headmasters and Teachers on **“Management of Quality in Secondary School,** in B.V.V.S College of Education, Bagalkot on 8<sup>th</sup> March 2014
- ❖ Organized a University Level Convention on **“Assessment and Accreditation of B.Ed. Colleges; A Basic Framework - for NAAC”** in B.V.V.S College of Education & P.G. Dept. of studies in Education, Bagalkot on 03<sup>rd</sup> September 2014

#### **IV. Presented Research Papers.**

- ❖ Presented a paper on Topic “Challenges of Communication in Regional Languages in the Context of Globalization” “ಜಾಗತೀಕ ಸಂದರ್ಭದಲ್ಲಿ ಸರ್ಕಾರಗಳ ಭಾಷಾನೀತಿ” B.V.V.Sangha’s Basaveshwar Science College Bagalkot. On 8<sup>th</sup> & 9<sup>th</sup> May 2009
- ❖ Presented a paper on Topic “ಪದವಿ ಮಟ್ಟದಲ್ಲಿ ಭಾಷಾ ಬೋಧನೆಯ ಮಹತ್ವ” ಬಿ.ವಿ.ವಿ. ಸಂಘ ಬಸವೇಶ್ವರ ವಾಣಿಜ್ಯ ಮಹಾವಿದ್ಯಾಲಯ, ಬಾಗಲಕೋಟೆ. 18<sup>th</sup> & 19<sup>th</sup> February 2011
- ❖ Presented a paper on Topic “ವಡ್ಡಾರಾಧನೆ ಕಾವ್ಯದಲ್ಲಿ ವಿದ್ಯೆ’ ಆರೋಧ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ ಶ್ರೀಕೇಶ್ವರ ಮಂಟೂರ ತಾ||ಮುದೋಳ ಜ||ಬಾಗಲಕೋಟೆ. 2012
- ❖ Presented a paper on Topic “National Seminar on Internship in Teaching Presented Paper Organizing Co-Curricular Activities.” Manganur Malleshappa College of Education Anubhavamantapa, Davangere. 6<sup>th</sup> & 7<sup>th</sup> September 2014
- ❖ Presented a paper on Topic “ Hale Kannada Phityagala Ola nootagalu” National Level seminar at B.V.V.S Science college, Bagalkot 10<sup>th</sup> and 11<sup>th</sup> 2015

## **5. Prof. Veeranna D. Hoolageri.**

### **I. Attended Conference/Seminar/Workshop:**

- ❖ Attended a State level Seminar on **“Mathematical Modeling”** Basaveshwar Science College, Bagalkot-587101 on 20<sup>th</sup> October 2009
- ❖ Attended a National level Seminar on Topic **“An Impact Globalization on Indian Business Environment”** Shri Sangamesh R Arts And Commerce College, Chadchan-586205 8<sup>th</sup> & 9<sup>th</sup> May 2009
- ❖ Attended a National level Conference on Topic **“ Technology Mediated Learning and Professional development of Personal at Teacher Education Level”** on 20<sup>th</sup> & 21<sup>st</sup> August – 2010

### **II. Participated as resource person in Workshops and Seminars.**

- ❖ Attended and Participated in 20days Refresher course in Karnatak University, Dharwad on Topic “Current Status and Problems of Education” 6<sup>th</sup> to 26<sup>th</sup> Aug 2014

### **III. Organized Workshops/Seminar./Convention/Symposium.**

- ❖ Organized a University Level Symposium On **“Dimensions of Practice Teaching”** in B.V.V.S College of Education, Bagalkot on 9<sup>th</sup> March 2013, Saturday
- ❖ Organized a **“Workshop on Story Writing and Interaction with story writer”** in B.V.V.S College of Education, Bagalkot on 12<sup>th</sup> August 2013
- ❖ Conducted a **“University Level Textual Quiz Competition”** for B.Ed Students in B.V.V.S College of Education, Bagalkot on 30<sup>th</sup> August 2013, 2014
- ❖ Conducted a workshop for High school Headmasters and Teachers on **“Management of Quality in Secondary School,** in B.V.V.S College of Education, Bagalkot on 8<sup>th</sup> March 2014
- ❖ Organized a University Level Convention on **“Assessment and Accreditation of B.Ed. Colleges; A Basic Framework - for NAAC”** in B.V.V.S College of Education & P.G. Dept. of studies in Education, Bagalkot on 03<sup>rd</sup> September 2014

#### **IV. Presented Research Papers.**

- ❖ Presented a paper on Topic “ICT For Professional Development” in National level Seminar at S.V.M.Arts,Science And Commerce College, Ilakal 6<sup>th</sup> &7<sup>th</sup> November 2008
- ❖ Presented a paper on Topic “A Bridge Between And Learning Process” State level Seminar at Kamala Baliga College Of Education,Kumta-581362 on 3<sup>rd</sup> & 4<sup>th</sup> April 2009
- ❖ Presented a paper on Topic “Functioning Of Rural Degree Colleges” in National level Seminar at C.S.Bembalagi Arts,SHA.M.R.Palaresha Science & G.L.Rathi Commerce College, Ramadurg-591123 on 15<sup>th</sup> 16<sup>th</sup> April 2009
- ❖ Presented a paper on Topic “Psychological testing for teacher educators” in State level work shop at Kamala Baliga College Of Education,Kumta-581362 on 8<sup>th</sup> & 9<sup>th</sup> - Oct 2010
- ❖ Presented a paper on Topic “Professional Development for Global teaching” in International conference at Nazareth college of for Women, Avadi, Chennai. on 24<sup>th</sup> & 25<sup>th</sup> Jan 2013
- ❖ Presented a paper on Topic “Organizing Co-Curricular Activities” in National level Seminar at Makaanur Malleshappa College Of Education, Davangere-577004 on 6<sup>th</sup> & 7<sup>th</sup> Sept-2014
- ❖ Presented a paper on Topic “Ethics in professional Development” in National level Seminar at JSS College of Education, Bijapur-586101 on 19<sup>th</sup> & 20<sup>th</sup> Sept-2014

#### **6. Prof. Shiddappa. S. Bhoomannavar.**

##### **I. Conference/Seminar/Workshop Attended:**

- ❖ Attended a “National Level Workshop” on “CIPPTO-5 Course In Practical Psychology Training & Orientation” in Psychotropic’s. Bangalore. On 23<sup>rd</sup> & 24<sup>th</sup> Feb 2008
- ❖ Participated in a State Level Workshop on “Writing Scholarly Research Proposal & Articles” in New Horizon, College of Education, Bengaluru, on 10<sup>th</sup> & 11<sup>th</sup> July 2009

- ❖ Attended a State Level Workshop on “SANSKODANA KAMMATA” in Kannada Sahitya Parishat Bengaluru, on 22th to 24th Nov 2010
- ❖ Attended A University Level “Two Day Workshop On Development Of SSR On NAAC” In KRC COE BAILHONGAL. On 28th &29th Oct 2014

## **II. Participated as resource person in Workshops and Seminars.**

- ❖ Resource Person for induction program for newly appointed PUC college lecturers (Blue print) 2009.
- ❖ Resource person in Bagalkot dist. history teacher’s association.2011
- ❖ Resource person in Diploma College. (Micro teaching) 2012 for Diploma College Lecturers.
- ❖ Resource person in Shirur D,Ed. College .(Psychology practical’s)
- ❖ Resource person in VPMS D,Ed. College(sakri)BAGALKOT. (Psychology practical’s)
- ❖ Resource person for NCF -2005 9<sup>th</sup> Std Social Science Textbook Committee

## **III. Workshops/Seminar./Convention/Symposium Organized by the college.**

- ❖ Organized a University Level Symposium On “Dimensions of Practice Teaching” in B.V.V.S College of Education, Bagalkot on 9<sup>th</sup> March 2013, Saturday
- ❖ Organized a **“Workshop on Story Writing and Interaction with story writer”** in B.V.V.S College of Education, Bagalkot on 12<sup>th</sup> August 2013
- ❖ Conducted a **“University Level Textual Quiz Competition”** for B.Ed Students in B.V.V.S College of Education, Bagalkot on 30<sup>th</sup> August 2013, 2014
- ❖ Conducted a workshop for High school Headmasters and Teachers on **“Management of Quality in Secondary School,** in B.V.V.S College of Education, Bagalkot on 8<sup>th</sup> March 2014

- ❖ Organized a University Level Convention on **“Assessment and Accreditation of B.Ed. Colleges; A Basic Framework - for NAAC”** in B.V.V.S College of Education & P.G. Dept. of studies in Education, Bagalkot on 03<sup>rd</sup> September 2014
- ❖ Conducted a **Textual Based Quiz Competition in History** for B.Ed Students.
- ❖ Conducted Quiz Competitions in Practice Teaching Schools.

#### **IV. Research Papers Presented/Articles Published in Journals**

- ❖ Articles Published in “B.V.V.S Samachar Magazine” on Topic “ಪ್ರಾಚೀನ ಕಾಲದ ಶಿಕ್ಷಣ ಪದ್ಧತಿ” on Sep-2006
- ❖ Articles Published in “B.V.V.S Samachar Magazine” on Topic “ಭಾರತೀಯ ಮಾರುಕಟ್ಟೆಯ ಮೇಲೆ ವಿದೇಶಿ ಕಂಪನಿಗಳ ಪ್ರಭಾವ” on May-2007
- ❖ Articles Published in “B.V.V.S Samachar Magazine” on Topic “ಕಾಶ್ಮೀರ ಸಮಸ್ಯೆಗೆ ಪರಿಹಾರ ಸಾಧ್ಯವೇ?” on Dec-2007
- ❖ A Paper Published in “State Level Seminar” on Topic “Actualization Of Philosophical & Sociological Values In Learning Management.” In Kamala Baliga College Of Education – KUMTA on 3<sup>rd</sup> & 4<sup>th</sup> APRIL-2009
- ❖ A Paper Published in “National Level Seminar” on Topic “Impact Of Globalization On Education” in Sangameshwar Arts & Com College Chadchan. on 8<sup>th</sup> & 9<sup>th</sup> May2009
- ❖ A Paper Published in “National Level Seminar” on Topic “LPG & Rural Degree Colleges” in CS Bembalagi Arts.Science & Commerce College. Ramdurg on 15<sup>th</sup> & 16<sup>th</sup> April2009
- ❖ A Paper Published in “Shikshan Soudha” Quarterly Education & Research Journal. Gadag-Karnataka on Topic “ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಸಮಾಜ ವಿಜ್ಞಾನ ಬೋಧನೆಯಲ್ಲಿ ಸಮುದಾಯ ಸಂಪನ್ಮೂಲಗಳ ಅಧ್ಯಯನ” **Sep 2011. ISSN: 2249-2429.**
- ❖ Articles Published in “B.V.V.S Samachar Magazine” on Topic “ಸಿಮ್ಲಾ ಒಪ್ಪಂದದ ಸುಳಿಯಲ್ಲಿ” on Aug-2012

## 7. Prof. Ramesh C Yanamashetti.

### I. Conference/Seminar/Workshop Attended:

- ❖ Attended a One day workshop on “*Science curriculum and teaching methodologies*” Organized by Bhandhari and Rathi College, Guledgudd and District level Task Force , Bagalkot on 12<sup>th</sup> January, 2005
- ❖ Attended a Two days workshop on “**Preparation of Low cost and No cost teaching materials in Science and Mathematics**”, Organized by BVVS’s College of Education, Bagalkot during 20<sup>th</sup> - 21<sup>st</sup> June, 2008
- ❖ Secured **3<sup>rd</sup> Rank** in **National General Competitive Exam-2008-09** organized by Prathibha Vignana and ICETC Davanagere.
- ❖ Participated in the International Essay Competition on “**Impact of militarization and Weaponisation of Space on Peace and Development**” organized by Global network against weapons nuclear power in space. USA
- ❖ Awarded as “**Best Worker**” in **B.Ed class** by BVVS’s College of Education, Bagalkot 2007-08 Batch Student
- ❖ Attended a “UGC Sponsored A Two Days State Level Workshop in Kamala Baliga College of Education, Kumata-581362 on Topic **Integration of ICT & e-Resources in Effective Teacher Training Program** on 11th & 12th January - 2012
- ❖ Participated a “Orientation Programme for Academic Counselors” in **IGNOU Regional Centre** Bijapur-586103 on 10<sup>th</sup> March 2013
- ❖ Attended a “Orientation Programme for Principals & Youth Red Cross Programme officers” in **Indian Youth Red Cross Society** at R C U, Belagavi on 16th March 2013
- ❖ Participated a “International Seminar on **Current Trends in Teacher Education**” in Department of Education Karnatak University Dharwad on 25<sup>th</sup> March 2013
- ❖ Attended a “State level Conference on “Science and Technology for Social Transformation” in Karnataka. Science and Technology

Academy (KSTA), Dept of Science and Technology, Govt of Kar on 19<sup>th</sup> & 20<sup>th</sup> Dec 2013

- ❖ Attended a One day Seminar On **“Orientation Programme to the Library & Information Science Professionals** of B.V.V.Sangha’s Institutions, Bagalkot” in Sajjalashree Institute of Nursing Sciences, Navanagar, Bagalkot on 19<sup>th</sup> Oct 2014
- ❖ Attended a “U.G.C Sponsored One Day State Level Seminar On **“Environment Friendly Chemistry: A Need of the Day”** in Basaveshwar Science College, Bagalkot-587101. On 13<sup>th</sup> Sep 2014

## **II. Participated as resource person in Workshops and Seminars.**

- ❖ Doing what after 10<sup>th</sup> Programmes for high schools students every year.
- ❖ Guidance for job oriented course

## **III. Workshops/Seminar/Convention/Symposium Organized.**

- ❖ Organized a University Level Symposium On “Dimensions of Practice Teaching” in B.V.V.S College of Education, Bagalkot on 9<sup>th</sup> March 2013, Saturday
- ❖ Organized a **“Workshop on Story Writing Interaction”** in B.V.V.S College of Education, Bagalkot on 12<sup>th</sup> August 2013
- ❖ Conducted a **“University Level Textual Quiz Competition”** for B.Ed Students in B.V.V.S College of Education, Bagalkot on 30<sup>th</sup> August 2013, 2014
- ❖ Conducted a workshop for High schools Headmasters and Teachers **“Management of Quality in Secondary School”** in B.V.V.S College of Education, Bagalkot on 8<sup>th</sup> March 2014
- ❖ Organized a University Level Convention on **“Assessment and Accreditation of B.Ed. Colleges A Basic Framework - On NAAC”** in B.V.V.S College of Education & P.G. Dept. of studies in Education, Bagalkot on 03<sup>rd</sup> September 2014
- ❖ Conducted a Dist. level A Textual based **“Mathematics Quiz**

**Competition**” for High School students. in B.V.V.S College of Education, Bagalkot on 01<sup>st</sup> October, 2014

#### **IV. Research Papers Presented.**

- ❖ Presented a paper on “Innovations in ICT” in National Level Seminar at St Paul’s College of Education, Bangalore. On 5<sup>th</sup> & 7<sup>th</sup> May, 2012  
*ISBN: 978-81-313-1668-9*
- ❖ Presented a paper on **“Open & Distance Learning”** in National Level Seminar at St Paul’s College of Education, Bangalore. On 5<sup>th</sup> & 7<sup>th</sup> May, 2012 **ISBN: 978-81-313-1668-9**
- ❖ Presented a paper on **“Use of ICT for Teacher Education Programme”** in UGC Sponsored National Level Seminar at Shivaji Shikshan Samiti Barshi. COE, Barashi. Dt: Solapur(M.H) on 11<sup>th</sup> and 12<sup>th</sup> Aug, 2012 **ISSN: 2230-7850**
- ❖ Presented a paper on **“Use of ICT for Professional Development”** in “Internal Conference On Global Education: Methodologies & Strategies” at Nazareth College of Education for Women Chennai-62 on 24<sup>th</sup> and 25<sup>th</sup> January 2013. **ISBN : 978-81-920309-6-8**
- ❖ Presented a paper on **“Integration of ICT in education”** A English Quarterly Education & Research Journal. Gadag-Karnataka **“Dimensions of Education”** 7<sup>th</sup> Dec-2013 Edition. **ISSN: 2249-243**
- ❖ Presented a Research paper on **“Impact of “Shadow Education” At +2 Levels in Bagalkot City”** in International Conference at St Paul’s College of Education, Bangalore. On 12<sup>th</sup> & 13<sup>th</sup> April 2014.  
**ISBN 978-3-659-52567-4**
- ❖ Presented a paper on **“India and china Population Growth, Economic Growth & Education”** in U.G.C Sponsored One Day State Level Seminar in Department of Economics with Collaboration RCU Economics Teachers Academic, on 29<sup>th</sup> March 2014
- ❖ Presented a paper on **“Professionalism & Code of Conduct for Teachers”** in National Seminar in M.S Ramaiah College of Education, Bangalore on 6<sup>th</sup> & 7<sup>th</sup> June 2014
- ❖ A paper Presented on **“Use of ICT for Effective Teaching and**

**Learning**” in U.G.C Sponsored Two Days State Level Seminar “On Teacher Education in Present Scenario” in JSS College of Education (B.Ed), P.G Studies in Education and Research Centre, Bijapur-586101, Karnataka on 19<sup>th</sup> and 20<sup>th</sup> Sept 2014. **ISSN:2250-3188**

#### **V. Training:**

- ❖ Three Days Training Programme On 30<sup>th</sup> June to 1<sup>st</sup> August – 2014  
“*Bibliometric and Research Output analysis*” Information and Library Network Centre (INFLIBNET) (An Inter-University Centre of University Grants Commission) Gandhinagar -382007, Gujarat, India

#### **8. Prof. Smt. Geeta G.Mattikalli**

I. Attended Conference/Seminar/Workshop:

- ❖ **Attended a Seminar** “Lecturer Series For Popularization Of Biotechnology at B.K. College Belgaum And Department Of Biotechnology, New Delhi In B.K. College, Belgaum on 14<sup>th</sup> & 15<sup>th</sup> March 2007
- ❖ Attended as a judge to “**State Level Science Exhibition for High Schools**” from 09-01-2011 to 11-1-2011 conducted in Sri S. N.V. V.S., Bailhongal organized by Govt. of Karnataka.

II. Organized Workshops/Seminar./Convention/Symposium.

- ❖ Conducted a “**University Level Textual Quiz Competition**” for B.Ed Students in B.V.V.S College of Education, Bagalkot on 30<sup>th</sup> August 2013, 2014
- ❖ Conducted a workshop for High schools Headmasters and Teachers “**Management of Quality in Secondary School**” in B.V.V.S College of Education, Bagalkot on 8<sup>th</sup> March 2014
- ❖ Organized a University Level Convention on “**Assessment and Accreditation of B.Ed. Colleges A Basic Framework - On NAAC**” in B.V.V.S College of Education & P.G. Dept. of studies in Education, Bagalkot on 03<sup>rd</sup> September 2014

IV. Presented Research Papers.

- ❖ **Presented a paper on “Issues and Challenges Of Education”** at B.L.D.E.A.’S J.S.S. College Of Education, Bijapur on 19<sup>th</sup> & 20<sup>th</sup> September 2014

### **3.8 RESEARCH AND PUBLICATION OUTPUT:**

- ❖ Each and every faculty member prepared OHP sheets, ppt, CD, as a Teaching aid.
- ❖ Updated discussion notes are maintained by faculty members.
- ❖ Standard learning aids are prepared and collaborated with “*AGASTYA INTERNATIONAL FOUNDATION*” for preparing working models. Improvised apparatus, static models, and we will distribute our models to practicing schools and needy schools.
- ❖ “Case studies” are conducted by students of the college, on the behavior problems of the school students.
- ❖ Source based materials has been prepared by the social science faculty members for the teaching of History and Geography.
- ❖ A glossary of textual words in Kannada language is prepared and persevered.
- ❖ Question banks as per the University suggested format has been prepared. The unit wise questions and answers prepared by the students and kept in library for the use of students.
- ❖ Separate question banks have been prepared subjects wise by the students and faculties on Secondary school subjects are also have been validated by the experts.
- ❖ An activity on resource bank in each of the methodology subjects i.e. physical science, Biological Science, Mathematics, languages and Social Science has been prepared.

### **3.9 Facilities for developing instructional materials:**

- ❖ A well furnished computer laboratory with required software’s. Laboratory facilities, for Science Mathematics lab, psychology lab, technology lab, equipments and materials and specimen are kept for use.

- ❖ Availability and access of individual online computer system to the users.
- ❖ A well furnished computer laboratory is maintained with required software like windows scanning and printing facilities.
- ❖ Availability and access to all electronic gadgets, LCD Projectors, Razor Bee,
- ❖ Teaching aids, Digital Camera, Digital Video Camera, LED, DVD, CD's and
- ❖ DVD Players, Epidiascope
- ❖ Laboratory facilities –Science, Math's Lab, Psychology Lab, Technology Lab -equipments, materials and specimens.
- ❖ Availability and access of audio material like cassettes, visual aids like slides and audio –visual aids.
- ❖ Access to a well furnished library with good number of books, encyclopedias, yearbooks, subject wise dictionaries, latest journals and magazines, daily news papers along with their back volumes and lots of activity books on all disciplines, book banks, book borrowing facilities. Reprographic facility in the Library is maintained.

### **3.10 ICT/ Technology related instructions materials:**

- ❖ ICT related Instructional Material has been prepared to demonstrate lessons to B.Ed Students in Mathematics, Science, Social Science of class VIII and class IX.
- ❖ The staff and students have developed several classroom teaching resources and demonstration lesson using ICT tools.
- ❖ Soft ware available in the market have been purchased and used regularly for instruction (CDs, VCDs, slides and movies with academic value).
- ❖ The staff and students have developed several classroom teaching resources and demonstrating lessons using ICT tools.
- ❖ Students of Mathematics used OHP and computer PPT slides for peer group teaching, team teaching and seminar presentation.

- ❖ All the students of Mathematics methodology are trained to prepare computer PPT lessons and they practice the lessons in the peer group.
- ❖ An activity resource bank is developed in each of the methodology subjects Physical Science, Biological Science, Mathematics, Languages and Social Science to enhance continuous and comprehensive evaluation.
- ❖ Instructional materials based on 'Std. VIII and IX Lessons' are prepared by the B.Ed. students.

### **3.11 Training Programs and Workshops conducted in the college.**

#### **For faculty:**

- ❖ One day University Level **Symposium** On **“Dimensions of Practice Teaching”** in B.V.V.S College of Education, Bagalkot on 9<sup>th</sup> March 2013, Saturday.
- ❖ Organized a University Level Convention on **“Assessment and Accreditation of B.Ed. Colleges A Basic Framework - On NAAC”** in B.V.V.S College of Education & P.G. Dept. of studies in Education, Bagalkot on 03<sup>rd</sup> September 2014.

#### **For Students:**

- ❖ Organized a **“Workshop on Story Writing and Interaction with story writers”** in B.V.V.S College of Education, Bagalkot on 12<sup>th</sup> August 2013.
- ❖ Conducted a **“University Level Textual Quiz Competition”** for B.Ed Students in B.V.V.S College of Education, Bagalkot on 30<sup>th</sup> August 2013, 2014.
- ❖ Conducted a Dist. level A Textual based **“Mathematics Quiz Competition”** for High School students. In B.V.V.S College of Education, Bagalkot on 01<sup>st</sup> October, 2014.
- ❖ A One day workshop on “Science and Mathematics” Teaching Aids Collaboration with “AGASTYA INTERNATIONAL FOUNDATION”.
- ❖ One day workshop for B.Ed students, Activity based instructional materials in Social Science.
- ❖ Preparation and demonstration of Models and Application to Science Teaching for B.Ed students 2013-14

**Training provided to the staff:**

- ❖ A training Program was provided to all the teaching staff on” Use of SPSS statistical package” for Research data analysis.

**For High school Teachers:**

- ❖ Conducted a workshop for High schools Headmasters and Teachers “**Management of Quality in Secondary School**” in B.V.V.S College of Education, Bagalkot on 8<sup>th</sup> March 2014.

**3.12 List of Journals in which the faculty members have published papers.****1. Dr. V.A. Benakanal**

- ❖ Attended and acted as Resource person in One day workshop on Preparation of Course content for B.Ed students Conducted by “ Rani Channamma University, Belagavi
- ❖ Attended and acted as Resource person in One day workshop on “The Rights of children on free and compulsory Education” conducted by District Political Science Academy at Bagalkot.
- ❖ Attended the workshop on RUSA Conducted by “Rani Channamma University, Belagavi
- ❖ Participated as a Guest lecturer in Endowment Lecturer of the Kannada Sahithya pareshath, Bengalore on “ Value Education in the Present context”
- ❖ Presented a paper on “*Professionalism & Code of Conduct for Teachers*” in National Seminar in M.S Ramaiah College of Education, Bangalore on 6<sup>th</sup> & 7<sup>th</sup> June 2014
- ❖ Participated in the meeting called by vice-chancellor Rani Channamma University, Belagavi to facilitate admission process of the B.Ed course.

## 2. Dr. (Smt). Rajeswari.G.Teggi.

- ❖ Presented a paper on “**Higher Education future in India**” in National level Seminar at Basaveshwar commerce College Bagalkot. 18<sup>th</sup> &19<sup>th</sup> Feb 2011
- ❖ Presented a paper on “Technology mediated learning for professional development of personal at teacher education level” in **National level Conference** at J.S.S College Of Education & P.G. Dept Bijapur. 20<sup>th</sup> &21<sup>th</sup> 2010 August.
- ❖ Presented a paper on “Translating instructional theories into learning experiences approaches problems & concerns” in State level Seminar at Kamala Baliga College Of Education, Kumta-581362. 3rd & 4th April 2009
- ❖ Presented a paper on “Functioning Of Rural Degree Colleges” in National level Seminar C.S.Bembalagi Arts, SHA.M.R.Palaresha Science & G.L.Rathi Commerce College, Ramadurg-591123, 15th &16th April 2009
- ❖ Presented a paper on “Patent Rights” in **National level Seminar at S. C. Nandimath Law college Bagalkot.** 16<sup>th</sup> Oct 2007
- ❖ Attended and Presented a Paper on “**Communication skill on**” National level Workshop at J.S.S College Of Education & P.G. Dept Bijapur. On 18<sup>th</sup> March 2008
- ❖ Presented a paper on “Life Skill & HIV AIDS” in **National level Workshop at** State resource centre Dept Of Adult containing Education. K.U.D. on 25<sup>th</sup> &27<sup>th</sup> March 2007
- ❖ Presented a Paper on “Professional Development for Global teaching” **International conference at** Nazareth college of for Women, Avadi, Chennai. On 24<sup>th</sup> &25<sup>th</sup> Jan 2013
- ❖ Presented a Paper on “Life Skills” in **International conference at** St.paul’s college of education, Bangalore. 12<sup>th</sup> &13<sup>th</sup> **April 2014**
- ❖ Presented a paper on “**Women Empowerment** ” in National Seminar in M.S Ramaiah College of Education, Bangalore on 6<sup>th</sup> & 7<sup>th</sup> June 2014

### **3. Smt.Vijayalaxmi P Hosakeri.**

- ❖ Presented a paper on “Use of ICT in teachers education programme” National level Seminar in Shivaji Shikshan Samiti College of Education, Barshi, Solapur District “11<sup>th</sup> &12<sup>th</sup> Jan 2012
- ❖ Presented a Paper on “On Global teaching-methodologies & strategies in the international conference” in International Conference at Nazareeth college of Education, Avadi, Chennai. On 24<sup>th</sup> & 25<sup>th</sup> Jan-2013
- ❖ Presented a Paper on “Different Innovative Practices in our colleges” at National Level Seminar at Shri Veertapasvi Channaveer Shivacharya B.Ed.College, Solapur. On 23March2013
- ❖ Presented a Paper on “Inclusive Education” at international Seminar at St.Paul’s College of Education,Bangalore-560079 on 12th &13th April 2014
- ❖ Presented a Paper on “Teacher Education in Present Scenario” National Seminar at J.S.S College of Education, Bijapur-586101 at 19<sup>th</sup> and 20<sup>th</sup> September 2014

### **4. Prof. Nagaraj. G. Sarwade.**

- ❖ Presented a paper on Topic “Challenges of Communication in Regional Languages in the Context of Globalization” “ಜಾಗತೀಕ ಸಂದರ್ಭದಲ್ಲಿ ಸರ್ಕಾರಗಳ ಭಾಷಾನೀತಿ” B.V.V.Sangha’s Basaveshwar Science College Bagalkot. On 8<sup>th</sup> & 9<sup>th</sup> May 2009
- ❖ Presented a paper on Topic “ಪದವಿ ಮಟ್ಟದಲ್ಲಿ ಭಾಷಾ ಬೋಧನೆಯ ಮಹತ್ವ” ಬಿ.ವಿ.ವಿ. ಸಂಘ ಬಸವೇಶ್ವರ ವಾಣಿಜ್ಯ ಮಹಾವಿದ್ಯಾಲಯ, ಬಾಗಲಕೋಟೆ. 18th & 19th February 2011
- ❖ Presented a paper on Topic “ವಡ್ಡಾರಾಧನೆ ಕಾವ್ಯದಲ್ಲಿ ವಿದ್ಯೆ’ ಆರೋಧ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ ಶ್ರೀಕೇಶ್ರ ಮಂಟಾರ ತಾ||ಮುದೋಳ ಜಿ||ಬಾಗಲಕೋಟೆ. 2012
- ❖ Presented a paper on Topic “National Seminar on Internship in Teaching Presented Paper Organizing Co-Curricular Activities.” Makanur Malleshappa College of Education Anubhavamantapa, Davangere. 6th &7th September 2014

- ❖ Presented a paper on Topic “ Hale Kannada Phthyagala Ola nootagalu” National Level seminar at B.V.V.S Science college, Bagalkot 10th and 11th 2015

#### **5. Prof. Veeranna D. Hoolageri.**

- ❖ Presented a paper on Topic “ICT For Professional Development” in National level Seminar at S.V.M.Arts,Science And Commerce College, Ilakal 6<sup>th</sup> &7<sup>th</sup> November 2008
- ❖ Presented a paper on Topic “A Bridge Between And Learning Process” State level Seminar at Kamala Baliga College Of Education,Kumta-581362 on 3<sup>rd</sup> & 4<sup>th</sup> April 2009
- ❖ Presented a paper on Topic “Functioning Of Rural Degree Colleges” in National level Seminar at C.S.Bembalagi Arts,SHA.M.R.Palaresha Science & G.L.Rathi Commerce College, Ramadurg-591123 on 15<sup>th</sup> 16<sup>th</sup> April 2009
- ❖ Presented a paper on Topic “Psychological testing for teacher educators” in State level work shop at Kamala Baliga College Of Education,Kumta-581362 on 8<sup>th</sup> & 9<sup>th</sup> - Oct 2010
- ❖ Presented a paper on Topic “Professional Development for Global teaching” in International conference at Nazareth college of for Women, Avadi, Chennai. on 24<sup>th</sup> & 25<sup>th</sup> Jan 2013
- ❖ Presented a paper on Topic “Organizing Co-Curricular Activities” in National level Seminar at Makaanur Malleshappa College Of Education, Davangere-577004 on 6<sup>th</sup> & 7<sup>th</sup> Sept-2014
- ❖ Presented a paper on Topic “Ethics in professional Development” in National level Seminar at JSS College of Education, Bijapur-586101 on 19<sup>th</sup> & 20<sup>th</sup> Sept-2014

#### **6. Prof. Shidappa. S. Bhoomanavar.**

- ❖ Articles Published in “B.V.V.S Samachar Magazine” on Topic “ಪ್ರಾಚೀನ ಕಾಲದ ಶಿಕ್ಷಣ ಪದ್ಧತಿ” on Sep-2006
- ❖ Articles Published in “B.V.V.S Samachar Magazine” on Topic

“ಭಾರತೀಯ ಮಾರುಕಟ್ಟೆಯ ಮೇಲೆ ವಿದೇಶಿ ಕಂಪನಿಗಳ ಪ್ರಭಾವ” on May-2007

- ❖ Articles Published in “B.V.V.S Samachar Magazine” on Topic “ಕಾಶ್ಮೀರ ಸಮಸ್ಯೆಗೆ ಪರಿಹಾರ ಸಾಧ್ಯವೇ?” on Dec-2007
- ❖ A Paper Published in “State Level Seminar” on Topic “Actualization Of Philosophical & Sociological Values In Learning Management.” In Kamala Baliga College Of Education – KUMTA on 3<sup>rd</sup> & 4<sup>th</sup> APRIL-2009
- ❖ A Paper Published in “National Level Seminar” on Topic “Impact Of Globalization On Education” in Sangameshwar Arts & Com College Chadchan. on 8<sup>th</sup> & 9<sup>th</sup> May2009
- ❖ A Paper Published in “National Level Seminar” on Topic “LPG & Rural Degree Colleges” in CS Bembalagi Arts.Science & Commerce College. Ramdurg on 15<sup>th</sup> &16<sup>th</sup> April2009
- ❖ A Paper Published in “Shikshan Soudha” Quarterly Education & Research Journal. Gadag-Karnataka on Topic “ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಸಮಾಜ ವಿಜ್ಞಾನ ಬೋಧನೆಯಲ್ಲಿ ಸಮುದಾಯ ಸಂಪನ್ಮೂಲಗಳ ಅಧ್ಯಯನ” **Sep 2011. ISSN: 2249-2429.**
- ❖ Articles Published in “B.V.V.S Samachar Magazine” on Topic “ಸಿಮ್ಲಾ ಒಪ್ಪಂದದ ಸುಳಿಯಲ್ಲಿ” on Aug-2012

#### **7. Prof. Ramesh C Yanamashetti.**

- ❖ Presented a paper on “Innovations in ICT” in National Level Seminar at St Paul’s College of Education, Bangalore. On 5<sup>th</sup> & 7<sup>th</sup> May, 2012 *ISBN: 978-81-313-1668-9*
- ❖ Presented a paper on “**Open & Distance Learning**” in National Level Seminar at St Paul’s College of Education, Bangalore. On 5<sup>th</sup> & 7<sup>th</sup> May, 2012 *ISBN: 978-81-313-1668-9*
- ❖ Presented a paper on “**Use of ICT for Teacher Education Programme**” in UGC Sponsored National Level Seminar at Shivaji Shikshan Samiti Barshi. COE, Barashi. Dt: Solapur(M.H) on 11<sup>th</sup> and 12<sup>th</sup> Aug, 2012 *ISSN: 2230-7850*
- ❖ Presented a paper on “**Use of ICT for Professional Development**” in “Internal Conference On Global Education: Methodologies &

Strategies” at Nazareth College of Education for Women Chennai-62 on 24<sup>th</sup> and 25<sup>th</sup> January 2013. **ISBN : 978-81-920309-6-8**

- ❖ Presented a paper on **“Integration of ICT in education”** A English Quarterly Education & Research Journal. Gadag-Karnataka **“Dimensions of Education”** 7<sup>th</sup> Dec-2013 Edition. **ISSN: 2249-243**
- ❖ Presented a Research paper on **“Impact of “Shadow Education” At +2 Levels in Bagalkot City”** in International Conference at St Paul’s College of Education, Bangalore. On 12<sup>th</sup> & 13<sup>th</sup> April 2014. **ISBN 978-3-659-52567-4**
- ❖ Presented a paper on **“India and china Population Growth, Economic Growth & Education”** in U.G.C Sponsored One Day State Level Seminar in Department of Economics with Collaboration RCU Economics Teachers Academic, on 29<sup>th</sup> March 2014
- ❖ Presented a paper on **“Professionalism & Code of Conduct for Teachers”** in National Seminar in M.S Ramaiah College of Education, Bangalore on 6<sup>th</sup> & 7<sup>th</sup> June 2014
- ❖ A paper Presented on **“Use of ICT for Effective Teaching and Learning”** in U.G.C Sponsored Two Days State Level Seminar “On Teacher Education in Present Scenario” in JSS College of Education (B.Ed), P.G Studies in Education and Research Centre, Bijapur-586101, Karnataka on 19<sup>th</sup> and 20<sup>th</sup> Sept 2014. **ISSN:2250-3188**

### **3.13 Human Resource Facilities:**

- ❖ Guidance by the faculty.
- ❖ Assistance of co-operative teachers in schools.
- ❖ Organization of workshops and seminars, focused on material development.
- ❖ Induction and orientation programmes by our faculty members.
- ❖ Carrier guidance and Employment opportunities for high school students.

### **3.14. Consultancy:**

The institution has provided consultancy to teachers, Alumnae, parents, teacher educators of different educational institutions including different NGO's and GO's

All staff members of college provide consultancy, formally and informally. All faculties provide consultancy services to Practice teaching Schools-teachers on subject related content.

#### **1. Dr. V.A. Benakanal**

- ❖ Consultancy service to **Jana Shikshan Samsthe (JSS)**, A Autonomous Organization of B.V.V.Sangha's under the aegis of HRD of the Government of India. New Delhi.
- ❖ M.Phil Evaluation.
- ❖ Member of the Selection committee for the awards of "Best Teachers at Various levels" of the school by the DDPI, Bagalkot.
- ❖ The selection committee member for lecture in B.V.V.Sangha and JSS

A decorative scroll graphic with a light gray background and a black border. The scroll is unrolled on the left and right sides, with the top and bottom edges curved. The text is centered within the scroll.

**Criterion IV**

**INFRASTRUCTURE AND  
LEARNING RESOURCES**

## **Criterion IV**

### **Infrastructure and Learning Resources**

#### **4.1 Physical Facilities**

The institution has the following infrastructure facilities.

- a) There are adequate number of classrooms, laboratory facilities and sufficient space for instructional activities, separate rooms for the principal, separate cubicles for staff members.
- b) There is a well equipped library with sufficient text and reference books, educational encyclopedia and journals on teacher education.
- c) Well maintained play ground centrally located in the campus to especially outdoor games activities. There is provision for indoor games.
- d) The management has provided its own building with all the infrastructure facilities.

#### **4.2. The infrastructure facilities in the institution are in accordance with the NCTE norms**

- Well maintained ICT facilities which includes computer laboratory with internet facility, multimedia technology room, internet browsing center, language laboratory, LCD's, over head projects, CCTV, digital cameras and reprographic facilities.
- Psychology laboratory with a variety of apparatus and a large number of psychological tests.
- Library with a rich collection of text and reference book related to the prescribed course syllabus. The educational encyclopedia, yearbooks, electronic publications, (CD-ROMs) and journals on teacher education.
- Study center with computers internet and reprographic facilities.
- Separate computer for the staff to maintain confidentiality and privacy.
- Study centre for IGONU B.Ed Course.

- Well furnished meeting room.
- Multi gymnasium for physical and health education in the premises.
- Garden and guest room, wash room facilities, resting room for students, clean and purified drinking water facilities for staff and students.
- Hostel facility on the campus with all the facilities.
- Backup battery for computers.
- Vehicle parking place for staff and students.
- Well equipped canteens in the campus.
- Showcases to display teaching learning aids.
- Master plan of the building is appended.

**4.3 The main body of the organization has a separate building committee with civil engineering and other officials. They supervise all the educational buildings and fulfill the facilities needed at the college.**

- ❖ The institution has enhanced ICT facilities and learning resources by adding following facilities.
- ❖ Extra computers, laptop, printers, scanners and LCD projectors.
- ❖ Fixed large screen for LCD projector in the conference hall.
- ❖ Video cameras and I-Pads for documentation of all the scholastic and non-scholastic activities and for recording micro-teaching sessions to provide live feedback to students.
- ❖ Educational CD's on all school subjects and subjects related to teacher education.
- ❖ Erection of interactive boards with LCD in the M.Ed classroom and in the lecture hall to bring quality in the process of teaching and learning.
- ❖ Instructional devices for innovative methods of instruction.
- ❖ LED, TV's, DVD player, CD players.
- ❖ Procuring journals, books, audio visual aids and other related material for the library.
- ❖ CCTV, digital cameras and tape recording the activities for the institution.

- ❖ Internet facility for all computers and separate the internet.
- ❖ Overhead projector (OHP) in all classrooms and a common OHP for programmes.
- ❖ Backup battery for computers.

**4.4 List the infrastructure facilities available for co-curricular activities including games and sports.**

- ❖ **Play ground:**
- ❖ **Indoor Games:** facilities for aerobic exercise and indoor games such as carrom, chess, table tennis.
- ❖ **Conference Hall:** The conference hall with a stage is used for major programmes such as conference, seminars, guest lectures, and workshops, campus get to gathers, alumni meetings, memorial lecturers, morning assembly and for conducting of co-curricular activities.
- ❖ **Classroom for SUPW activities:** the classrooms have been used for SUPW activities.
- ❖ **Music Corner:** Musical instrument like drums, Harmonium and CD and DVD players.
- ❖ **Audio-Visual Equipment:** Tape recorders, CD players MP3's and stage requirements.

**4.5 The physical infrastructure shared with other programmes of the institutions the college physical infrastructure is shared by other institution other programmes as shown in the table.**

College activities	Dedicated high school	Alumni	Teachers from the co-operating schools
Library		✓	✓
Technology lab		✓	✓
Computer lab		✓	✓
Multi Gym		✓	
Language lab		✓	✓
Conference hall	✓	✓	✓

- ❖ The institution is centre for M.Ed and B.Ed IGNOU programmes.
- ❖ The classrooms, library and laboratories are used to organize conference, workshops and seminars for school and college teachers local, university level and state level.
- ❖ The alumni association uses the college facilities for its executive committee meeting, general body meetings, annual get together and training and exposures programmes.
- ❖ Different educational managements use the college facilities to conduct campus interviews for recruiting teachers to their institutions.
- ❖ Entrance examinations of the Govt appointments and universities PG exam are held in our institution.

**4.6 Details of the facilities available with the institutions to ensure the health and hygiene of the staff and students (Rest room for women, wash room, facilities for men and women, canteen, health center. etc.)**

- ❖ The institution has taken immense care to ensure the facilities associated with the health and hygiene.
- ❖ Separate wash room facilities are provided for staff and students and for men and women and students.
- ❖ Purified drinking water facility is extended to our staff and students.
- ❖ Students have room to take rest in case of emergencies and sickness.
- ❖ The institution has a good quality canteen on the campus to cater to the needs of staff and students with beverage, snacks and lunch with concessional rate. The other sisters institutions on the campus also make best use the canteen facility.
- ❖ Annual health checkup of the students is carried out by professional doctors. A ready first-aid box is provided and students are trained in basic first aid.
- ❖ The supporting staff ensures that cleanliness and sanitation is maintained in the wash rooms and rest rooms. The cleanliness is maintained in and outside the campus throughout.

- ❖ The students of the college are actively involved in maintaining the college and campus clean.
- ❖ Awareness is created in students regarding issues related to health and hygiene during camps.

**4.7 The hostel facility for students. The details on the capacity number of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.**

- ✓ There is hostel facility for students (Men and Women)
- ✓ The following are the facilities provided in the hostel.
- ✓ Indoor games and recreation hall with a TV and DVD players.
- ✓ A common study hall with capacity of 100 students.
- ✓ Prayers room for meditation and silence.
- ✓ Intercom and phone facilities.
- ✓ Clean and hygiene washes room facility with the Indian system of wash rooms for needy students.
- ✓ Hygienic food and hot water service.
- ✓ Electricity and power backup facility.
- ✓ First Aid and health care facility.
- ✓ A flower and garden closer to hostel building to provide a healthy ambiance for stay and study.
- ✓ Clean water exclusively for the inmate of the hostel.

**4.8 Maintenance of Resources.**

- ❖ **Building:** The maintenance of the building includes major and minor repairs and inclusions with need based modifications in the aspects of electricity, ventilation, painting, plumbing and flooring. The safety measures and hygienic issues are also taken into consideration. The maintenance is done by the management.
- ❖ **Laboratories:** The institution is equipped with the language laboratory, science laboratory, multimedia laboratory, computer laboratory and psychology laboratory are attended to at the earliest and regularly replacement of out of stock and broken apparatus is

seen. As per the need addition of some amenities and furniture items when required is done.

- ❖ **Furniture:** The furniture of the institution is well maintained from time to time. The new furniture has been added prepared for some of the classrooms and the more cupboards are installed in the library. The staff have been provided cupboards frequent care and maintenance is ensured to safeguard the furniture
- ❖ **Equipments:** New equipments have been added to the infrastructure of the institution, such as backup battery, LCD, Projects, LED TV's musical instruments such as keyboard, CCTV, sound system.
- ❖ **Computer:** There are 30 computers in the institution. They are used for office administration, library work, research and for curriculum transaction. The computers are in constant use by students and staff.

#### **4.9 Utilization of Infra structure.**

- ❖ **Library and Resource center:** The institution has a well equipped library with a large collection of reference books, educational and research journals, thesis, encyclopedias, audio visual equipments, educational CD's and magazines. A large number of psychological tests and research tools readymade are available in the library and study center.
- ❖ **Teaching-learning Resources:** The institution augmented process a rich stock of teaching aids which are either purchased or developed by teacher trainees. They are used by the teacher trainees for micro teaching, practice teaching and during internship. The useful and relevant teaching aids are donated to schools for under privileged.
- ❖ **Psychology lab:** There is a well developed psychology lab with a variety of psychology tests, equipments and apparatus. These facilities are used by B.Ed students.

- ❖ **Meeting Room:** A spacious meeting room with sufficient furnitures.
- ❖ **Conference Hall:** The conference hall of the institution is used for all major and minor programmes of the institution.
- ❖ **Lecture Hall:** The B.Ed and M.Ed classrooms are well equipped with a fixed LCD Projector, a camera and over head projectors to conduct technology based lessons; mike and sound box facility is made available to the lecture classes. Boards for bulletin display by the students method wise and club/cell wise and a huge showcase with teaching aids and SUPW products of students is part of lecture hall.
- ❖ **Method Classrooms:** The method class rooms and laboratories are put to maximum uses which are equipped with teaching aids, OHP, with screens and necessary equipments.
- ❖ **Computer Laboratory:** There is a well equipped computer laboratory with 25 computers to conduct the computer practical of the B.Ed and M.Ed students.
- ❖ **Language Lab:** A well equipped language lab of the college is used to train the students of B.Ed and M.Ed courses to improve their communication and language skills through phonetics. The language students in English are acclimatizing the skills in the B.V.V.S Arts College. These facilities are also used by staff and students.
- ❖ **Outdoor play ground:** Well outdoor play ground is used for the physical and health education activities and for organizing the sports activities. The play ground facilities are also used by the entire sister institutions of the campus.

#### **4.10. The environmental concerns with the Infrastructure.**

- ❖ The institution makes sure that the surrounding area and the atmosphere is maintained suitably and is conducive for teaching and learning.

- ❖ The college building is kept clean and Green, pollution free. The rooms of the institution have wide windows that allow sufficient ventilation.
- ❖ The garden of the institution is well maintained with adequate organic manure.
- ❖ Color wash of the college building is done by the building committee under the B.V.V.Sangha's management regularly keeping in view of aesthetic sense.
- ❖ Coconuts tree are in the garden.
- ❖ There are sufficient facilities to maintain personal hygiene and cleanliness so as to ensure a healthy environment in the campus.
- ❖ Monthly cleaning of the college building and surroundings is done by our B.Ed students under the supervisions of the staff. This also ensures the inculcation of dignity of labor and social skills among the teacher trainees.
- ❖ Environmental awareness programmes are organized to develop in the students love and belongingness towards nature and the institution.
- ❖ Coloring of the buildings is done regularly, keeping in view the aesthetics.
- ❖ World environmental day is celebrated on June 5<sup>th</sup> every year. The new plants are planted and maintained every year. The projects related to the environment are conducted as part of environmental education, science club activities and social science methodology.
- ❖ Indian toilet facility is more common to reduce water consumption.
- ❖ Students are trained to use and handle college furniture and other infrastructure facilities judiciously and carefully.

#### **4.11 Library as a Learning Resource.**

##### **Details of the library staff:**

- ❖ The institution has qualified librarian and one support staff to support the functioning of the library.
- ❖ The support staff attended to the collection and distribution of reading materials, Audio visual aids and ICT based facilities.

- ❖ The computer maintenance services are being provided by a private company on annual contract work basis. The care is taken to ensure that the technical services are received throughout the working hours.
- ❖ The head librarian is on the library committee of the college. The librarians attend workshops and seminars periodically on e-learning and on latest trends in library science.

#### **Available Resources in the Library.**

- ❖ The library at the institution has a total of **7727 books** and donated 1600books and subscribing of **25 journals**.
- ❖ There are separate cupboards for books pertaining to various subjects.
- ❖ The journals and other magazines are displayed on the racks for easy access.
- ❖ There Separate Library facility for M.Ed Students.

#### **4.12 Resources for Use in the library.**

- ❖ Reference books, books in the book bank, encyclopedias, dictionaries, yearbooks.
- ❖ M.Ed dissertations.
- ❖ Indian, peer reviewed journals and magazines.
- ❖ Bound back volumes of the journals.
- ❖ Psychological tests.
- ❖ Audio visual learning resource such as maps and charts, Globes, and mathematical equipments.
- ❖ E-books and E-journals through INFLIBNET and SAGE publication, and E-lib
- ❖ E-cataloguing through unique lib software and updating it frequently.
- ❖ Subject oriented and general educational CD's.
- ❖ Support materials such as display boards, pointers, tape recorders, CD players and MP3s for teaching and learning aids.
- ❖ News paper cuttings documented subjects wise and theme wise.
- ❖ Bibliographical index of journals and special themes are made available.

- ❖ Computers with internet access and reprography facility by minimum of cost.

#### **4.13 Constitution of the library committee.**

- ❖ There is a library committee which includes the librarian, representatives from the staff yearly plan the issues related to adequate access and relevance.
- ❖ The objectives and functions of the library committee are to ensure the maintenance of the library with respect to the infrastructure and other learning resources.
- ❖ The committee also assesses the needs of the staff and students as per the changing and updated curriculum of various courses and recommends to the principal/ librarian the type of books to be purchased for the library.
- ❖ The entire faculty also has been given freedom to order for required new books for the library as per the availability of funds.
- ❖ Students and faculty give their suggestions about the need based reading materials. The members at the committee along with the head of the institution and the opinion and suggestions taken from the staff and students make decisions to purchase material for the library.
- ❖ The new arrivals are displayed as well as information is verbally conveyed to the staff and students.
- ❖ The library staffs extend their maximum help to the staff and students to get the required reading materials.

##### **4.13.1 Computerization in the Library:**

- ❖ The library of the institution is computerized.
- ❖ The E-lib software that operates with a login name and a password is installed for accessing the books available in the library. The login username and password is provided to all staff and students. Books can be accessed based on the title of the book or author or the subject area. This helps in browsing the availability of the books.
- ❖ New arrivals are updated as and when books are purchased.

- ❖ The major concern of the future updates is to introduce the Bar coding system to enhance better functioning, in view accession, issuing and maintenance of stock of the library. This process is already initiated.

#### **4.13.2 Accession to Library Software (E-Lib Software).**

Search by Author, title and subject for the staff and students

1. Login by user
2. Staff-password
3. Student-password.
4. Login by- librarians (for librarians all the options are available)
5. Name and password
6. In master option- Books, Title, Author, Subject.
7. We can add, modify, delete, search, and print.
8. In file option-logout change password, user master exit.
9. After your work, logout and take backup-backup completed-ok.

#### **4.13.3 Other facility in library.**

- ❖ The institutions library has computer, printers, internet and reprographic facilities.
- ❖ There are four computers in the library, every computer has been connected to the internet. A new laser printer available in the library.
- ❖ The computer at the librarians counter has the library software which can be accessed by staff and students.
- ❖ The use of computers and internet is available for every staff and student at any time during the day. The reprography facilities such as photo copying and printing are made available to staff and students as per their requirements.
- ❖ The staff has been provided with separate cubicle which assists them in maintaining confidentially and privacy with respect to their work.
- ❖ The B.Ed Students are provided with the internet facility during their computer classes and during library hours. These facilities are used to enrich their practice in teaching preparation, worksheets, preparation

of power point and multimedia lessons projects and any other related assignments.

- ❖ The M.Ed students use the internet facility in the preparation of seminar presentation and assignments. They also use the internet for review of related literature of their research work.

#### **4.13.4 Working days of Library.**

The library can be accessed on all working days except on Sunday and public holidays. The library is kept open from 9:30am to 6pm, on Saturday from 8:30 am to 2:30pm. When required the library is kept open on holidays.

#### **4.14. New Arrivals:**

- ❖ The list of the new arrivals is displayed on the library notice board with all the relevant details.
- ❖ For a period of two weeks the new arrivals are displayed in a cupboard so that the staff and students familiarize themselves with the new books.
- ❖ The library staff members take personal interest and verbally convey the message to staff and students about the new arrivals.
- ❖ Whenever the new arrivals coming to college the librarian informs to all students at time of prayer.

#### **4.15 Book Bank:**

- ❖ Library posses book bank. The institution's library has the book bank facility for the past five years for SC/ST students.
- ❖ A list of books from the book bank is displayed on the student's notice boards. Every student of B.Ed and M.Ed is given a minimum of 2-3 books based on their preferences. At the same time the librarian and the library committee along with the principal ensures that equity is maintained while issuing the books from book bank.

- ❖ The students (SC/ST) are allowed to keep the books from book bank issued to them, throughout the academic year.

#### **4.16 ICT as a Learning Resource:**

**4.16.1** The following are the ICT facilities available in the institution.

- ❖ Well equipped computer laboratory and internet facility for computer practicals and helping the teacher trainees in the preparation of innovative lessons.
- ❖ Educational technology lab with appropriate sound system.
- ❖ LCD projects and over head projectors are in the for academic and co-curricular activities.
- ❖ Mathematics laboratory is well equipped with mathematics models and they used in the process of teaching and learning.
- ❖ Video cameras, digital cameras, etc are made use of by the college for service learning activities for micro-teaching and research.

#### **4.16.2 Provision for curriculum for imparting computer skills.**

- ❖ There is a provision in the curriculum for imparting computer skills to the students.
- ❖ In the B.Ed curriculum, there is inclusion of a compulsory paper in computer education application. i.e. (ICT) Information and communication technology to all students with one hour each for theory and for practical's per week. In this course the students were guided to use MS-office tools with maximum application secondary school.
- ❖ Students were also assisted to browse useful information from the various web sites in preparation of the lesson plans and in the celebration of co-curricular activities.
- ❖ The B.Ed and M.Ed students have undertaken computer based simple programming activities/assignments. CAI Tutorial modes to teach topics like structure of plant cell, electrical wiring, Bonding etc.
- ❖ Graphical representation of student's progress.

- ❖ Computerized scoring and analysis of tests.
- ❖ The list of educational CD's prepared by B.Ed students.

#### **4.16.3 ICT in the curriculum transactional process.**

- ❖ The knowledge of ICT is significant in its use in practical situations in the teaching learning process. The teaching faculty and teacher trainees make use of the internet for advanced knowledge and up-to-date information.
- ❖ (E-Lib) software is installed in the computer laboratory that enhances teaching and learning subjects.
- ❖ Reprography facilities such as the printer, scanner and photocopying are made available to the staff and students subjects oriented and general educational CD's are available as a learning resource.
- ❖ The staffs make use the power point presentations in the process of teaching and learning.
- ❖ The teacher trainees are given feedback through video recording for micro-teaching sessions, which has been helpful in giving a positive feedback to the students for improving their teaching skills.
- ❖ The institution gives most priority in the use of new technology and ICT for teaching.

#### **4.16.4. Innovative practice lessons:**

- ❖ The teacher trainees browse the internet and get adequate and up-to-date information to enrich their teaching content and identify suitable and relevant teaching-learning activities to prepare for the practice teaching and innovative teaching.
- ❖ The teacher trainees are given training to browse the internet using appropriate key words (web based)
- ❖ This provision makes the application and the use of technology must for every B.Ed teacher trainee. Thus using technology in the curricular transaction is a prominent aspect in the institution.

#### **4.16.5. Other Facilities.**

- ❖ The infrastructure of the institution is used for all the academic activities of the institution.
- ❖ The institution is a study centre for M.Ed, and B.Ed IGNOU, programmes.
- ❖ The college makes use of neighboring institutions facility of the playground, Gymnasium.
- ❖ Seminars, workshops and other training programmes for the in service teachers are held in the institution.
- ❖ The college has various, audio-visual facilities like CD's video's, castes, MP'3 and **Britannica CD's**.

#### **4.17 General and Method laboratories.**

The following are the general laboratories available in the institution.

- Computer lab.
- Educational technology Lab.
- English lab.
- Kannada language lab.
- Language lab.
- Mathematics laboratory.
- Psychology lab.
- Science lab.
- Social science class with social science museum.

The facilities for the following labs have been enhanced.

- The computer lab has been renovated and new computers with flat screen monitors have been installed. The partition the computer laboratory has been enhanced to accommodate more number of students and facilitate the staff for better supervision of students work.
- The computer lab has been provided with internet connectivity helping students in the preparation of E-lessons and to browse useful information.

- The educational technology room has a LCD, TV, DVD player, General and educational CD's PLM materials.
- The science lab has been renovated. The ventilation is provided, more equipment are purchased based on the need of the secondary school curriculum. The stock checking of the apparatus is done at the end of academic year. The science faculty and the science students attended to the cleanliness and maintenance of the apparatus and stock maintains of the science lab.
- The mathematics classroom has been provided with a new cupboard show case to display the various visual teaching learning materials as part of mathematical lab.
- The psychology laboratory is well equipped with adequate tests and equipments for experiments and research and maintenance is ensured.
- Printing, electrical related work has been ensured from time to time the laboratories and classrooms are cleaned once weeks to keep the rooms are neat and clean.
- Stock registers of the infrastructure facilities of the college are maintained and are scrutinized by the principal and inspecting authorities.
- As per the need and availability of financial facilities. The objects, models, samples of teaching-learning material for every subject, lab have been purchased.
- Weekly cleaning of the method laboratories is done by the students themselves under the supervision of the staff.
- Electricity points are checked regularly and repairs undertaken with care.

#### **4.18. Special Rooms and Halls.**

- The conference hall is used for seminars, workshops, symposium, co-curricular activities and any other major or minor occasions based on the need. Morning assembly, demonstration of lessons, team teaching sessions, group activities, and competitions are held regularly.

- The music corner in the institution has a music harmonium; drums, tabalas, and CD, DVD and tape recorder, these instruments are being used by the staff and students on various occasions. Audio cassettes are available to learn prayer songs, and for co-curricular activities.
- The conference hall is used for meeting of the alumni association, meetings with the co-operating teachers and get togethers.
- Workshop room is used for preparing lesson plans, unit plans, and practicing models of teaching and preparation of TLM materials and also SUPW works.

#### **Updated Technologies in classrooms.**

- The classrooms are modernized and equipped to use the latest technologies for teaching.
- All the classrooms have a computer with a permanently installed LCD projector also OHP.
- LED, TV is available in the principal's chamber.
- Video cameras, Digital cameras, MP3 cassettes, OHP sheets CD's slides are collected in technology lab.

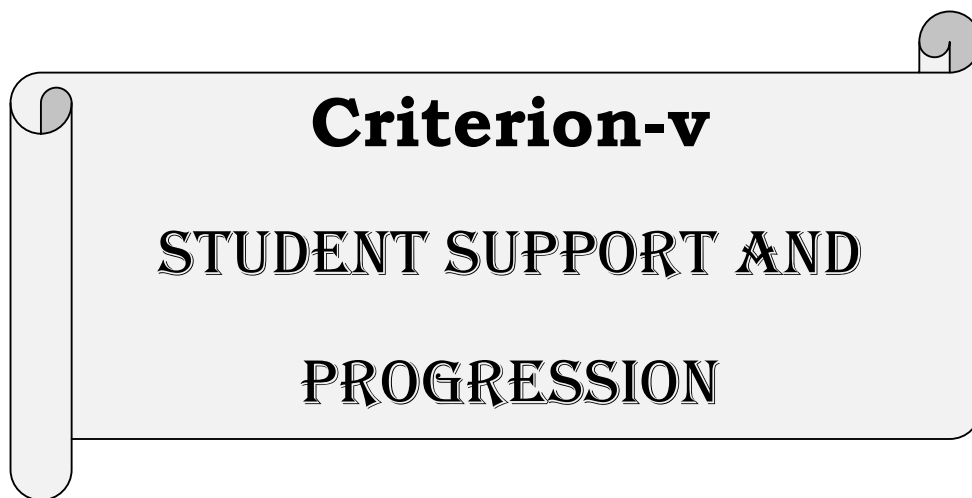
#### **4.19 Best Practices in Infrastructure and Learning Resources.**

- ❖ By making use of the available infrastructure all the student-teachers acquired the skills of classroom presentations.
- ❖ The teacher educators encourage the student-teachers to make use of technology as one of the motivational devices to create conducive environment for teaching-learning.
- ❖ In order to make teaching practices more effective, teacher educators browse internet, attend workshops and consult various content and enrichment programmes, sources so as to provide varied experiences to students-teachers.
- ❖ All the faculty members make use of modern technological gadgets like computers, laptops, MP3, DVD player, LCD facility, Tape recorders in the teaching learning process so as to make curriculum very innovative transaction.

- ❖ The college offers techno savvy methods and always likes to equip latest knowledge in their field.
- ❖ The student-teachers are more prone to internet facilities hence more perfection is needed in this regard.
- ❖ All classrooms are technology based and are fitted with facility LCD.
- ❖ The institution ensures that all the B.Ed students become ICT literates during their course of study by providing gadgets computer exercises.
- ❖ The student-teachers are compulsory involved in training programme of communicative English the training satellite based NCDC programmes.
- ❖ Video recording of micro-teaching sessions are held to improve the teacher quality and teaching skills through constructive feedback.
- ❖ The E-Lib software is used in library for cataloging and for other mechanism.
- ❖ All the student-teachers are guided for making use of MS-office, tools such as word, Excel, PowerPoint for academic purpose.
- ❖ College is making use of CD's VCD's, DVD's to disseminate knowledge of value education to the student-teachers.

**Best Practices in Infrastructure in Learning Resources.**

- ❖ College is making use of best efforts to utilize library resources for teaching-learning resources for publications.
- ❖ The college is providing computer literacy training, training in communication in English language, to all the teaching and Non-teaching staff.



**Criterion-v**  
**STUDENT SUPPORT AND**  
**PROGRESSION**

## **Criterion-v**

### **Student support and progression**

#### **5.1 Student Support:**

The following mechanism is developed for student support.

##### **5.1.1 Orientation Programme:(Induction programme)**

The orientation programme is initially conducted by the principal at the commencement of the B.Ed. course. The students are introduced to the Vision, Mission of the college. On the re-opening day all staff members are introducing themselves to the students. Later the students are individually coming to the stage to introduce themselves to their companions and staff members. During self introduction they are asked to share about their talents and leadership qualities, their previous experience, exposure etc if any. This would help the students to provide them opportunities to organize programmes at the later stage.

##### **5.1.2 The role of the principal:**

The principal meets the students individually in the office room after the classes. During the morning assembly and also during the class the principal gives those suggestions and feedback in order to help the course activities. As soon as the principal gets information regarding students facing any personal problems & adjustment problems, principal meets them and gives guidance & counseling. Thus to ensure student progress

##### **5.1.3 Role of staff members :**

The staff members help the students on Various aspects of Teaching and challenges regarding the teaching profession. The time table was prepared in the college in such a way that students receive appropriated academic and professional guidance. With the help of the micro teaching skills staff members develops proficiency in different teaching skills. For

the micro-teaching skills practices staff members guiding the student's method wise.

Through the "**LESSON PLAN WORKSHOP**" staff members providing information about lesson plan, steps and writing the lesson plan, the staff members give demonstration lessons relating to their respective methods and interested topic. The past students and practice teaching school teacher's present demonstration lessons. In this way the staff members develop confidences among students in the classroom teaching. After every demonstration lesson discussion session was conducted. In this session teachers hold discussion on merits and demerits of the demonstration lesson.

The Staff members are allotted to organize different activities in the college and to train the students to participate in those activities. The student-teachers are allotted to participate in different co-curricular activities, such as celebration of women's day, National integration day and environmental day etc. The students celebrate uniquely in a creative way under the guidance of each staff members.

The staffs also train the students to develop the leadership qualities and self-confidence among them through their participation on in various activities such as celebration of college inauguration, patron day and annual gathering and give opportunity to organize the programme.

The students are encouraged to perform anchoring, welcome the guests, and propose vote of thanks and such other activities.

Apart from this student teachers are also divided in group for different activities such as SUPW service learning, citizenship training camp, field trips. This develops among them life skills such as leadership qualities.

#### **5.1.4 Role of the Mentor in Counseling Group:**

The principal and the staff members are always prepared to render guidance and assistance to the students through the counseling group. Each staff is assigned to counseling group students consisting of 8 to 10 students. As mentor teacher they meet them periodically and providing

group counseling and individual counseling wherever required. This counseling helps them to cope-up with the personal fear especially at the beginning of the micro teaching process and during practice teaching in schools. Once they adjust to the situation they voluntarily participate in course activities. Staff members provide extra personal guidance to the emotionally weak students.

#### **5.1.5 Role of the student council and Club Activities**

When the students are familiar with the course and the college environment, the election to the cabinet member is held, which includes secretaries for various departments. The principal explains the procedure of the election and orients, them regarding their responsibilities in the college, and then the election will be held. The student council takes up their responsibilities and ensures development in various areas. The principal co-ordinates the activities of the student council.

#### **5.1.6 Co-curricular Activities:**

During the morning Assembly, the principal delineates useful instructions and elaborates general awareness of the college activities. The principal appreciates student's performance at various occasions and situations and provides them suggestions, where they need to improve and how to improve academically and professionally by practicing Self-confidence, Self discipline and the time management. The students are motivated to do their responsibilities in an effective manner. Through the assembly the students develop Creativity, Self-initiatives, and self-confidences. The assembly also helps them towards the formations of teacher personality and develops in them leadership qualities. The pattern morning of assembly is as follows.

1. Prayer
2. Prayer talk
3. Presentation of the current events
4. Nadageete
5. Attendance Marking
6. National Anthem at the end of the day,

### **5.1.7 Role of the Method Masters**

Beginning from the micro teaching Skills, Macro-teaching, innovation lessons, induction programme, cultural programmes are systematically taught by giving the demonstration of each lesson. The Method masters teach content based Instructional Material and methodology of teaching the particular Subjects. The teachers make use of audio – visual aids, activity aids, projected aids and teach them through the multimedia presentation.

The students are trained to write instructional objectives. The lessons and workshops are to be organized in the classroom by each method master in lesson plan writing, unit plan writing, and preparation of Unit test and test materials. The students are taught to observe the lessons, to give feedback, write the observation of the lessons and also to do their self-evaluation. Hence the method masters make sure that students receive appropriate academic and professional advice & suggest measures for improvement. The students were taught record to observation book during internship, where they meet the co-operative Teachers, supervisors, Mentor Teachers. After teaching every lesson obtains academic and personal guidance, thus develop personal & professional Competencies.

Library references skills are taught to them during structured guided library hours hence they prepare their lesson as well

The institution ensures that the campus environment promotes motivation, satisfaction, development & performance improvement of the students.

### **5.1.8 The role of management**

The management always supports all the activities of the college & ensures academic excellence. The facilities provided by the management help the students to bring out good performance. It provides adequate infrastructure requirements, furniture, recent & good books to the library, computers which help the students in their development & excel in the academic achievement. The good atmosphere prevailed in the

college influences the student's positively. Management also looks in to the upliftment of poor & needy students by providing them all the facilities & the scholarships.

#### **5.1.9 The principal Leadership Role**

The principal plays the pivotal role in motivating the students. The empathetic approach & compassionate interaction style of the principal encourages the students to share their troubles & problems with him. The principal also take care of poor & needy students by providing them all facilities & scholarships. The principal meets each student-teacher individually & identifies the strength & weakness of each student.

#### **5.1.10 The faculty Role**

The faculty members play the greater role in encouraging the students to perform in a better manner. The rapport is built up between the faculty & students to interact freely with them on academic matters. They motivate them to take up responsibilities & also to face the challenges. Teachers help students –teacher to acquire active learning strategies to teach particular subject. It helps students to develop leadership qualities and self-confidence.

#### **5.1.11 The invited Guest's Role**

All the college activities, the club activities & the subject activities are planned in such a manner that plenty of subject experts from the community are invited to the college to share their expertise & to interact with the students. These resource persons encourage the students for a balanced living that is expected by the college as per its motto, vision & mission.

#### **5.1.12 Awards and Scholarships**

A wide variety of awards, endowments & scholarships are in the college to encourage the students to perform well. There are proficiency prizes, endowment awards, and special financial aids to economically

weaker students. Other than these, students are encouraged to participate in competitive exams, Essay writing quiz competitions.

#### **5.1.13 Continuous and comprehensive Evaluation (CCE)**

The evaluation in the college is continuous & comprehensive. Even the minor initiatives are taken into account in the evaluation. All the practical works, performance & teaching strategies are adopted & even the attendance of the candidate is taken in to account in the process of evaluation. The periodical tests help the students to be vigil in all the time. Two internal tests of 25 marks, 80 marks are conducted in each paper for each semester.

#### **5.1.14 Regular reflective practices**

Regular reflective practices are done as pre-practice reflection. Teaching reflection & post teaching reflections. Student are encouraged to do the reflection for all the major activities of the college such as college inaugural, Women's day, science Club, Siriganda Kannada Sangha, Herodotus History club & Sri Srinivas Ramanajum Mathematics club activities, Environmental day, SUPW activities, sports activities, citizenship training camp.

#### **5.1.15 Graded planning of the course**

College conducts two internal assessment tests, revision classes are also conducted before commencement of end of Examination of each students is collected orally as well as in writing using the perform prepared for the purpose.

Hence the faculties make sure that students receive appropriate academic and professional guidance and support. Teachers suggest measures for improvement.

### 5.1.16 Performance Improvement Programmes:

#### 1. Improvement of teaching skills:

Micro-teaching sessions, demonstration lessons, and peer teaching, innovative lessons on models of teaching and multimedia lessons are organized to attain and improve various teaching skills. Proper feedback is given by the teacher educator as and when needed

#### 2. Improvement in theoretical achievements:

Institution is adopted diverse teaching-learning process. The daily tutorials are conducted with healthy interaction with the students. This helps the students which in turn help the students, if sharpen skills, altitudinal changes and develops cognitive base of the pedagogy.

#### 3. Mechanism adopted by the institution for controlling the drop-outs

YEAR	Drop-out rate after admission in the institution for last 3 years				Reasons
	B-ED		M-ED		
	Total Admission	Dropout in %age	Total admission	Dropout in % age	
2011-12	86	01	26		
2012-13	100	–	18	00	
2013-14	100	03	18	00	–

The principal and Staff members are sympathetic towards students who possess withdrawal symptoms. The teachers also counsel the students and parents in this regard.

- **Motivation:** Opportunities are provided to realize the dignity of labor and significance of hard work and to maintain enthusiasm and confidence. During career guidance staff incharge gives the information regarding facing different type of competitive exams; the teachers also encourage students to answer NET, SET, KAS, KES,

PACE, Banking exams. Students are encouraged for doing M.Ed. and Ph.D. studies.

- **Personality Development:** The institution offers wholesome training in developing teacher personality. Various programs as part of social, national and religious celebrations are organized for the student-teachers for developing leadership qualities and social intelligence. The students who developed phobia because of non conducive home background turn in to confident because of Training.
- **Computer and Internet:** A basic as well as graded training course in computer education is provided by the institution to all student-teachers to equip them to use the computers efficiently in schools. This course helps them to enhance their knowledge and use the computer efficiently for teaching learning process and to design or to prepare e-material for the teaching and learning. Hence the ICT course conducted at the College helps the students to gain confidence to keep abreast with the knowledge explosion, trends in teaching profession, compete for the jobs and get well equipped to function in high-tech schools.
- **Communication Training Programme:** Facilities provided by the College such as Communicative English programme, language lab facility, providing opportunity to conduct morning assembly, and co-curricular activities strengthens the potential of the students. The Students are given special opportunities for overcoming their weaknesses in areas of communication. They are also trained in the skills of facing the interviews for jobs.
- **Campus Interviews for Job Placement:** These are organized frequently inviting various managements and organizations. These opportunities provide practice and self-confidence for our B.Ed. & M.Ed students.
- **Language Lab Facility:** It is provided to our students to improve their communication skills and also gain self-confidence to face any challenges regarding the job.

- **Library Facility:** Reference skills are taught to the students and they make use of the library in the morning, evening and during their library as well at free period. For B.Ed. and M.Ed. student's facilities in the form of daily issue, overnight issue facility -latest and good reference books, Book bank facility are given. Students of B.Ed., M.Ed of our College and others as well as campus staff make use of the library in a best manner. Library has been computerized to access to the author, subject and topic section as well as to search the articles from different journals.
- **Competitive Exams:** College encourages the students to participate in all the following exams: State Level Eligibility Test (SLET), National Eligibility Test (NET), Teacher Eligibility Test (TET), Karnataka Public Service Commission (KPSC), Union Public Service Commission (UPSC).
- **Competitions:** To bring out their inner ability and talents students are asked to participate in different competitions such as Quiz and debate etc.
- **Practice of Innovative Methods of Teaching:** An effort is made by the institution to demonstrate and practice innovative methods of teaching such as Models of Teaching, and use of Computer Multimedia Approach and many such practical approaches and Active learning strategies are taught to the students specially to incorporate in their lessons during practice teaching and internship.
  - **Progress towards Higher Education:** The students are encouraged to continue their studies by going for higher studies through the distance mode. In order to help the students to aspire for higher education the different strategies are effectively adopted.
  - **Team teaching and seminar presentation:** Both graduate and post graduate students are given chances in the College to actively participate in the Team teaching and seminar presentation of their topics in all the subjects. Post graduate students are provided the opportunity for their synopsis presentation of their dissertation.

- **Experience shared by the Staff members:** Teachers of the College share their experience of the post-graduation and the Ph.D. coursework with other staff members and the students. This sharing of their experience helps all to grow intellectually as well as professionally. This sharing also encourages the Students to go for higher studies. Staff members also share their experience, knowledge and expertise after they attend the seminars, workshops and conferences at National and International level. This sharing helps the students and the rest of the staff to improve them self professionally.
- **Interaction with the Postgraduates:** Staff members come to know about students regarding research and guide them accordingly and help them to do better. In the College, the B.Ed. students get the opportunity to interact with the M.Ed. students. The post graduate students and the B.Ed. students have plenty of opportunities to mingle with one another, especially during micro teaching, macro teaching and innovative lessons. M.Ed. students observe B.Ed. students lessons and give feedback and support them in facing the challenges of the course.
- **Career Guidance and Counseling:** It is provided thought seminars and workshops by inviting the experts as resource persons. Resource materials on availability of courses of studies and job facilities besides teaching profession are made available in the college library. Students are also introduced to various website to obtain such information. News Paper clippings on career information have been college. A separate notice board is maintained to display such information.

## **5.2 Accession for further Studies.**

Majority of the students consider teaching as their career and are working in various government/unaided/aided/public schools and Colleges on regular/temporary/part time /guest/contract basis.

- **Library Facility:** Those who pursue higher education can have access to the library for reference purposes. The library is accessible to the Alumni members of the College and staff members of sister institutions.

The following facilities provided in the Library are: Journals, newspapers, periodicals, news paper clippings filed and documented, magazines, CD's, reference books, thesis, dissertations, research tools, e-journals, e-books, bound volumes of previous journals.

- **Computer and Internet facilities:** The Alumni members of the College can access the computer lab for higher studies and research. The Alumni executive members visit the College frequently and use the computers for electronic communication among members.
- **Educational CD's:** To prepare the power point presentation for the class, the staff members use the educational CD's. The power point presentation prepared by the staff members as resource material is also shared with the Alumni members to improve their teaching in the respective schools.
- **Teaching aids:** The teaching aids and models kept in the College are shared with the Alumni members who use them for teaching purpose, to give demonstration lessons and to organize departmental activities in their schools.
- **Study Material:** The model lesson plans on Models of Teachings are shared with the Alumni members to improve their quality of teaching.
- **School Networking:** The expertise of the faculty members are continuously shared with the Alumni members through social networking.
- **Guidance and Counseling:** Personal and professional guidance and consultancy are offered to the Alumni members by the faculty of the College face to face as well as through telephonically and electronic messages as and when required.

- **Sharing of College Gym, ground and Volley Ball Court:** The Alumni members and sister institutions access the College Gym, Volley Ball Court and the play ground with prior permission of the Principal in the college.
- **Language lab facility** is provided to our Alumni members as well as for our sister institutions to improve their communication skills and also gain self- confidence to face any challenges regarding the communication.
- **Job Placement:** Career placement training is provided to the Alumni of the college through counseling and through the use of learning resources in the college library.
- **Lack of communication from the employers and employees when the vacancy is filled**

The graduate teachers are asked to inform the College/ Placement Officer immediately after meeting and confirming the job with the Heads of schools. The employers are informed to communicate to the Placement Officer if they employ the trained graduates sent by the institution. Sometimes such communication is not done by the either of the parties.

### **5.3 Panorama of Curriculum transaction:**

- **Development of a Calendar:** The staff members take into account the total number of periods for each subject, the preparation of time table and all the important activities connected with the teacher training, post-graduation. Individual duties of each staff in organizing co-curricular activities as well as core subjects to be taught by different staff members is explained by the Principal so that when the course commences everything is kept ready by each staff for the students. Staff members dealing with arts section and the science section discuss different micro teaching skills to be taught to the students.

Any changes to be brought in the core subjects as well as in evaluation procedure, preparation of objective based test items and

their modification also discussed. Methods of writing lesson plans, question paper pattern, change of syllabus according to the high school syllabus is also discussed Plan to keep ready. Through the elaborate discussion the various responsibilities are shared among the members of the faculty. The staff members are given various responsibilities like staff secretary, staff editor for the college journal, incharge of tour/field trip, allotting the students for practice in teaching and practical examination, internship programme, preparation of the time table, the responsibility of documentation, incharge of different cells, different competitions to be organized and activities SUPW, incharge of different clubs, maintenance of log book, staff secretary etc. The academic calendar developed is used for communicating with the heads of institutions of practice teaching schools, schools for internship regarding the availability of the schools for the process of practice teaching and other activities as the schools are main collaborators of the training programme.

The schedule for practice in teaching in two blocks, time for practical exam and internship is scheduled so that the teacher educators can plan and train the student teachers to use appropriate methods and techniques of teaching. Based on the decisions taken the rest of the curricular and co-curricular activities are finalized and the college calendar is prepared accordingly. The feedback is taken from the staff, previous batch of student teachers, heads of institutions and teachers of cooperating schools and suitable suggestions from them too are incorporated in organizing curricular activities.

The teaching learning process is evaluated continuously on a daily basis by the teacher educators and major curricular activities such as micro-teaching, practice teaching, innovative teaching, internship programme etc., are evaluated by all the staff members at a general session and based on the suggestions changes are done for the following year. The Principal and the staff as a team choose the most appropriate co-curricular activities such as celebration of Human Rights Day, Harmony Day, Women's Day, Environmental Day,

Independence Day, Dr. Ambedkar Jayanthi, and incorporate them in the academic calendar at the beginning of the year. Each of these activities is planned by an individual staff and the programme is witnessed by all the staff and students. Every activity is evaluated immediately after its completion at a staff meeting and the need for changes is considered for the following year.

In order to motivate the students and to give them ample opportunities for growth, efforts are made by the institution to conduct various competitions. A set of competitions are chosen at the beginning of the year such as the Culture Depiction, Bhava Geethe, Drama Character Portrayal, Rangoli, Flower arrangement, Essay writing, Poetry writing, College Competition etc. One of the staff members is put in charge of each activity. The rules and regulations and criteria for evaluation are set by the staff with the help of the Principal and 8 to 10 student volunteers help in planning and organizing each competition. The winners are awarded at the end of the year during the Valedictory Day Programme. Time table for the whole year is also planned keeping in mind the major events suitable for B.Ed and M.Ed Course. Discussion on IQAC activities of the past year and planning for the present year is also discussed.

- **Election of the College Cabinet or student council:** The student council is democratically selected team representing twelve student teachers. The Principal takes up the responsibility of monitoring the activities. Student council formulates the general policy and also takes initiative and assists the staff members to organize the activities of the institution. For major activities student cabinet takes up over all leadership in organizing it.
- **Subject wise planning:** Each faculty member plans the activities of the respective subjects as well as an optional class ahead of the commencement of the academic year, conducts discussion with the senior teachers and then with the students and finalizes the course of action.

- **Optional association planning:** Each optional class plans the activities of the association after conducting a detailed discussion in the class.
- **Planning of the club activities:** Each club has one faculty member head and four students are executive members. The coordinator in charge and the executive committee members conduct a discussion at the commencement of the academic year and action plan is drawn out for the year.
- **College Calendar:** The College calendar is effectively used as a tool to disseminate the action plan. It gives the vision, mission, goal, strategies to be practiced in day to day activities. A detailed picture of the B.Ed. and M.Ed. Courses including the syllabus, basic requirements, scheme of examination etc., are also given in the calendar.
- **Morning Assembly:** Morning assembly is organized every day. The Principal and the staff members demonstrate how to conduct the Assembly; they give the lead, followed by students conducting the assembly. Before the assembly prayer songs are practiced. The pattern of the Assembly is as follows: Thought for the day with reflection, Prayer followed by prayer song,-Reading the current events from the news Paper, Attendance Marking, Message/information/suggestions by the Principal, National Anthem. The Principal judiciously uses the occasion to give awareness about the activities that would commence in the near future.
- **Notices:** There are situations where the students need to be informed about the details of the programmes of the college. The Principal gives short notices briefing the forth coming events during the assembly. Principal appreciates students' performance at various occasions and situations and provides them suggestions where they need to improve and how to improve academically and professionally by practicing self-discipline and time management. Students are motivated to do their responsibilities in an effective manner. Through the assembly students develop among themselves creativity, self-initiative and self-

confidence. The assembly also helps them to develop leadership qualities.

- **Notice Boards:** The notice boards are used to display the future course of action. Bulletin boards for each method are maintained and each student creatively displays innovative ideas of the subjects. Subject wise 'Wall Magazines' are prepared by the students.
- **The curricular planning for physically challenged students :** Physically challenged students are very small in number. When we admit a couple of them the college makes appropriate arrangements like furniture facility, access to classes on ground floor, for the sake of partially sighted students green boards are provided, alternative arrangements regarding Sports and Games, Educational Tour, Citizenship Training Camp are done to meet their needs.
- **Mentoring Arrangements:** The institution has mentoring arrangements to cater to the diverse needs of the learner. Mentoring is an essential and integral part of the course
- **Faculty-faculty relationship:** The faculty members are actively involved in discussions and networking for professional development. Senior teachers help the junior teachers in their responsibility in guiding them in all aspects. The faculty acknowledges the achievement of professional growth of the members.
- **Faculty-student relationship:** At the beginning of the year the larger group is divided into smaller groups depending on the strength of the staff. Usually about 9 groups are made, each consisting of 10 to 15 students and a Mentor Teacher is appointed. The mentor teacher meets the group periodically and provides personal/group Guidance. Greater care is taken of the students prior to and during the practice teaching period when the students have high level of doubt and anxiety. The specific students with low confidence, low self- esteem who may be potential drop outs are identified and personal counseling is provided to them in order to retain them. This process is continued throughout the year until the course comes to an end. Once in fortnight mentor teacher meets the students and their problems are

tackled. Mentor teacher goes through their diary and identifies their problems. Separate arrangement of mentors during the internship is done and the students are asked to submit their internship diary in these mentor teachers.

- **Student-student relationship:** Here the staff members identify intelligent students and employ to provide peer mentoring to slow learners. Opportunities are provided in the College for peer teaching and demonstration. This helps to reduce frustration and failure among slow learners.

#### **5.4 support facilities of the college:**

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

- **Encouragement in faculty development programme:** The Facilities and opportunities are provided by the institution to the faculty members.
- Encourages and motivates the faculty members to participate and present papers and serve as resource persons in Local, State, National and International conferences, workshops and seminars.
- Provides financial assistance to present papers at national and international level conferences and attend orientation programmes and refresher courses to update their knowledge.
- Encourages them to do the publication of their articles in the renowned journals.
- Motivates the faculty members to upgrade themselves to pursue Ph.D Studies, encourages them to undergo training in research related issues, skill based training in ICT, Journalism, to pursue higher education, and provides coaching for competitive exams. Hence enhances their professional expertise.
- Provides additional ICT training to the staff in order to use the IT software and hardware available in the College for teaching and learning.

- Provides Computer off line and on line access and Printing access to the staff at all times by making available and setting aside some Computers for the exclusive use of the staff.
- provides a Resourceful Library and staff are granted special permission to take home a sizeable number of books for reference, in fact as their need demands, which helps in preparing for teaching research activities and to provide consultancy.
- Provides access to the Science/Psychology Laboratory Equipments.
- Materials and tests, in order to enable the teachers to try out experiments and tests and then use them for classroom teaching and learning.
- Provides opportunity for academic sharing with experts and manages the financial expenses by inviting Resource Persons from various disciplines and organizing seminars, workshops and training programmes.
- The research skills of the staff are developed and strengthened by providing encouragement, opportunities and financial help to take up research projects, to provide research consultancy and to guide the research projects of our students and also staff of other institutions.
- IQAC of our College periodically organizes workshops, guest lectures and seminars in which all faculty members enrich themselves through periodic presentation of papers on innovative trends associated with collaborative interaction.
- Provides opportunity for staff interaction with the experts in education and research skills. The staff interaction sessions help in knowing the students better and mentor the students in the right manner.

### **5.5 Mentoring the students through the Counseling group:**

In this system where a group of nine to ten students are assigned to a faculty member for both academic and personal guidance. This mentoring strategy is helpful to enhance the success and quality of students. Faculty and students meet and interact continuously for growth.

**Students and Staff tour:** The institution organizes one day tour programme for both students and staff members annually and non-teaching staff accompany the group.

### **Institutional website and details**

**“www.bvvscoe.org”** is the website of the College.

The website is frequently updated. The website contains the following information:

- ✓ Academic Programmes Home Page
- ✓ About us, Faculty, Alumni, Facilities, NAAC, Contact us.Vision, Mission.
- ✓ Faculty - B.Ed. Staff, M.Ed. Staff,
- ✓ Facility - Computer Lab, Language Lab, Meeting Room, Internet
- ✓ Facility, Prayer Room, Technology Lab, Library, Outdoor Stadium, Hostel, GYM.
- ✓ Academic Results.
- ✓ Contact us- Information for contacting

### **5.6 Remedial programme for low Achievers.**

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

- Based on General observation by the staff
- Based on initial tests and assignments, through formative and summative evaluation and periodic evaluation
- Based on rating by staff, rating the pre-practice teaching behavior of student teachers which covers the (content mastery, transaction of the content, language fluency, tone and voice, confidence, control of emotions etc.)
- Based on the results of the above diagnosis the remedial programmes are planned:
  - a) Continuation of micro teaching cycles for those weak in teaching skills and with low self confidence
  - b) Use of team teaching technique
  - c) Peer Pairing up the students and enabling them to learn from one another.
  - d) Staff members make themselves available to meet the low achievers and provide tutorial/practice/guidance to the students usually before and after class hours.

- e) Planning and organizing need based enrichment programmes such as
- Teaching of Phonetics
  - Improvement of handwriting through copy writing
  - Computer hands on experience
  - Guided Library hours
  - Additional turns for conducting morning assembly and news presentation
  - Giving Assignments according to their interest and Aptitude
  - Giving additional tests and assignments to students who perform very low in the previous tests and assignments.
- Based on the analysis remedial programmes are conducted in order to equip them for practical exam and final theory examinations. The institution as a whole takes up the responsibility and the remedial programmes are conducted using the human resources from the college and outside.

- **Training for Soft skills:**

The focus areas in the Skill development programme of the wholesome personality is highlighted by the induction of the following activities.

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

## **5.7 The specific teaching strategies adopted for teaching.**

### **a) Advanced learners and**

### **b) Slow learners**

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

- Providing an opportunity to take up innovative and enriching projects and assignments and giving them an opportunity to present them to the entire class using variety of techniques.
- Assisting the advanced learners to use innovative and challenging methods of teaching the lessons and multimedia lessons during practice in-teaching in schools as well as during Practical Exams.

- Giving them freedom to organize creative and innovative games/competitions in schools in consultation with the heads and teachers of the school.
- Assigning the duty to the advanced learners as remedial instructors to help slow learners
- Enabling the slow learners to observe good peer demonstrations and learn from them. Opportunities are provided for seminar presentation as part of peer group teaching and team teaching.
- They are given extra counseling and guidance to perform better in extracurricular activities and extra library hour is provided to them so that they can participate in extension lectures by eminent educationists.
- Ability based assignment is given to them. They are encouraged to give extra multimedia lessons in the College during method classes.
- Opportunities are provided to the advanced learners to organize co curricular activities and also to take leadership in the clubs.
- They are provided opportunities to exhibit their expertise in volunteering to teach English and also take up reading practice in English to present thought for the day and to read current events for their weaker companions and to teach computer for uncovers among their companions, to teach prayer song for morning assembly and dancing for any co-curricular activities.

**b) Slow Learners:**

- Helping them to grow in self-confidence and ensuring accuracy of the content to be taught in schools, opportunities are provided to the student teachers to get individual attention, guidance for lesson planning and encouraging them to rehearse the lessons with the help of peers.
- The slow learners are paired up with average/above average learners to perform better.

- The teacher educators make themselves available after or before class to provide individual guidance and special instruction to the slow learners.
- Some of the measures taken to help the academically low achievers are also applied to slow learners.
- Enabling the slow learners to observe good peer demonstrations and learn from them. Opportunities are provided for seminar presentation among the peer group teaching and involved in the team teaching programme.
- They are given extra counseling and guidance to perform better and extra library hour is provided to them to improve their reference skills
- Those who are weak in Micro-Teaching opportunities are provided to improve the skills.

### **5.8 The Guidance and counseling services:**

The following guidance and counseling services are available to the students

- **Guidance and Counseling Cell:** In this cell about 10 to 15 students are allotted to a staff, where they meet regularly and discuss their problems and difficulties. Through this group guidance session, individual students who need personal guidance are identified. Personal guidance sessions are planned by teacher educators according to the convenience and need of the student teachers. The Principal meets all students individually at least twice a year to understand their difficulties and to offer suitable help.
- **Academic guidance services:** All faculty members provide academic guidance services in their own subjects before the internal assessment tests as well as for the final theory examination. Extra help is provided for the weaker students and revision of the portion and difficult topic is taught again for their sake. Method Masters provide extra guidance for the weaker students in teaching and help them in the lesson planning as well as to rehearse their lessons before they go for practice in teaching to schools.

- **Counseling by faculty members:** All faculty members give guidance and counseling when and where required. All the teaching faculty members offer academic, social and vocational guidance periodically for the successful completion of the courses. When the students face adjustment problems individual guidance and counseling is offered.

### **5.9 The grievance redressal mechanism adopted by the institution:**

Grievance redressal cell is established in the College. Its purpose and functions are explained to the students. The students are asked to put forward their grievances. The suggestion boxes are left in the corridor to collect grievances. Students are asked to address their complaints to the Principal who then passes them on to the staff council. Serious issues are discussed in the staff meetings and the rest are sorted out in an informal manner. Students' feedback about teachers and teaching is collected regularly and communicated to the staff concern. It has become the basis for quality improvement. The institution has a grievance redressal cell with a committee consisting of three staff members along with the student council. The problems of students are reported to this cell. There were no major grievances put forth by the students at any time. However, the students prefer sharing their feelings and difficulties with the staff members during personal guidance. Sometimes they share with the college cabinet members to be represented to the Principal.

### **5. 10. Monitoring of progress of the students**

- The progress of the candidates at different stages of the programmes is monitored continuously through constant observation and timely advice given as per requirements. The curriculum is transacted in such a way that the students develop cognitive, affective, psychomotor and creative domains. The following are monitoring and advising procedures for Intellectual and academic domain:

- Supervision and seeing to the overall performance and proper channelizing by the Principal.
- Daily classroom observation by the subject teachers.
- Assessing the Internal assessment tests, seminars and discussions, peer teaching and team teaching, assignments, practicum and final theory examinations
  - Opportunities to participate in co-curricular activities are provided and leadership qualities are assessed and suggestions are given. After every activity the personal reflection and feedback is collected from the students.
  - The periodical guidance and suggestions are given as per the monitoring system as said above. Apart from this academic aspect of the course, every student is assessed in detail.
- The student-teachers in this course usually pass through several stages of gradual progression as indicated below and the staff members monitor the progress of every student at these stages. –
  - Micro-Teaching stage
    - Practice teaching stage - Innovative teaching stage
    - After every internal assessment test etc. The institution ensures the students' competency to begin practice teaching in the following ways:
- Through Micro-Teaching cycle the mastery of essential skills is ensured through the repetition of the practice. The skills to be mastered are identified separately for different subjects. To integrate all the skills practiced, demonstration of lessons is arranged.
- Through Demonstration of lessons the following are taught to them: Observation of demonstration lessons given by the method masters and experienced teachers and identifying the stages of a lesson help the students to plan for the actual classroom teaching. Discussion and analysis of the demonstration lessons followed by suggestions for improvement help them to prepare the lesson plan well and also help them to observe the lessons in a focused manner and to record the observation.

- Through individual lesson plan guidance for writing and revising the lesson plans their performance is monitored and provided extra help for the weaker students. Subject teachers ensure that content mastery is done by the student teachers thoroughly and encouraged to use library and ICT facilities in order to enrich their lesson plans as well as their daily class notes.
- Through guidance to use the equipment/materials of science/ mathematics laboratory for classroom activities and content transactions.
- Through good peer demonstrations and through rehearsal of all the experiments/ activities to be conducted in schools, simulation is provided to the students in order to build confidence in teaching.
- Each of the teaching stage has periodical reflection and feedback given by peers, stakeholders, supervisors, cooperative teachers in the practice teaching schools, mentor teachers and headmaster/mistress, which is collected with the help of the specific Performa, which is prepared for the purpose. Apart from the external feedback the institution provides the student teachers with Campus Experiences, which helps the students to reflect and rate their own performance thus to feel satisfied about the progress made. This process also urges them to do better.
- The progress is also monitored by giving regular theory tests and assignments. The marks scored by the student teachers and the comments written by the teacher educators, help in taking timely advice and attempting for improved performance.
- Through the participation in co-curricular activities such as SUPW, Service learning, CTC, field trip/tour and the College Inaugural, Women's Day, Science Club, Kannada Sangha and Human Rights Club activities, Harmony Day, Environment Day and Graduation Day celebration they are given the opportunity to work in a group and to organize the programme, to do the master of ceremony, welcoming the guests and proposing vote of thanks.

- With this they develop among themselves leadership qualities, helping nature, thinking, reasoning, self-confidence, inter personal skills, time and stress management, communication skills, decision making. Through all the above activities leadership qualities are assessed and suggestions are given.
- Through Internship programme they are placed under mentor teachers. They receive from the mentor teachers appropriate academic and professional guidance.
- Periodical review of action plan is done during value education classes and during spiritual orientation and this helps them in ensuring motivation and guides them in the academic development.
- Apart from the academic and professional guidance, institution also provides them emotional as well as spiritual guidance through prayer days, retreat and spiritual orientation.

#### **5.10 Development of students' competency in Practice Teaching.**

- **General theoretical over view of lesson planning:** At the beginning of the academic year, the general theoretical overview of the lesson planning keeping in mind the philosophical, sociological, psychological and technological theories of teaching is explained to the student teachers. During this period the part of the preparatory work to be followed is emphasized:
- **Micro-Teaching sessions:** Orientation on Micro-Teaching is organized for all the students, followed by theory and demonstration of each skill is given by the method masters. Demonstration of the skill is observed by the students. After which the students practice at least six selected skills in different methodology using Micro-Teaching cycle. Students Micro-Teaching lessons practiced among the peer group in each methodology are video graphed which are viewed and analyzed for improvement. Through micro teaching cycle the mastery of essential skills is ensured through the repetition of the practice. The skills to be mastered are identified separately for different subjects. To integrate

all the skills practiced, four to five demonstration lessons are arranged.

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

teaching writing of instructional objectives and lesson planning. The practice of Micro-Teaching, macro teaching among the peers equips the student teachers for actual practice teaching.

- **Peer demonstration:** After their preparation of the lessons, before going for the teaching practice students teachers volunteer to teach their lessons in the class in the simulated situation and positive points of their teaching as well as suggestions for improvement are given to the students. Hence this class is considered as criticism lesson which is subjected to critical evaluation by the method master and the whole group of respective methodology students. This helps the student teachers to understand the pitfalls and the probable strategies for improving their performance.

#### **5.11 Practice teaching and support facilities**

- **Support of heads of the schools is ensured:** The Principal requests all the heads/representatives of the practice teaching schools to ensure smooth functioning of the practice teaching and discusses among them the requirements of the practice teaching in teacher education curriculum. He communicates to them all the probable difficulties the student teachers would face and asks them to provide necessary guidance to the student teachers during teaching practice.
- **Orientation:** The principal and the faculty members give proper directions and guidance to the student teachers before the commencement of the practice teaching.
- **Practice teaching:** The students are supposed to teach thirty lessons during practice teaching in two methodology subjects. They also teach value education/physical education to the students. But they give extra lessons during their internship programme.
- **Workshop on preparation of Teaching Learning Aids :** As part of preparation for practice-teaching workshops on preparation of effective and less cost and no cost teaching learning aids are arranged by the respective method masters. This also includes preparation of

ICT based teaching-learning aids. They are also trained in the skill of using these teaching-learning aids effectively in the lesson.

- **Monitoring and supervision:** The smooth and effective functioning of the practice teaching is ensured by the regular visits of the faculty members. During the visit, teacher educators meet the heads of the schools and concerned subject teachers for getting feedback of classes taken by student teachers. Arrangements are made to observe the classes either by the teacher educators and/or by the subject teachers of the school. There are provisions to observe subject teacher's lessons as well as peer observation and to document in the respective observation record and also to provide feedback by the student teachers. Supervision of the lesson is done by the college supervisors and the school teachers and provision is made to write the positive comments and suggestions for improvement in the supervisor's diary.

### **5.12 Student Activities**

The institution has an Alumni Association. Our Alumnae Association continues to strive to provide a link between the Alma Mater and past students, with a view to sustaining a sense of belonging, as well as to serve as a placement bureau for our Alumnae.

- Providing human resources as resource persons for our seminars and workshops, judges for various competitions.
- Contribution of Books to the college library and Book Bank.
- Collaborators with the college in assisting B.Ed, and M.Ed., students to carry out their assignments and dissertations especially during data collection and field work.
- The institution develops the leadership qualities of the students through their participation and involvement in various institutional activities such as Celebration on College Inaugural, Women's Day, Science, Kannada Sangha and Human right club activities, Harmony Day, Environment Day and Graduation Day by giving them the opportunity to organize the programme. Thus College encourages the

students by presenting those prizes, medals and certificates for those students excelling in curricular and co-curricular activities.

- College organizes number of activities such as, SUPW activities, sports and games, educational tour, field trips, citizenship training camp, yogic exercises, competitive exams, Rangoli and flower arrangement competitions, culture depiction competition, essay writing, creative advertisement, drama character portrayal etc. and encourages every student teacher to participate actively in all the activities. College organizes the sports meet and asks the students to participate in all the sports and games. Medals, Prizes and certificates are given to those students who win the championship as well as those who win in the sports and games events. Hence College maintains the balance between curricular and co-curricular activities, spacing co-curricular activities throughout the academic year and thus to sustain their motivation and not to cause stress to students.
- Club activities such as Science Club, Kannada Sangha, Women's Cell and Human Rights Cell are conducted regularly once a week and students actively participate in them. The staff members encourage the students to take part in club activities. The office bearers are elected from among the members of the club, the activities are planned, executed, reported and evaluated.
- The institution provides following infrastructure facilities in order to participate in extracurricular activities including sports and games: -  
A well-equipped Conference hall, classrooms and multi- purpose hall to practice programmes
  - Technical support received from the teaching as well as non-teaching staff
  - A spacious ground to conduct sports meet and daily physical exercises
  - To keep oneself fit and healthy there is a Multi Gym in the College
  - The institution has equipment for indoor and outdoor games, volley ball court and tennis court facility.

B.Ed. students answered National General Competitive Examination organized by Prathibha Vignana Davanagere on 20<sup>th</sup> April, 2013 and received medals and certificates. Among them

- 1-National level
- 4- State level
- 3-District level
- 22 -Distinctions
- 22 -I Class
- 4 – Pass

### **5.13 Exposition of Students Publication.**

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

- **Bulletin Board display:** Students are trained to have bulletin board display in all the methodology classes and exhibit their talents by displaying the neat, creative and innovative bulletin boards. It also provides opportunity to every student to display subject related bulletin work on the bulletin board. Each student gets at least two opportunities for display. Encouraging students and providing an opportunity to present and maintain a wall magazine in all the methodology subjects as well as in different clubs related to environment, human rights, languages social science, science and mathematics etc.
- **College Journal:** The faculty member is given charge of encouraging and providing an opportunity to students to write articles for College Journal and publish them. Staff members and students are asked to contribute articles to the college journals. College journal gives opportunities to students to express their literary skills.
- **Providing resources for writing articles:** Providing subject wise catalogue of the articles of the Journals in the library, which can be used as a resource.
- **Assembly thoughts:** A compilation of the work of students on Morning Assembly thoughts of the past years is done.

- The Staff and students are encouraged to attend the conference, to present research papers and to publish them
- Students of Science methodology prepared a CD as a Science project on the contribution of scientists that they come across in class VIII and IX Std Science text books of Karnataka State.
- Question banks are prepared by the staff and updated every year to make the students to prepare themselves well for the exams
- Students are trained to conduct morning assembly everyday i.e., to prepare thought for the day, and to present current events of the day
- In respective methodology groups, students are trained to conduct projects, competitions for their peers and school children.
- Innovative and Creative Instructional Materials prepared as part of their research by the M.Ed. scholars in various subjects.

#### **5.14 Student-Teacher Council: its details**

**The Student Council:** It assists in Coordinating with the students and staff and to take leadership in organizing curricular activities, assists in the celebration of national days and the days of significance, take initiative in maintaining college discipline, takes initiative in keeping the college premises clean and tidy, co-operates with the staff in charge of each methodology subject in carrying out different activities. Cooperates and coordinate with the Principal, Teaching staff, Administrative staff and the students regarding maintenance, administration and development of the College coordinates the activities of all clubs, cells and associations.

Each Year Student- Teacher council is formed by conducting election to the following departments

1. General Secretary
2. Ladies Representative.
3. Cultural Department.
4. Discipline and Attendance.
5. Library Department.

6. SUPW Department.
7. CTC Department.
8. Educational Technology.
9. Press and Reporting Department.
10. Practice Teaching Department.
11. Sports and Physical Activities Department.
12. Annual magazine Department.
13. Tour and excursion Department.

#### **5.15 Organization of major activities.**

1. Coordinating with the students and staff to take leadership in organizing curricular activities such as seminars, workshops and co curricular activities of the college such as interschool singing competition, quiz competition, debates, storytelling, caption writing, preparing working models in science competition, seminar presentation, essay writing, collage competition, poster competition, organizing sports meet and College tour/ field trips.
2. Coordinating with faculty to celebrate national days like Independence Day, Dr. Ambedkar Jayanthi, Teacher's Day, Peace Day, Women's Day and the days of significance such as Deepavali, Inauguration, Harmony Day, Environment Day, Graduation Day, Alumnae Association Annual Day.
  1. Taking initiative in maintaining college discipline.
  2. Taking initiative in keeping the college premises clean and tidy.
  3. Cooperating with the staff in charge of each methodology subject in carrying out different activities and responsibilities.
  4. Cooperating and coordinating with the Principal, Teaching staff,
  3. Administrative staff and the students regarding maintenance, administration and development of the College.
  4. Coordinating the activities of all clubs, cells and associations.
  5. Maintaining healthy link between the public and the college. A small amount of money is collected from the students at the time of their admissions towards their activities during the academic year.

### **5.16 Student Welfare Committee.**

As part of the objectives of 'Student Welfare Committee is formed.

College provides them the opportunity and training to organize the programmes.

- Students conduct morning assembly everyday having a reflective thought for the day and with presentation of the current events.
- Students organize and participate in curricular programmes such as seminars, workshops and debates and co-curricular activities of the college such as interschool singing competition, preparation of working models, seminar presentation, essay writing, article writing, collage competition, poster competition, mime show, bhavageethe singing, elocution competition, citizenship training camp, yoga exercises, competitive exams, SUPW, They are involved in Club activities actively such as Science Club, Kannada Sangha, Women's Cell, Human Rights Cell, Eco-Club and conduct the meeting of their associations regularly.
- College encourages the students by awarding them prizes, medals and certificates for those excelling in curricular and co-curricular activities.
- Scholarships and founded prizes are awarded to the students who secure highest marks, those who excel in curricular and co-curricular aspects. Cash prizes and special scholarships, freeships, are given to the needy students as well as those with the economically backward students.
- Additional computer facility and Language Lab exercises are provided to all.

### **5.17 Services of the Library Committee:**

Library Committee plays an active role in providing following resource facilities to staff and students.

- Library is computerized.
- Computers for viewing educational CDs by the staff and students are available.

- Based on the suggestions made by the students the timings of library are extended and more books in Kannada version in all the subjects are purchased by the Library Committee.
- As per the students need latest and good books are ordered to the library. Book bank facility, daily issues, issuing reference.
- Internet facility is made available for all the students in the library.
- Scholarship and founded prizes are given to those students who make maximum use of the library.
- Staff members also are given all these facilities in the library. They are given Inflibnet password to access the e-journals. For staff separate computers are made available with the printing facility.
- Library Committee also takes suggestions from staff and students to improve the facilities in the library.
- The student council assists the library staff in maintaining required discipline in the library.

#### **5.18 The purpose and Functioning of the Grievance Cell, Anti - Ragging Cell, and Sexual Harassment Prevention Cell**

Grievance redressal cell, Anti-Ragging Cell, Sexual Harassment Prevention Cell, are established in the College. Their purpose and functions are explained to the students during the first week of course commencement.

- The students are asked to put forward their grievances. The suggestion boxes are left in the library to collect grievances. Students are asked to address their complaints to the Principal who then passes it on to the staff council. Serious issues are discussed during the staff meetings and the rest are sorted out in an informal manner. Students' feedback about teachers and teaching is collected regularly and communicated to the staff concerned. It has become the basis for quality improvement.
- The problems of students are reported to this cell. The students prefer sharing their feelings and difficulties with the staff members during

personal guidance. Sometimes they share with the college cabinet members to be represented to the Principal.

- The Principal and the staff are more sympathetic towards this issue especially to those who are experiencing difficulties. Students are given awareness by organizing rally in protesting Ragging and Sexual Harassment experienced by the campus students.
- College has been giving training to students (female) to develop self-defense skills.

### **5.19 Job Placement Cell**

There is a placement cell in the college that caters to the needs of students related to employment. The cell provides support to the student teachers in seeking employment at different schools in following ways:

- The students' data such as address, phone numbers, jurisdiction/ area in which the graduate wants to work, e-mail address etc. are collected and maintained in a register.
- The letters received from schools and colleges seeking teachers are filed and the vacancy is noted down. Suitable candidates are identified and communicated through e-mail/telephone/post.
- The outgoing students are asked to inform the institution immediately after securing the job.
- The placement cell provides information regarding candidates on enquiry from schools. The placement cell also organizes campus interview.
- A placement display board is maintained in the college to help the current batch of students and the alumni who visit the college.
- The request letters/ publications are displayed on the board. The student teachers who need the job approach the Placement Officer and seek guidance to apply for the job.
- The Principal takes immense trouble to place the students in different schools even before their commencement of their classes.
- The cell also supports students by giving counseling and through personality development programmes. Timely information about different job openings in different sectors of the Indian job market and

in other countries is provided to students through notices and circulars displayed on the notice board.

### **5.20 Feedback from stake holders:**

Informal and oral feedback is obtained periodically through staff meeting, cooperative teachers meeting after the teaching practice. Their feedback is taken using a specific preformed. The specific areas covered would include enrichment programmes/Activities organized and is organized by the college, Placement facility, is strengthened in teacher trainees and so on. The feedback data is analyses, shared and used to bring about improvement in future programmes leading to the growth and development of the institution. - Alumni who work in different professional organizations as well as in different schools give feedback about the effectiveness of the academic training they underwent in the institution. Similarly, employers who interact with the Placement cell give valuable inputs on student capabilities.

### **5.21 Best Practices in Student Support and Progression**

Measurement of Entry Behavior:

- The Rating Scale on Pre-Practice Teacher Behavior, Teacher Attitude Scale are prepare and administered:
- The teacher trainees are asked to record in the record books supplied to them, for Teaching Practice and for internship programme. With the help of the perform, feedback is collected from Headmaster are collected after the teaching practice and after the Internship and consolidated. The feedback and recording are scrutinized and compiled.
- The institution has a mechanism to seek and use data and feedback from its students and from employers to improve the preparation of the programme and the growth and development of the institution. The institution has adopted well oriented mechanism for collecting feedback and exchange of information

with regard to the curricular and co-curricular aspects of the programme being run in the institution.

- College provides the opportunity to students to reflect on the lesson taught and asks them to fill in a self-appraisal Performa and to grade their self performance. In the methodology class each and every student teacher shares their experiences. After every activity evaluation is done, feedback is collected from them and student teachers are asked to write their reflection in the report and submit to the concern teachers. Reflective practices are done by the students after every curricular as well as co-curricular activities

### **5.22 Remedial Programmes:**

The Institution organizes remedial programmes through the tutorials for academically low achievers. At the initial stage, diagnosis is done to identify the low achievers in the following ways:

- Based on General observation by the staff
- Based on initial tests and assignments through formative and summative evaluation and periodic evaluation
- Based on a rating by staff, rating the pre-practice teaching behaviour of student teachers which covers the (content mastery, transaction of the content, language fluency, tone and voice, confidence, control of emotions etc.)
- Based on the results of the above diagnosis the remedial programmes are planned: a. Continuation of micro teaching cycles for those who are weak in teaching skills and with low self confidence.
- Staff members make themselves available to meet the low achievers and provide tutorial/practice/guidance to the students usually before and after class hours.
- Planning and organizing need based enrichment programmes such as
  - Teaching of Phonetics
  - Improvement of handwriting through copy writing
  - Computer hands-on-experience
  - Guided Library hours
  - Giving Assignments according to their interest and Aptitude

- Giving additional tests and assignments to students who perform very low in the previous tests and assignments.

- Based on the analysis, remedial programmes are conducted in order to equip them for Practical exam and final theory examinations. The institution as a whole takes up the responsibility and the remedial programme is conducted using the human resources from within and outside the institution.

### **5.23 Opportunities to develop Citizenship Values:**

- Conducting Daily Morning Assembly by the students
- Games once a week – Use of Multi-gym Facility, Practicing Yogasanas,. This makes them healthy and physically fit persons
- Cleaning the College campus once a week by all the students and every Wednesday's cleaning the methodology classes



**Criterion -VI**

**GOVERNANCE AND LEADERSHIP**

## **Criterion –VI**

### **Governance and Leadership**

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

The purpose, vision, mission values and objectives B.V.V.S College of Education has its clear purpose, definite vision, mission and values objectives and quality policy.

- ❖ To enable them to utilize community resources as educational inputs.
- ❖ To enable them to understand the process of socialization.
- ❖ To inculcate an ability for life-long learning and develop a sense of dignity.
- ❖ To develop the qualities of character and strong leadership.

#### **VISION**

To impart Quality Teacher Education through innovation, to produce competent and creative teacher, to help to enrich knowledge and culture

#### **MISSION**

To impart Quality teacher Education to accomplish a healthy and wealthy society through responsible creative teachers

#### **VALUES**

- ❖ Commitment to teaching profession.
- ❖ Complete involvement in teaching practice.
- ❖ Good-inter personal relationships.
- ❖ Positive teaching profession striving for quality.

#### **OBJECTIVES**

- ❖ To assist the teacher to acquire competency in teaching skills.
- ❖ To acquire mastery over use of technology in the teaching practices.

- ❖ To help the students to acquire to managerial skills in classroom practice.
- ❖ To help the teacher trainees to appreciate the role of the teacher in national development.
- ❖ To strive for are all round development of the trainees in their personality system.

### **QUALITY POLICY**

- ❖ To mould academically sound, professionally competent, prospective teachers.

### **GOALS**

- ❖ To develop Professional Competencies among student-teacher and research scholars.
- ❖ Physical competencies through Physical enrichment programmees.
- ❖ Create peaceful living life style.
- ❖ Promote self confidence and help in assessment of behavior pattern in others.
- ❖ Develops inter personal intra personal group skills.

The purpose, vision, mission, values and objectives are made known to the stake holders by means of orientation to the faculty parent's student-teachers heads of practicing schools and various committee members of the college by the principal and staff.

- ❖ The mission includes the institution goals and objectives in terms of addressing the needs of the society realization of the students. It seeks to serve, the school sector educational institutions traditions and value orientations. It, contribute towards integrating and reflecting of vision, mission, and values at the college in the curriculum. They are highlighted in the college objectives and goals.
- ❖ Enumeration of the top management's commitment, leadership role, involvement for effective and efficient transaction of various committees and board of management.

- ❖ The competency to develop strategies to work on sustainable development in future career.
- ❖ Institutionalizing sustainability.
- ❖ Best methods and best practice creating a culture of sustainability.
- ❖ To foster the growth and development of staff and students of the institution towards their qualitative enhancement.

## **6.2 Development of competencies:**

### **Social and cultural need based community competencies through.**

- ❖ Outreach programmes for socially and economically disadvantaged.
- ❖ Organizing citizenship training programmes.
- ❖ Celebrating days like Environmental day, water day.
- ❖ Participating in awareness promoting rally's example- youth day, Basava janthi etc.
- ❖ Programmes for gender sensitivity and promotion of human rights and child's rights.

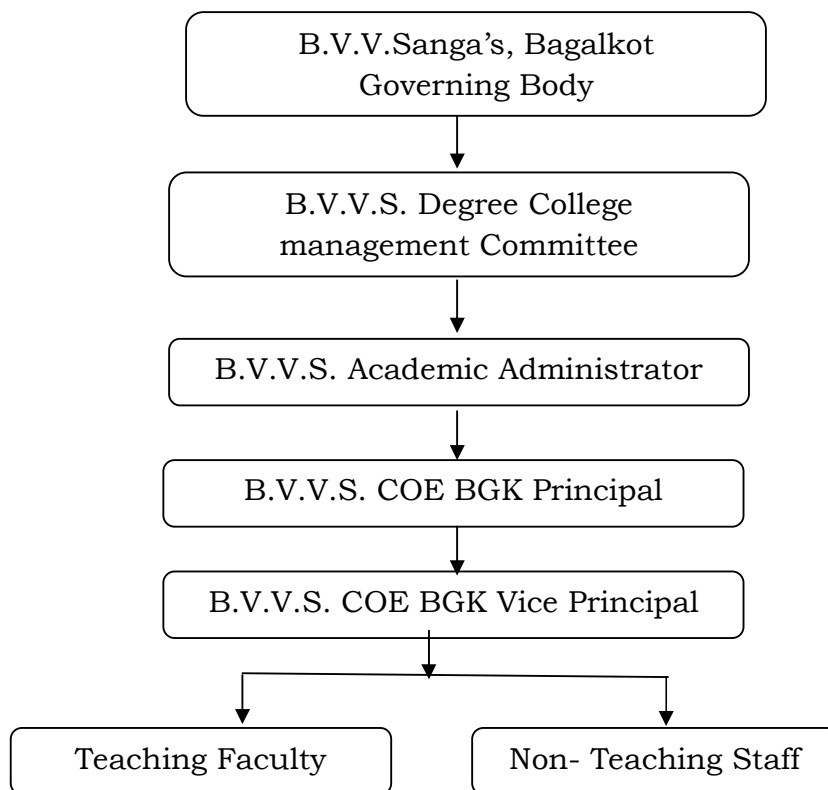
### **Research competencies through**

- ❖ Training in action research.
- ❖ Publication of research articles and research resources.
- ❖ Case studies.
- ❖ Dissertations.
- ❖ Project based assignments.

### **Academic and professional competencies through discipline based programmes.**

- ❖ Activity based teaching learning SUPW teaching aids preparation.
- ❖ Team teaching.
- ❖ Practice in teaching and internship.
- ❖ Content enrichment programmes.
- ❖ Structured guided library work.
- ❖ ICT based instruction.
- ❖ Discipline based field visits ( Mallapur, Badagandi)
- ❖ Science club, women's cell, and Maths club, history club.

### 6.3 The Organizational Structure of COE Bagalkot.



#### **COLLEGE GOVERNING COUNCIL**

In order to decentralize the administration of the B.V.V.Sangha the college Development Council is constituted by the Sangha. The Nine degree colleges are coming under the purview of the College Governing Council. It consists of the chairman, council members and principals of the degree colleges. The Committee constituted as follows.

<b>Sl.No</b>	<b>Name</b>	<b>Post</b>
1	Shri A.M. Sajjan	Chairman
2	Shri. S.B. Golappanavar	Member
3	Shri.C.B. Badadali	Member
4	Shri. N.S. Devanagavi	Member
5	Shri.S.A. Navalagi	Member
6	Shri. B.S. Hiregoudar	Member
7	Shri. S.K. Shabadi	Member
8	Shri. M.S. Patil	Member
9	Shri. S.Y. Bembalagi	Member
10	Shri. M.M.Handi	Member
11	Shri. B.C. Indi	Member

### **Ex-Officio Secretaries**

1. Dr. V.A. Benakanal Principal  
B.V.V.S. College of Education Bagalkot.
2. Prof. N.M. Kugali Principal  
Basaveshwar Science College Bagalkot.
3. Prof. S.Y. Mathapati. Principal  
Basaveshwar Arts College Bagalkot.
4. Prof. L.S. Patil Principal  
Basaveshwar Commerce College Bagalkot.
5. Prof. V.R. Shirol Principal  
Nandhimath Law College Bagalkot.
6. Prof. G.G. Kori Principal  
Basaveshwar B.PEd. & M.PEd College Bagalkot.
7. Prof. T.B. Korishetti. Principal  
Basaveshwar Degree College, Bagalkot.
8. Shri. V.K. Morabad Co-ordinator  
C.G.C. B.V.V. Sangha Bagalkot.

### **Functions of the Committee**

- 1) To hold the monthly meeting of all the degree colleges
- 2) To Scrutinize the income & expenditure Statement of each colleges
- 3) To approve the developmental plans put forth by the Colleges.
- 4) To accord permission to the promotion of the teaching & Non-Teaching Staff.
- 5) To gauge the quality improvement programmes under taken by the colleges
- 6) To accord permission to avail grants to be awarded by the funding agencies.
- 7) To monitor the Vacancies existed in the degree colleges.
- 8) Any other functions assigned by the parent body.

#### 6.4 STAFF DEVELOPMENT PROGRAMMES

The Institution has organized the following programmes for teaching and Non-Teaching staff for skill up –gradation and training.

<b>Sl. No.</b>	<b>Staff Development programme</b>	<b>Staff members participated</b>	<b>Resource Persons</b>
<b>1</b>	Action research programmes	All Staff members	Dr. S.N. Unachagi Dr.V.N. Aiholli
<b>2</b>	Total Quality Management	All Staff members	Shri. B.H.Nandnur Shri.A.M. Madiwalar
<b>3</b>	Content com methodology courses	All Staff members	Dr. Bhusunoormath Smt. G.V.Gharage Smt. A.V.Bagi A.M. Maniyar
<b>4</b>	ICT in Education	All Staff members	Dr. M.M. Mutsaddi Shri. Damodar
<b>5</b>	Value Education	All Staff members	Shri Amreshwarswamiji
<b>6</b>	Demonstration of Lessons	All Staff members	Shri. B.C. Kalyani Shri.M.R. Manahalli Shri. Gangle
<b>7</b>	S.U.P.W	All Staff members	Shri.H.B. Bajantri
<b>8</b>	Personality Department	All Staff members	Dr. Girish Puttur
<b>9</b>	Teaching Aids Preparation Low cost materials	All Staff members	Agstya Foundation Shri. Kumbar Shri. Mali Patil
<b>10</b>	Library Autonomous	All Staff members	Prof. Damodar
<b>11</b>	Maintenance of office records	Non –Teaching Staff	Shri.B.H. Balagoudar
<b>12</b>	Office Audit	Non –Teaching Staff	Shri.Kumar. S. Jigaginni
<b>13</b>	Discipline in the college	All –Teaching Staff	Shri. N.G. Karur

### **6.5 Commitment of the management:**

- ❖ The management and heads of the institution ensure that responsibilities are defined and communicated to the staff of the institution.
- ❖ The staff member's performance is monitored by the management and the principal based on these regulations' the feedback is given to them periodically, especially during staff meeting and individually if needed.
- ❖ The head of the institution ensured that valid information is available for the management to review the activities of the institution.
- ❖ The principal is member of governing body of B.V.V.S. CoE during its monthly regular meetings he reports to the management about the various activities of the college.
- ❖ Financial annual budget is prepared by the finance committee of college keeping in mind the various needs of the college and approval of the management are sought for the same.
- ❖ The proceedings of the staff council meetings which include feedback received from staff, students, practicing school teachers and are accessible to the management for appraisal.

### **6.6 Reflection on the functioning of the B.V.V.S COE College committees.**

- ❖ Through self reflection the management, faculty, parents and students strive for achieving vision mission and goals.
- ❖ Peer discussion by the faculty.
- ❖ Staff meetings
- ❖ The staff council meetings that are conducted weekly and often when needed.
- ❖ Give opportunities to analysis the activities to realize the achievement of the vision, mission, and goals of the institution that help to identify the barriers.

- ❖ Suggestions are worked out and implemented to overcome the barriers.
- ❖ Committees/Club/Association/Union - all the above stated committee/Club/association/union wings are communicated to the head of the institution.
- ❖ Interaction and discussions are held in these groups to evolve suggestions to overcome the barriers. The head of the institution and concerned faculty who are the co-ordinators of these committees directed to implement these remedies.
- ❖ Cooperating schools/governing body/academic council/board of studies/board of examiners.
- ❖ The regular meetings with the faculty of the college who are the internal members and help the institution to identify and address the barriers if any in achieving the goals.

#### **6.7 Incentives by the Management.**

- The management encourages and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process.
- Encourages the staff members to do research leading to M.Phil and Ph.D.
- Provides various technological and infrastructural resources for strengthening research activities.
- Promotes the faculty to acquire additional qualification and skills.
- Motivates and encourage to attend professional development programmes such as seminars, conferences, workshop, orientation, and refresher courses, at regional national and international level.
- Encourages the staff members to serve as resource person at various institutions and colleges etc.
- The management encourages the participation of the staff in the process of decision making in institutional functioning.
- The opinions and suggestions of the Staff are considered for planning of the infrastructure and various activities of the college.

Every staff member is encouraged to participate actively in the institutional planning.

### **6.8 Leadership Role of the Principal**

- The leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the development of college.
- The responsibilities of head of institution are to provide instructional leadership and to manage the day to day activities in college. To direct the educational programmes set educational standards and goals and to establish the policies and procedures to achieve them in association with staff members.
- Motivate the staff members to attend the seminars workshops and take up additional responsibilities in different educational institutions organizations.
- The principal motivates encourages and monitors the staff members on the effective transaction of the curriculum using the resources available.
- Identifies and procures various human and material resources for the qualitative enhancement of the college.
- Provide scholarships from the govt to needy students, helps in job placement provide personal guidance to students and monitors their progress as per the needs of objectives of the institution.
- Guide and supports the college union to be effective leaders.

### **6.9 Organizational Arrangements.**

The different committees constituted by the institution for management of different activities.

- ❖ Admission committee.
- ❖ Anti ragging committee.
- ❖ Examination and evaluation committee.
- ❖ Finance committee.

- ❖ Grievance redressal cell committee.
- ❖ IQAC
- ❖ Job placement committee.
- ❖ Library committee.
- ❖ Planning committee.
- ❖ Publication committee.
- ❖ Sexual harassment prevention committee.
- ❖ Staff committee.
- ❖ Student's welfare committee.
- ❖ The Staff meets held weekly and all other committees meet at least once in three months.

#### **6.10 Agenda for the Academic management.**

- ❖ To prepare the academic calendar before the commencement of the academic year.
- ❖ To evaluate the previous academic year and prepare the institutional planning for the new academic year.
- ❖ To plan and adopt innovate and creative teaching-learning strategies such as constructivist approach through project method self learning continuous and comprehensive evaluative measures for the academic assessment of students.
- ❖ To prepare and execute monthly and weekly plans based on the institutional planning college calendar for the year and evaluate the same periodically.
- ❖ Financial and infrastructure management.
- ❖ To ensure the effective utilization of financial resources keeping in mind the welfare of the staff and students.
- ❖ To identify and purchase technological and other infrastructure facilities for the qualitative development of staff and students.
- ❖ To procure more computers, additional LCD projects, interactive boards and digital cameras etc.

### **6.11 Functions of the Faculty:**

- ❖ To contribute as subject experts and to Motivate the Students towards the staff development in educational institutions at different level.
- ❖ To encourage and support the staff to organize workshop for B.Ed and M.Ed students school teachers and specially invite the alumni to attend the same.
- ❖ To promote faculty development programmes through refresher and orientation programme.

### **RESEARCH**

- ❖ To write research articles and publish them in the college journals and other reputed journals.
- ❖ To publish the research abstracts of M.Ed

### **EXTENSION AND LINKAGE**

- ❖ To depute faculty for various training programmes conducted by RCUB department of school education and other universities etc.
- ❖ To establish linkages with other agencies.
- ❖ To establish linkage with sagena valley USA

### **EXAMINATIONS**

- ❖ To build up question banks objective and essay type questions.
- ❖ To prepare set of criteria for internal assessment of various components of curricular and co-curricular activities.
- ❖ To monitor the printing of question papers.

### **6.12 Objectives of the Admission Committee:**

- ❖ To process the applications for the admission.
- ❖ To conduct the entrance test and interviews for the selection of candidates.
- ❖ To prepare the eligibility criteria for admission to all students that the college offers.
- ❖ To provide needed information to the candidates through proper channels.

- ❖ To finalize the admission list activities undertaken.
- ❖ The list of admitted candidates and to be finalized for the course.
- ❖ The list of candidates on the waiting list was maintained.

### **6.13 Objectives of the Student welfare Committee:**

#### **Objectives**

- ❖ To collect feedback from students.
- ❖ To provide better guidance counseling service to the students.
- ❖ To identify potential drop outs and exercise control mechanism to retain drop outs.
- ❖ To identify students excelling in co-curricular activities and sports and provide them opportunities to participate in local etc.
- ❖ To identify the talented students in co-curricular activities and award them giving certificates activities under taken.
- ❖ The members of the student welfare committee met and divided the whole group of 100 students randomly into 10 small groups. Each group was assigned to a staff member for mentoring guidance and counseling. The day fine and the rooms in which the group would meet were decided.
- ❖ The members also decided to inform the staff to identify the students excelling in sports games and other co-curricular activities. It was inform student welfare committee in order to provide personal guidance and counseling to specific areas.
- ❖ The members of student's welfare committee met together and decide the students for co-curricular activities such as Youth day celebration Human rights day, Environmental day celebration. The rules regulation in criteria for participation and evaluation for each of these activities were drown up and were communicated to students. The copy of the same was displayed on the staff as well as students notice boards with list of concerned staff members.
- ❖ To orient to the students about placement cell.
- ❖ To identify and register the names of students who are in need of placement immediately after B.Ed and M.Ed course.

- ❖ To maintain the job placement bulletin board and to inform the students about the job vacancies.
- ❖ The committee to initiative to meet the B.Ed./M.Ed students separately and orient them to the need and benefits of answering the exams and also to inform them about the library facilities and online facilities available for preparing for such exams.

#### **6.14 Objectives of the Grievance committee:**

- ❖ To identify the needs of students with special reference to academic goal and emotional life.
- ❖ To identify ways of building the needs of students by providing timely counseling.
- ❖ To identify the problems faced by the students in academic and non academic matters.
- ❖ To maintain a healthy emotional climate and learning environment in the college.
- ❖ To strengthen the bond among staff and students activities under taken.
- ❖ Action plan was drawn to meet the students regularly to listen to their problems and help them to find solutions staff services were made available to the students.
- ❖ Students were provided with good reading material to develop healthy minds.
- ❖ Each staff member was given students and staff members met these students either in group or individually and rendered services especially with regard to academic and non academic problems.
- ❖ A box was kept in the library where in the students were free to drop their complaints the grievances committee attended to this.
- ❖ The committee members shared during monthly staff meetings regarding the problems of some of the individual students to that the entire staff could plan out suitable strategies to help them.



**Criterion –VII**  
**INNOVATIVE**  
**PRACTICES**

## Criterion –VII INNOVATIVE PRACTICES

B.V.V.S College of Education has been striving hard to achieve its academic excellence with a special focus on its vision, mission, values and objectives of the college. The above mentioned criteria depict all its ventures towards achieving its progress in all dimensions of the Teacher training programme for the all round development of the personalities of student-Teachers.

The key focus of the criterion,

### 7.1 Internal Quality Assurance System.

#### Establishment of IQAC

IQAC has been formed in the college from 2013-14. The committee was constituted under the leadership of the principal.

Composition: The IQAC composition of 2013-2014 is given below.

S. No	Name and Address	Designation	Type of Membership
1.	Prof. N.G. Karur	Administrator	Honorary members
2.	Sri. Ashok M. Sajjan (Bevoor)	Chairman College committee	Honorary members
3.	Prof.V.K.Morabad	Coordinator BVVS Committee	Honorary members
4.	Dr.V.A.Benakanal,	Principal	College Principal
5.	Dr.R.G.Teggi	Vice Principal	Faculty Member
6.	Smt.V.P.Hosakeri	Asst.Prof	Faculty Member
7.	Sri.N.G.Sarvade	Asst.Prof	Faculty Member
8.	Sri.V.D.Hoolageri	Asst.Prof	Faculty Member
9.	Sri.S.S.Bhoomannavar	Asst.Prof	Faculty Member
10.	Sri. Ramesh C Yanamashetti	NAAC -Coordinator Asst.Prof	Faculty Member
11.	Smt. G.G Mattikalli	Asst.Prof	Faculty Member
12.	Dr. S. N. Unachagi	Asst.Prof	Faculty Member
13.	Smt. A. Shekhashinde	Asst.Prof	Faculty Member
14.	Sri.R.M. Sagar	Phy.Director	Faculty Member
15.	Sri. G.S.Holi	Librarian	Faculty Member

## **7.2 Major activities undertaken by the college IQAC from 2013-2014:**

- ❖ Formation of the vision, mission, values and objectives of the college.
- ❖ Planning suitable strategies to achieve the values, objectives of the college with a special emphasis on vision of the college.
- ❖ Based on constructivist approach to teaching and learning new strategies have been developed and implemented.
- ❖ Strategies to develop reflective thinking have been involved and implemented.
- ❖ Question bank on all the subjects, it's further strengthened.
- ❖ Talent search programme is organized to find the talents of the students and nurture them.
- ❖ Preparatory motivation exercises in methodology and general subjects are further strengthened
- ❖ Seminar presentation by many students for methodology and areas of specialization papers is mandatory.
- ❖ Updating the library resources and books regularly.
- ❖ Planning and executing new strategies of teaching through multimedia
- ❖ Identifying need based innovative projects planning and executing them.
- ❖ Enhancing professional development of the faculty by encouraging them to participate and present papers for national and international conferences.
- ❖ Encouraging and guiding the faculty to publish "Research Papers" in reputed journals.
- ❖ Establishing science, Maths and language laboratories and upgrading them at regular intervals.
- ❖ A number of service learning projects are undertaken coordinating with NGOs as initiated by IQAC.
- ❖ Identifying and inviting experts and resource persons to conduct workshop, seminars and conferences for staff and students.
- ❖ Identifying financial resources to establish additional scholarships for needy students

- ❖ Strengthening mentoring system of the college.
- ❖ Introducing reflective practices for student –teachers through self assessment of their teaching.

### **7.3 The mechanism of evaluation by the institution.**

- **Mechanisms Adopted:** The College has identified the values and objectives very clearly. Some have been printed in the prospectus of the course. The students are provided with inputs to clarify the, values, objectives, vision and mission of the college at the commencement of the course. The objectives of the college are computerized as an action through a strategic procedure as follows.
- **Preparation of an action plan:** The students are made clear about the values, vision, mission and objectives within 2 weeks of their admission to the college. The student trainees and the teacher educators sit together and work out a personal action plan to be followed during the year. The teacher educators assist the students in process.
- **Regular staff meetings:** Focused discussions are held to plan and executive innovative practices keeping in mind the vision, mission, values and objectives of the college. The college calendar of events will demonstrate the due emphasis given to achieve personal, value oriented, professional, intellectual, research and social competencies by the students during staff meetings every faculty member comes prepared to share the evaluator aspects based on the achievements of objectives and schedule
- **Co-operative teachers:** Formal and informal meetings are held with heads and teachers of practicing schools regularly to discuss the student trainees performance and valid suggestions are obtained by the teachers to improve the quality of teaching. The student- teachers get the feedback from school teachers to understand the performance during practice teaching. To continue the good relationship with practicing schools the college has organized N.M.M.S (National Means

cum Merit Scholarship) training programme to the dedicated practicing school students of 8<sup>th</sup> and 9<sup>th</sup> standard.

#### **7.4 The quality of the academic programmes by the institution.**

The college is very clean on the quality of all the academic programmes. The quality of each programme is maintained to the level possible strictly by abiding to a strategy set by the institution for the purpose each activity of the college is undertaken without neglecting any one of aspects identified. Every activity is categorically designed based on the steps given below.

Individual academic activity like teaching carrying out individual responsibilities, writing research papers etc

- ❖ Identification of activity.
- ❖ Design a plan for the activity.
- ❖ Planning for the activity.
- ❖ Execution.
- ❖ Evaluation.

Group academic activity (like Micro-teaching practice teaching etc)

- ❖ Identification of the specific academic activity.
- ❖ Identification of the objectives activity.
- ❖ Planning by the members concerned.
- ❖ Validation of the planning by the faculty.
- ❖ Finalization of planning by the members concerned.
- ❖ Execution of the activity as per plan.
- ❖ Evaluation by the members involved (both teachers and students).
- ❖ Reporting to the principal at staff meeting Example, Micro-teaching practice,
- ❖ Identification of the objectives.
- ❖ Plan for the activity.
- ❖ Discussion of the plan by the staff.
- ❖ Finalization of the plan by the members concerned.
- ❖ Execution of the plan.
- ❖ Evaluation by students/staff (supervisor).

- ❖ Suggestions/feedback given/observation.

The same procedure is applied to all the activities and no activity ends up without evaluation besides the above mentioned measures the following practices academic programme of the institution.

### **7.5 Programmes for Professional development.**

- ❖ Qualified and competent teachers are appointed in the college according to the norms of Rani Channamma University, Belagavi. NCTE and B.V.V.Sangha, Bagalkot. Efforts are made by the management to enhance their personal and professional competencies.
- ❖ Up gradation of teachers knowledge through orientation and refresher courses.
- ❖ Continuously enhancing professional growth of the teachers by encouraging them to participate in seminars, workshops, conferences etc.
- ❖ Opportunities for updating their knowledge by referring latest advanced books, articles etc.
- ❖ Infrastructure facility is updated every now and then.
- ❖ Innovating practices in transacting curriculum are implemented.

### **7.6 Quality of Administration.**

- ❖ The quality of administration is made transparent as the teaching and non-teaching faculty is involved in planning and execution of all the activities of the college.
- ❖ The constant visits to other colleges participation in the national and international conferences NCTE visits by the principal of the college is of great help to ensure the quality of administration of the college.
- ❖ The administration is decentralized and is made transparent.
- ❖ The administrative responsibilities of teaching staff are specified at the beginning of the academic year.

- ❖ Each one is given clear guidelines by the management through the principal in the form of service conditions and code of conduct.
- ❖ During staff meetings evaluation of various activities has been done and orientation is given by the management and the principal for qualitative improvement of their performance.
- ❖ Periodically skill based training specially in technology and life skills is provided to all the staff members through exposure programme, seminars, conferences and workshops college or other institutions.

### **7.7 Quality of financial management.**

- ❖ The financial resources of the college are budgeted annually.
- ❖ The financial resources are utilized as per the needs of the institution, student-teachers faculty and non-teaching staff and the extended community. However quality improvement has been the priority while using the financial resources.
- ❖ The financial accounts are checked by the management every month and annually. They are also audited by the auditors appointed by the Sangha.

### **7.8 Participation of the students in quality enhancement.**

#### **A) Giving feedback.**

The principal and the staff members have constructed a feedback forms regarding the college atmosphere the curriculum and about the teaching of teacher educators which will be obtained from the student trainees after the academic year. The student trainees give feedback and suggestions to improve. Based on their suggestions the college has made many changes for the quality enhancement.

#### **B) Formation of grievance cell.**

The Grievance Cell is working with the following objectives.

1. Grievance cell is functioning with one staff as the chairman and rest of the teachers as the members of the cell. The Student General Secretary and ladies representative are the members of the cell.

2. To ascertain the special Health problems of the female educators.
3. The personal problems of male teachers will be addressed by counseling sessions held in the college.
4. The problems related to the course study discussed with the student teachers and are solved by specially designed programmes.

## **7.9 Inclusive practices :**

### **I. Title of the Practice : Practices in student teaching**

#### **Sensitization of the context:**

Student teaching is the sheet anchor of any teacher training programme. Student teaching is spread over number of days. It helps student teachers in acquiring various skills necessary in teaching and non-teaching duties of a teacher. There is no uniformity in the student teaching in the colleges of education. Even the practices vary from college to college because of lack of motivation and lethargic attitude of the colleges of teacher education, more over there is no external evaluation of the student teaching by the university system because of which student teaching is viewed as more of fulfilling the requirements of the course & to put internal marks. The documents related to student teaching are sometimes a business of the keeping of records. Looking into these practices our college viewed the practice teaching components scientifically and devised the programme and practiced it systematically. The observations of the programme was analyzed. Thereafter college convened workshop at university level. More than 60 teachers from the different colleges have participated in this workshop.

#### **II Objectives of the Programme.**

- To provide the knowledge of different activities associated with the student teaching.
- To help the teacher to be aware of and to perform teaching duties of practice teaching.
- To share the experiences with the teacher educators of other colleges of education.

- To place before the workshop objective based analysis done by the college.
- To motivate and create interest in the student teaching programme.

### **The practice of the student teaching.**

B.V.V.S College of Education prepared a action plan and implemented the activities as shown below.

### **Plan of Action for the Organization**

Practice Teaching Activities in B.Ed Colleges

#### ***Suggested Activities***

I Prior to Teaching practice -

- Conducting meeting with the Head Masters of the practicing schools.
- Free observations of the class rooms of the practicing schools by the student teachers.
- Conducting micro-teaching programme and practising of skills and conducting competitions of best skills amongst the student teachers.
- Organizing Demonstration of Lessons by method masters and experienced classroom teachers and past students.
- Organizing Lesson practices (at least two in small classes).
- Holding content enrichment classes in Teaching methods and holding content knowledge test for students teachers.

II During Actual practice

- Actual practice teaching in practicing schools.
- Methods of holding class tests.
- Preparation of Question paper & key answers.
- Practicing unit Tests.
- Holding Unit Tests.
- Conducting Remedial Classes.
- Special Lesson practices on value Education.

### III Related Activities for the enrichment of practice teaching

- a. Developing scale for “Self-Analysis of Practice Teaching.”
- b. Review of school books on prescribed pro-forma.
- c. Reflections on the topics of the school-subjects.
- d. Organizing co-curricular programmes in practicing schools.
- e. Holding case studies on the curricular demands of the slow learners and gifted children.
- f. Organizing criticism Lessons
- g. Development of teaching materials
- h. Organizing special lessons on the content of school subjects by experts
- i. Workshop on the syllabus of the school subjects
- j. Holding interactive sessions with school teachers on school subjects

#### **Impact:**

The B.V.V.S College of Education undertook this assignment in order to systematize the student teaching programme. At various levels brain storming, open discussion, written experiences of the students were collected and analyzed. The realization of the students is as follows.

- ❖ The students became confident.
- ❖ The students learnt the each and every components of practice teaching.
- ❖ The students developed self confidence.
- ❖ The student acclimatized the skills.
- ❖ All the students developed the Positive attitude towards the class rooms.

Whole programme was systematically recorded and based on this report a book was published by the college on the title “Dimensions of practice teaching”

## **II. Title of the Practice:**

### **Textual quiz for the students of the colleges of education.**

#### **I. Sensitization of the context:**

The students are the important stake holders in the process of education. The efficiency of the college is measured by the strength of the learners and the position acquired by them in the society. The pedagogical practices undertaken by the teachers has to demonstrate strong impact on the personality of the student teachers in order to create learning ambience and spirit of learning. The college had visualized a quiz method for the effective learning. The concepts were analyzed and the programme was developed.

#### **Objectives of the practice:**

- ❖ To enthuse learning interest among student teachers..
- ❖ To create a common platform for the students of B.Ed colleges.
- ❖ To provide get together experience among students.
- ❖ To engage students in the text based studies.
- ❖ To make learning as a joyful experience.

#### **Content of the programme.**

The Quiz programme was developed by looking into the all theory papers of the II<sup>nd</sup> semester. 33 questions were selected from each subject. In all there were 132 questions. All the questions were hierarchal placed looking into the difficulty level of the items. Questions were distributed for 5 rounds of interactions. The questions were objective in nature. In one round photos of great educators and psychologists were displayed. In another round definitions of educationists and psychologists were displayed. **PowerPoint** presentation technique was used in the competition.

**Impact:**

The unique experiment on textual based quiz for the students of the college of education has created interest among the students. The outcome of the experiment is as follows:

1. It provided common platform fore into students of different colleges of education.
2. It generated interest in the students.
3. It developed an urge to study the text books of the B.Ed course.
4. It helped to develop soft skills in the process of learning