

**MADHUGIRI EDUCATION SOCIETY (R)**



**SRI T.V.VENKATASWAMY COLLEGE OF EDUCATION**

Gowribidanur Road, Madhugiri, Tumakuru District, Karnataka State, India, Pin Code - 572132  
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Ph No: 08137-282487

**SELF-APPRAISAL REPORT**

**TRACK ID – KACOTE23418**

**December – 2015**

**SUBMITTED**

**TO**

**NAAC FOR ACCREDITATION**



***NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL***

*An Autonomous Institution of the University Grants Commission*

*PO Box No.1075, Nagarbhavi, Bangalore-560072, India*

*December 2015*



**Poojyashri Sri T V Venkataswamy**, Ex MLC

**Founder President**

**Madhugiri Education Society (R ), Madhugiri**

## Our College



## Madhugiri Education Society (R), Madhugiri

### Executive Committee



Sri M.V.Srinivas  
Hon'ble President



Sri R.C.Vijaya Kumar Jain  
Hon'ble Secretary



Sri M.S.Dharmaveera  
Hon'ble Treasurer



Sri D.G.Shankaranarayana  
Setty, Hon'ble Member



Sri K.Govinda Reddy  
Hon'ble Member



Smt Kusuma Srinivas  
Hon'ble Member



Sri M.S.Raghuveera,  
Hon'ble Member



Smt.M.S.Lakshmi srivatsa  
Hon'ble Member



Prof.K.Basavaraju  
Hon'ble Member

**SRI T V VENKATASWAMY COLLEGE OF EDUCATION**  
**COLLEGE GOVERNING COUNCIL**

1. Sri K Govinda Reddy	President
2. Sri R C Vijaya Kumar jain	Member
3. Sri D G Shankaranarayana Shetty	Member
4. Sri M S Dharmaveera	Member
5. Sri G S Shivaramaiah	Member
6. Sri T N Sreeramaiah	Member
7. Prof K Basavaraju	Member
8. Prof Jayakumar	Member
9. Dr R C Puttabuddi	Member
10.Sri S A Shyamanath	Member
11. Dr N H Halappa	Member
12.Dr Ramesh Naik D	Convenor
13.Prof Manjegowda	University Nominee
14.Prof Mukundappa	University Nominee

## PREFACE

Sri T V Venkataswamy College of Education, Madhugiri, Tumakuru District of Karnataka State was established in the year 1982 by great visionary Sri T V Venkataswamy, Ex MLC of Karnataka state, who is the representative of this taluk is also the mentor of this institution as a founder president.

Madhugiri taluk head quarter which comes under Tumakuru District of Karnataka State. It is known for its rich cultural heritage and scenic beauty. It is the cradle of great Vijayanagara Dynasty which was the seat of Architecture and education. Madhugiri is just 42km away from Tumakuru City and it is well connected by buses to all the prominent places.

Our college is established in the year 1982 is Grant-in-Aid affiliated to Tumakuru University, Tumakuru and recognized by NCTE. It is situated in 7.39 acres of land on 234 NH, Gowribidanur Road, Madhugiri. The campus refreshes you with scenic beauty, calm and quite environment, completely conducive for education.

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## Our Emblem



## RURAL TALENTS FOR A BRIGHT FUTURE

### MOTTO

**"QUEST FOR HUMAN EXCELLENCE"**

### VISION

To prepare competent, committed, creative and compassionate teachers for future generation to develop our institute as a centre of excellence and sustenance of quality and standard of education.

### MISSION

Organizing the programme to strengthen the student-teachers in philosophical, psychological, educational and scientific knowledge towards teaching profession working industriously for continuous improvement and progress in education and human resource advancement.



### VALUES

Besides developing professionally committed teachers, we intended to inculcate in the student teachers the moral, social, cultural and spiritual values and to develop positive attitude towards teaching profession and National development.

### Students Pledge:

- India is my country
- All Indians are my brothers and sisters
- I love my country and
- I am proud of its rich and varied heritage
- I shall always strive to be worthy of it
- I shall give my parents, teachers and all elders respect and
- Treat everyone with courtesy, to my country and my people.
- I pledge my devotion
- In their wellbeing and prosperity alone lies my happiness.

## Objectives :

- To develop this institute as a centre of excellence and to strive for continuous improvement of education and human resource advancement.
- To systematize experiences and strengthen the professional competencies of teacher trainees.
- To prepare competent, committed, creative and compassionate teachers for future generation
- To imbibe in them values, traditions, professional ethics and positive attitude towards teaching profession
- To enable the students to be the role models and empower them with pedagogical principles for implementing in schools
- To produce teachers equipped with ICT and other skills for efficient teaching as well as learning to develop in aspirant young teachers the confidence to confront with many new challenges of life.
- To develop leadership qualities and organization skills among student teachers through student organizational activities
- To sensitize the student teachers towards the threatening environmental issues
- To develop correct health habits and achieve physical fitness and mental health.
- To organize extension activities and outreach programmes for deserving sections of the society.
- To understand the significance of research in education both qualitative and quantitative.

## **SAR STEERING COMMITTEE**

<b>Dr Ramesh Naik D</b>	<b>Principal</b>
<b>Dr G P Nagaraja</b>	<b>Co-Ordinator</b>
<b>Sri C Rajanna</b>	<b>Member</b>
<b>Smt Sujatha</b>	<b>Member</b>
<b>Smt S N Kamala</b>	<b>Member</b>
<b>Sri B Shivananda</b>	<b>Member</b>
<b>Sri S Shivakumaraswamy</b>	<b>Asst Co-Ordinator</b>
<b>Smt B J Sowmya</b>	<b>Member</b>
<b>Sri G S Nagabhushana</b>	<b>Member</b>

## MEMBERS OF THE STAFF

SI No	Name & designation	Qualification
<b>Teaching Staff</b>		
1	Dr Ramesha Naik D, Principal	M.A.(His), M.A.(Soc), M.Ed., M.Phil(Edn), Ph.D.
2	Sri C Rajanna, Asst Professor	B.Sc., M.A., M.Ed., PGDHE
3	Smt Sujatha, Asst Professor	M.A., M.Ed., M.Phil
4	Smt S N Kamala, Asst Professor	B.Sc., M.A., M.Ed
5	Dr G P Nagaraja, Asst Professor	B Sc., M.A., M.Ed., M.Phil., Ph.D., PGDHRM
6	Sri B Shivananda, Asst Professor	B.Sc., M.A., M.Ed
7	Sri S Shivakumaraswamy, Asst Professor	B.Sc., M.Ed., M.Phil
8	Smt B J Sowmya, Lecturer	M.A., M.Ed
9	Sri M R Venkatesha Murthy, Lecturer in Health & Physical Education	B.A., M.P.Ed., M.Phil
10	Sri Rangaswamy, Lecturer in Fine Arts	B.F.A., M.V.A.
<b>Non -Teaching</b>		
11	Sri G S Nagabhushana, Librarian	M.Sc., M.Lib
12	Sri M Eralingaraju, FDA	B.A
13	Sri L Seebaiyah, FDA	B.A
14	Smt Gayathridevi, CCT	B.A with Typing
15	Smt Gangamma R K, CCT/Computer Operator	B.Sc. (Computer Sciene)
16	Sri P R Narayanappa, Attender	SSLC
17	Sri S R Shankarappa, Attender	SSLC
18	Sri M D Devaraj, 'D' Group	8 <sup>th</sup> Standard

## **SECTION – B**

### **THE SELF-APPRAISAL REPORT**

#### **QUANTIFIABLE INSTITUTIONAL DATA**

**SELF-APPRAISAL REPORT****PART-I: INSTITUTIONAL DATA****A. PROFILE OF THE INSTITUTION**

1. Name and address of the institution: SRI T.V.VENKATASWAMY  
COLLEGE OF EDUCATION,  
G.B.N. ROAD, MADHUGIRI-  
572132, TUMAKURU DISTRICT,  
KARNATAKA STATE.
2. Website URL [www.madhugirieducationsociety.org](http://www.madhugirieducationsociety.org)
3. For communication: Sri T.V.Venkataswamy  
College of Education,  
G.B.N.Road, Madhugiri-572132.  
Tumakuru District, Karnataka State.

**Office**

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. Ramesha Naik.D., Principal	08137- 282487	-	principalstvce@gmail.com
Vice-Principal	-	-	-
Dr.G.P.Nagaraja, Self-appraisalCo-ordinator	08137-282487	-	-

**Residence**

Name	Telephone Number with STD Code	Mobile Number
Dr. Ramesha Naik D, Principal	-	09449201051
Dr.Nagaraja.G.P. Self-Appraisal Co-Ordinator	-	09448174130

4. LOCATION OF THE INSTITUTION:

Urban  Semi-urban  Rural  Tribal

Any other (specify and indicate)

5. CAMPUS AREA IN ACRES:

6. IS IT A RECOGNIZED MINORITY INSTITUTION: Yes  No

7. DATE OF ESTABLISHMENT OF THE INSTITUTION.

MM	YYYY
02	1983

8. UNIVERSITY/BOARD TO WHICH THE INSTITUTION IS AFFILIATED:

9. DETAILS OF UGC RECOGNITION UNDER SECTIONS 2(F) AND 12(B) OF THE UGC ACT.

Month & Year

2F

MM	YYYY
-	-

Month & Year

12B

MM	YYYY
-	-

10. TYPE OF INSTITUTION

- |               |                                      |                                     |
|---------------|--------------------------------------|-------------------------------------|
| a. By funding | i. Government                        | <input type="checkbox"/>            |
|               | ii. <b>Grant-in-aid</b>              | <input checked="" type="checkbox"/> |
|               | iii. Constituent                     | <input type="checkbox"/>            |
|               | iv. Any other (specify and indicate) | <input type="checkbox"/>            |
|               | v. Any other (specify and indicate)  | <input type="checkbox"/>            |

- |              |   |                                     |
|--------------|---|-------------------------------------|
| b. By Gender | i. Only for Men                             | <input type="checkbox"/>            |
|              | ii. Only for Women                          | <input type="checkbox"/>            |
|              | iii. <b>Co-education</b>                    | <input checked="" type="checkbox"/> |
| c. By Nature | i. University Dept.                         | <input type="checkbox"/>            |
|              | ii. IASE                                    | <input type="checkbox"/>            |
|              | iii. Autonomous College                     | <input type="checkbox"/>            |
|              | iv. <b>Affiliated College</b>               | <input checked="" type="checkbox"/> |
|              | v. Constituent College                      | <input type="checkbox"/>            |
|              | vi. Dept. of Education of Composite College | <input type="checkbox"/>            |
|              | vii. CTE                                    | <input type="checkbox"/>            |
|              | viii. Any other (specify and indicate)      | <input type="checkbox"/>            |

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>	<b>Degree</b>	<b>01 Year</b>	<b>Kannada &amp; English</b>
iv.	Post Graduate			Certificate		
				Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

13.GIVE DETAILS OF NCTE RECOGNITION (FOR EACH PROGRAMME MENTIONED IN Q.12 ABOVE)

Level	Programme	Order No. & Date	Valid Upto	Sanctioned Intake
Pre-Primary				
Primary/Elementary				
Secondary/ Sr.Secondary	<b>B Ed</b>	<b>Nil Dated: 14.10.1996</b>	<b>Permanent</b>	<b>100</b>
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

**B.CRITERION-WISE INPUTS**

**CRITERION I: CURRICULAR ASPECTS**

1. Does the Institution have a stated

Vision	Yes	√	No	
--------	-----	---	----	--

Mission	Yes	√	No	
---------	-----	---	----	--

Values	Yes	√	No	
--------	-----	---	----	--

Objectives	Yes	√	No	
------------	-----	---	----	--

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

Yes		No	√
-----	--	----	---

If yes,

a) How many programmes?

b) Fee charged per programme

3. Are programmes with semester system 

Yes
-----

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

Yes	√	No	
-----	---	----	--

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

08
----

5. Number of methods / elective options (programmewise)

D Ed

B Ed 

07
----

M Ed (Full Time)

M Ed (Part Time)

Any other (Specify and indicate)

6. Are there programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	<input type="text"/>
--------	----------------------

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

Yes	√	No	
-----	---	----	--

Number	One at the end of the course
--------	------------------------------

8. Are there programmes with faculty exchange/visiting faculty

Yes		No	√
-----	--	----	---

Number	
--------	--

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

- Heads of practice teaching schools 

Yes	√	No	
-----	---	----	--
- Academic peers 

Yes	√	No	
-----	---	----	--
- Alumni 

Yes	√	No	
-----	---	----	--
- Students 

Yes	√	No	
-----	---	----	--
- Employers 

Yes	√	No	
-----	---	----	--

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

1 Year
--------

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes		No	√
-----	--	----	---

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 

--

**CRITERIA II: TEACHING-LEARNING AND EVALUATION:**

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

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University / Government
- c) Through an interview
- d) Entrance test and interview
- e) **Merit at the qualifying examination**
- f) Any other (specify and indicate) - **Centralized Allotment process by Government of Karnataka**

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

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

- a) Date of start of the academic year 2014-15 / 

31.12.2014
------------
- b) Date of last admission : 

24.01.2015
------------
- c) Date of closing of the academic year 

30.11.2015
------------
- d) Total teaching days 

180
-----
- e) Total working days 

220
-----

3. Total number of students admitted : 2014-15

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D Ed									
B Ed	45	55	100	18	15	33	27	40	67
M Ed (Full Time)									
M Ed (Part Time)									

4. Are there any overseas students?

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

If Yes, how many?

<input type="text"/>
----------------------

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 

4857.00
---------
- b) Unit cost including salary component 

63527.00
----------

*(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 2014-15

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D Ed				
B Ed	82.5%	50.37%	79.13%	51.66%
M Ed (Full Time)				
M Ed (Part Time)				

7. Is there a provision for assessing student's 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	58%	26%	16%
M Ed (Full Time)			
M Ed (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days 

1	2
---	---

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

0	4
---	---

11. Practice Teaching at school

a) Number of schools identified for practice teaching 

1	4
---	---

b) Total number of practice teaching days 

4	2
---	---

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

2	6
---	---

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

No of lessons in simulation	No. -	No of lessons pre-practice teaching	No. 04
-----------------------------	-------	-------------------------------------	--------

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

Yes  No

14. Does the institution provide for continuous evaluation?

Yes  No

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

Programmes	Internal	External
D Ed		
B Ed	36%	64%
M Ed (Full Time)		
M Ed (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper 

02	02
----	----

  
 b) Number of assignments for each paper 

01	03
----	----

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)	Conducting Smart Classes (PPT)	

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

Yes  No

Number 

01
----

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

Yes  No

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

Compulsory  Optional

**CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

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

Number	02	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

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

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

01

4. How does the institution motivate the 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

√
X
√
X
X

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

Yes No 

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

a) Ph.D. b) M Phil 

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

Yes No

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

	Yes	No	Number
International Journals	√		03
National Journals – ❖ Referred papers ❖ Non-referred papers	√		03
Academic articles in reputed magazines / news papers	√		13
Books	√		15
Any other (Specify and indicate)			

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

Yes	√	No	
-----	---	----	--

Number	10
--------	----

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

	Faculty	Students
National Seminars	56	-
International Seminars	05	-
Any other academic forum (State Level)	13	-

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 (eg. Teaching Aids / audio-visual, multimedia, etc)	√
Digitalized (Computer aided instructional materials)	X
Question Bank	√
Any other (specify and indicate)	-

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

Yes  No

If Yes, indicate the nature of the post

Full-time	<input type="checkbox"/>
Part-time	<input type="checkbox"/>
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

Yes  No

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	√
State Level	√
National Level	√
International Level	√

**CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

1. Built-up Area (in sqmts)

1512.50 sqmtrs

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

a) Methods Lab

Yes

No

b) Psychology Lab

Yes

No

c) Science Lab (s)

Yes

No

d) Education Technology Lab

Yes

No

e) Computer Lab

Yes

No

f) Workshop for preparing

teaching aids

Yes

No

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

Yes

No

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

1,00,000

5. What is amount spent on maintenance and computer facilities during the previous academic year?

15,000

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

50,000

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

45,00,000

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

Yes

No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	04	02	-	01
Non-Teaching	04	02	02	-

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	-	-	-	-
Non-Teaching	-	01	01	-

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

	Open		Reserved	
	M	F	M	F
Lecturer	-	01	-	-
Assistant Professor	04	01	-	01
Associate Professor	-	-	-	-
Professor	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Principal	-	-	01	-
Lecturers	02	-	-	-
Assistant professors	-	-	-	-
Associate Professors	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from

Same state	10
Other state	Nil

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	04	01	01	-
Temporary	-	01	01	-

b. Technical Assistant

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

14. Ratio of Teaching – non-teaching staff

1:0.8

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

38,91,070.00

16. Is there an advisory committee for the library?

Yes  No

17. Working hours of the Library

On working days	9.00 AM TO 5.00 PM
On holidays	10.00 AM TO 1.00 PM
During examinations	9.00 AM TO 6.00 PM

18. Does the library have an Open access facility

Yes  No

19. Total collection of the following in the library

a. Books	6913
- Text Books	6292
- Reference Books	621
b. Magazines	07
c. Journals subscribed	
- Indian Journals	18
- Foreign Journals	01
d. Peer reviewed journals	04
e. Back volumes of journals	150
f. E-information resources	
- Online journals / e-journals	106
- CDs / DVDs	50
- Databases	-
- Video Cassettes	10
- Audio Cassettes	

20. Mention the

Total carpet area of the library (in sq.mtrs)	81.00 Sq Mtrs
Seating capacity of the Reading Room	40

21. Status of automation of Library

Yet to initiate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<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 type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation / information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes  No

24. Furnish information on the following

Average number of books issued /

Returned per day

Maximum number of days books are permitted to be retained

By the students

By the faculty

Maximum number of books permitted for issue

For students

For faculty

Average number of users who visited /

Consulted per month

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

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

2.6%

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

	I		II		III	
	2012-13		2013-14		2014-15	
	Number	Total cost (in Rs)	Number	Total cost (in Rs)	Number	Total cost (in Rs)
i. Text Books	100	35835.00	75	34000.00	60	25000.00
ii. Other Books	60		60		50	
iii. Journals / Periodicals	25	10000.00	19	9000.00	18	8000.00
iv. Any others (specify and indicate) Encyclopedias	11 volumes	19000.00	-	-	-	-

Additional rows/columns may be inserted as per requirement.

**CRITERION V : STUDENT SUPPORT AND PROGRESSION**

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

Programmes	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2014-15
D Ed				
B Ed	-	01	03	02
M Ed (Full time)				
M Ed (Part Time)				

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

Yes  No

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

3. Does the institution offer Remedial instruction?

Yes  No

4. Does the institution offer Bridge courses?

Yes  No

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

	UG			PG			M Phil		
	I 2010-11	II 2011-12	III 2012-13	I	II	III	I	II	III
Pass Percentage	78%	96%	91%						
Number of first classes	61	64	75						
Number of distinctions	5	4	7						
Exemplary performances (Gold Medal and university ranks)		01							

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

	I 2010-11	II 2011-12	III 2012-13
NET	-	-	-
SLET / SET	-	-	02
Any other (specify and indicate) TET	-	-	11



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

Financial Aid	I	II	III
	2010-11	2011-12	2012-13
i) Merit Scholarship	-	-	-
ii) Merit-cum-means Scholarship	-	-	-
iii) Fee concession	-	-	-
iv) Loan facilities	-	-	-
Any other (specify and indicate) SC & STs	13	14	15

Additional rows/columns 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

13. Availability for 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	√	-	-	√	-	03
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate) literary Programme by kannada Pustaka Pradhikara	-	-	01	-	-	20

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
international	-	-

18. Does the Institution have an active Alumni Association?

Yes  No

If Yes, give the year of establishment

19. Does the institution have a student association / council?

Yes  No

20. Does the institution regularly publish a college magazine?

Yes  No

21. Does the institution publish its updated prospectus annually?

Yes  No

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	30%	30%	30%
Employment (total)	30%	26%	30%
Teaching	10%	10%	20%
Non-Teaching	10%	10%	10%

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.

1	2	3
2010-11	2011-12	2012-13
15	20	18

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

- Academic guidance and counseling      Yes       No
- Personal counseling                              Yes       No
- Career counseling                                      Yes       No

**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	02
Staff Council	05
IQAC / or any other similar body / committee	03
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	03

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

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

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

--	--	--

5. Furnish the following details for the past three 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	<table border="1"><tr><td>-</td><td>-</td><td>-</td></tr></table>	-	-	-
-	-	-		
International	<table border="1"><tr><td>-</td><td>-</td><td>-</td></tr></table>	-	-	-
-	-	-		

- c. Number of faculty development programmes organized by the institution

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

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

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

- e. Research development programmes attended by the faculty

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

- f. Invited / endowment lectures at the institution

2011-12	2012-13	2014-15
-	-	10

Any other area (Specify the programme and indicate)

--	--	--

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

- a. Self-appraisal

Yes  No

- b. Student assessment of faculty performance

Yes  No

- c. Expert assessment of faculty performance

Yes  No

- d. Combination of one or more of the above

Yes  No

- e. Any other (specify and indicate)

Yes  No

7. Are the faculty assigned additional administrative work?

Yes  No

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

02 Hours
----------

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

Grant-in-aid	
Fees	9,12,050.00
Donation	-
Self-funded courses	-
Any other - Contribution from Management	52,80,000.00

9. Expenditure statement (for last two years)

	Year 1 2012-13	Year 2 2013-14
Total sanctioned Budget	4871000.00	5313060.00
% spent on the salary of faculty	53.19	53.23
% spent in the salary of non-teaching employees	22.70	20.58
% spent on books and journals	1.23	1.23
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	0.30	0.28
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities etc	2.36	2.26
% spent on maintenance of equipment, teaching aids, contingency etc	2.46	1.88
% spent on research and scholarship (seminars, conferences, faculty development programmes, faculty exchange etc)	-	-
% spent on travel	0.20	0.19
Any other (specify and indicate)	0.21	0.20
<b>Total expenditure incurred</b>	<b>4025882.00</b>	<b>4242478.00</b>

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

Surplus in Rs	Deficit in Rs
<input type="text" value="845119.00"/>	<input type="text" value="-"/>
<input type="text" value="1070582.00"/>	<input type="text" value="-"/>
<input type="text" value="-"/>	<input type="text" value="-"/>

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 type="checkbox"/>	No	<input checked="" 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 (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" 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           | <input checked="" type="checkbox"/> |
| b) For students           | <input checked="" type="checkbox"/> |
| c) For non-teaching staff | <input checked="" type="checkbox"/> |

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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes  No

**CRITERION VII: INNOVATIVE PRACTICES**

1. Does the institution as 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?

Academic Year 2014-15

Category		Men	%	Women	%
a	SC	13	13	13	13
b	ST	05	05	02	02
c	OBC	25	25	32	32
d	Physically challenged	-	-	-	-
e	General category	02	02	08	08
f	Rural	-	-	-	-
g	Urban	-	-	-	-
h	Any other (specify)	-	-	-	-

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

Year 2014-15

Category		Teaching Staff	%	Non-Teaching Staff	%
a	SC	01	10	-	-
b	ST	-	-	01	12.5
c	OBC	06	60	07	87.5
d	Women	03	30	02	20
e	Physically challenged	-	-	-	-
f	General category	-	-	-	-
g	Rural	-	-	-	-
h	Urban	-	-	-	-
i	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 2011-12	Batch II 2012-13	Batch I 2011-12	Batch II 2012-13
a	SC	63.20	68.04	77.03	79.62
b	ST	57.42	67.47	75.15	80.35
c	OBC	62.79	69.87	76.57	79.08
d	Physically challenged	-	-	-	-
e	General category	65.33	67.52	76.14	82.52
f	Rural	-	-	-	-
g	Urban	-	-	-	-
h	Any other (specify)	-	-	-	-

**PART - II**

**THE EVALUATIVE REPORT**

## 1. EXECUTIVE SUMMARY

Education is a powerful instrument of social change, and often helping to upward movement in the social structure. Thereby, helping to bridge the gap between the different sections of society. The educational scene in the country has undergone major changes over the years, resulting in better provision of education and better educational practices. Quality of education in turn depends on quality of teachers. So, teacher preparation in this regard is a prime criterion. College since its inception striving for producing quality teachers.

Esteemed and premier Madhugiri Education Society was established in the year 1977 by the freedom fighters and associates under the leadership of Sri T V Venkataswamy. MES has a vision and mission of empowering the rural and downtrodden masses and giving education at undergraduate level.

Sri T V Venkataswamy College of Education, Madhugiri is situated in the fairly large, beautiful greenery campus which is free from smoking and alcohol, besides the National highway (234) towards Gowribidanur.

The management of Madhugiri Education Society is very dynamic, encouraging and supportive with vision of quality education and enhancement of life standards. MES has recognized and honoured by the stakeholders publics for rendering yeoman services to the society.

At present the society is providing education to the students by running number of institutions such as High School, Industrial Training Institute (ITI), Diploma, First Grade College and College of Education.

We are committed and dedicated to the following vision, mission and values.

**Vision:** to prepare competent, committed, creative and compassionate teachers for future generation, to develop our institute as a centre of excellence and sustenance of quality and standard of education.

**Mission:** organizing the programme to strengthen the student-teachers in philosophical, sociological, psychological, educational and scientific knowledge towards teaching profession working industriously for continuous improvement and progress in education and human resource advancement.

**Values:** besides developing professionally committed teachers, we intended to inculcate in the student teachers the moral, social, cultural and spiritual values and to develop positive attitude towards teaching profession and National development.

Sri T V Venkataswamy College of Education was established in the year 1982 wide G O No ED 70, UBC 82 dated 1960 (No,1 of 1960) in the year No.9, 78.79. since after passing

33 glorious years successfully in the field of education, social sectors, cultural activities and legal aids. Youth welfare and other socio-economic development service. Recently the college is under Grant-in-aid position under Karnataka State Government ED/76 UGV 2004 (Part) Bangalore, dated 19<sup>th</sup> May 2009.

Sri T V Venkataswamy College of Education surging ahead successfully towards visualizing its cherished goal of imparting competence as well as value based education since its inception. During last 33 years 3300 students from various states such as Karnataka, Kerala, Maharashtra and Andhra Pradesh have successfully completed B Ed course from our institution.

The T V Venkataswamy College of Education is located in the outskirts of Madhugiri town 2 KM away from bus stand.

### **Regulatory Bodies:**

From 1982-83 to 2003-04 college was affiliated to Bangalore University, Bangalore. From 2004-05 onwards college is affiliated to Tumakuru University, Tumakuru. NCTE has granted recognition to this college wide dated 14<sup>th</sup> Oct 1996.

The administrative look after and supervision shifted to Directorate of Collegiate Education in the jurisdiction of Regional Joint Director, Bengaluru from DSERT in the year April 2013. The academic programmes are performed according to the rules, regulations and curriculum of the Tumakuru University.

The overall running of the institution and all the non-academic aspects of the college under Madhugiri Education Society.

### **Practice-teaching schools:**

The college has established a good support and rapport with local high schools. In turn with their fullest co-operation successfully conducting teaching programmes, such as demonstration lesson, practice teaching, criticism lessons teaching and practical examinations along with practical activities continuously.

### **Community :**

The institution has been having good contact and relation with NGO's and GO's. other institutions, philanthropist, writers, thinkers, highly respected personalities with their co-operation the college is organizing good number of programmes for the benefit and welfare of the college and the society.

### **Relationship with Parents:**

Parent teachers meetings were conducted and their opinion is collected about their wards performance. If the mentors find that the performance of the students is not up to the mark, the students are called to give suggestions for the improvement.

**Challenges being identified / foresights:****Challenges faced by the institution :**

- Many students admitted to the B Ed course are from backward / rural area.
- Madhugiri taluk of Tumkur District of Karnataka state is being identified as backward area from Dr D M Nanjundappa's report.
- Institution is established with limited resources in the beginning.
- Equipment of good infrastructural facilities in the institution
- From the beginning the institution was affiliated in Bangalore University, Bangalore which is far away from Madhugiri (105 kms)
- Lot of efforts extended by the management to pool up the resources to built the institution to its standard.

**Challenges being identified / foresight:**

- Sustenance of quality of standard education.
  - 100% faculty with Ph D in coming years
  - Complete digitalization of library
  - Organizing national and international seminars, workshops, conferences
  - Online interaction among the different components of the institution
  - Efforts towards procuring major and minor research projects.
  - Special provisions for inclusive education

**Measures taken by the Institution:**

- Providing field based, hands on experience, participating, involved activities to realize all the set objectives of the B Ed programme within stipulated time.
- Changing the examinations – reproducing mindset instead make them to generating knowledge and development of professional ethics and skills among students.
- Developing positive attitude towards teaching profession and teachers among students is stakeholders.
- Mobilization and management of financial material and human resources.
- Placing our best efforts to cope with the monitoring bodies for the betterment of academic progress and students welfare.
- Developing dedications, commitment, positive attitude and harmony among faculty of the institution and associates.
- With the stated vision, mission, values the college is functioning progressively by accepting the challenges with support of all sections of the society without compromising quality and standard.



## **2. CRITERION-WISE ANALYSIS**

**CRITERION - I**  
**CURRICULAR ASPECTS**

- **Curricular Design and Development**
- **Academic Flexibility**
- **Feedback on Curriculum**
- **Curriculum Update**
- **Best Practices in Curricular Aspects**

## 1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

#### Objectives of the Institution:

- To develop this institute as a centre of excellence and to strive for continuous improvement of education and human resource advancement.
- To systematize experiences and strengthen the professional competencies of teacher trainees.
- To prepare competent, committed, creative and compassionate teachers for future generation
- To imbibe in them values, traditions, professional ethics and positive attitude towards teaching profession
- To enable the students to be the role models and empower them with pedagogical principles for implementing in schools
- To produce teachers equipped with ICT and other skills for efficient teaching as well as learning to develop in aspirant young teachers the confidence to confront with many new challenges of life.
- To develop leadership qualities and organization skills among student teachers through student organizational activities
- To sensitize the student teachers towards the threatening environmental issues
- To develop correct health habits and achieve physical fitness and mental health.
- To organize extension activities and outreach programmes for deserving sections of the society.
- To understand the significance of research in education both qualitative and quantitative.

#### Major considerations to achieve objectives:

Our college conducts educational seminars, community linkage activities, ICT classes, extension activities, outreach programmes, teaching skill development programmes, guidance and counseling services to make student teacher professional competent with deep sense of commitment to their vocation



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

**Various steps in Curricular Development Process :**

- Usually the college follows rules, regulations, norms and syllabus as prescribed by Tumakuru University, Tumakuru to which it is affiliated.
- B Ed is one year course which has two semesters
- As per the requirement of UGC, Tumakuru University has introduced CBCS (Choice Based Credit System) pattern for B Ed course from the academic year 2014-15.
- Tumakuru University has taken initiation in the preparation of CBCS curriculum
- After thorough discussion in the core committee under the leadership of chairman ion various workshops organized by Tumakuru University, formed the draft of the framework of the syllabus.
- The prepared draft of CBCS was modified as per experts suggestions and then sent to the academic bodies of the university like BOS, academic council and to syndicate for approval.
- There is a scope for further modifications in the syllabus every year based on feedback received.
- However the institution does not have the liberty to change or modify the curriculum.

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

**Reflection of global trends in curriculum:**

- The objectives of the college are transmitted into the academic programmes, research and academic activities of the college by using innovative ideas of the faculty members.
- ICT integrated teaching-learning and evaluative process.
- Basic human approach in teaching, learners centered pedagogical approaches, professional skills enrichment programmes, learning through community involvement electives like environmental education, population education inclusive education, value education, physical and health education was followed.
- The faculty members of the institution are encouraged to attend various training programmes, paper presentations, seminars, workshops and

conferences at State/National/International levels to know and develop their knowledge on the activities.

- The subjects taught in the course meet the needs of the global issues and the curriculum is transacted to meet the emerging needs.

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

- The syllabus of course has prescribed papers like philosophical, psychological and sociological foundations of education, school management, secondary education in India, education and National Concerns, Information and Communication Technology (ICT) as compulsory papers and NCTE that directly bear thrust on national issues like environment, value education.
- National issues have been discussed and explained to the trainees through group discussion and brain storm activities. All of the above aspects are integrated while imparting and transacting various curricular and co-curricular activities like Blood Donation Camp, National Youth day, world environment day, International Women's Day, population day and legendary freedom fighters birth anniversary etc. the trainees themselves take responsibilities of the entire programmes.
- The student teachers would be oriented about these and other issues at the beginning of the academic year and are impressed to adopt and practice in their daily activities.
- The various steps taken to address the different issues like under.

##### **Environment awareness:**

- World environment day is celebrated every year on 5<sup>th</sup> June in the institution and in neighbouring community by maintaining cleanliness by plantation and by holding discussion on cleanliness habits, pollutions and other related issues.
- A piece of land is allotted to students to develop garden of the college
- Awareness about solid waste disposal using bad habit of poly bags, air, water and all types of pollutions and their hazardous effects in future on human life.

##### **Value Education**

- Inculcation of values in student-teachers through varieties of curricular and co-curricular activities

- Through regular morning assembly for prayer and thought presentation
- Delivering moral lessons on moral values and developing feeling of togetherness
- Through its initiation in gender sensitization, community service and environmental case, the institution seeks to give value oriented education to its students by its work culture and different activities to inculcate the value among them through mutual understanding and co-operation.

### **ICT (Information and Communication Technology)**

- Use of LCD projectors for taking classes
- Preparation of power point slides
- Orientation in theory and practicum of ICT
- Educational CD's of Karnataka State Secondary School syllabus
- Computerized library facilities with internet access
- Wi-fi facility

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

Yes, ICT is used in

- a) Administration
- b) Teaching-learning process
- c) Communication

## **1.2 ACADEMIC FLEXIBILITY**

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

The college follows the curriculum in a flexible manner as to provide experiences to the student teachers. All the activities are focused towards forming and moulding the student teachers into committed and creative teachers. Student teachers are given professional training through the following measures.

- All the classes are well planned, prepared and executed
- Student centered learning through active learning, co-operative learning
- Students are well trained in communication and micro teaching skills

- Discussion classes gives experiences in planning the classroom activities, lesson plans and instructional aids.
- Opportunities to acquire experiences by observing the demonstration classes of teacher educators, teacher experts and selected senior school teachers
- Feedback from peers, teacher educators and subject teachers added to the modification of teacher behaviour
- Educational excursion, Field trip gives direct experiences in planning and its execution
- Community living camp gives experiences in human values (sharing, co-operation, confidence, leadership, knowledge, planning, execution etc)

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

The institution provides ample freedom for making the operational curriculum flexible through the varied learning experiences in the campus and in the field

- Teachers are given freedom to transact the curriculum according to subject specific features and learner needs.
- Opportunities are provided to the students to participate actively in seminars and role plays, debates, elocution, essay writing, quiz competition, brain storming etc according to their interest and capabilities.
- Students are to be trained individually in minimum teaching skills in each methodology under the supervision of respective method teachers until they gain perfection.
- Students visit to historical places, science centre, industry, research centre, village and schools to collect data and enrich learning experiences.
- The institution gives teacher trainees varied learning experiences both in the curricular and in the field work.

The activities covers the following items

- a) Seminar
- b) Assignment
- c) Blue print preparation
- d) Self-study materials
- e) Group discussion
- f) Co-curricular activities (sports, national and religious festival celebrations)
- g) Extension activities , outreach programmes
- h) Report writing of different activities (CLC and Excursion)
- i) Beautification of campus by maintaining a garden
- j) Remedial classes
- k) Partially automated library for references.

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

**Developing Communicative Skills**

- Students are exposed to both verbal and written aspects of communication skills in workshop on communication skills
- Students are given opportunity to write articles on different concepts for college magazines
- Students are provided with opportunity to anchor in various functions organized by the college.

**ICT Skills**

- ICT as a compulsory subject to be studied by our students in the I Semester and the ICT fundamental skills are developed through its practical work.
- The institution has computer lab which provides basic computer operating skills
- Power point preparation, teaching-learning materials preparation browsing skills and internet surfing practices.
- Students are allowed to use LCD projectors, OHP etc

- Smart class facility provided
- Intel awareness programme for staff members provided.

### **Life skills**

Life skills are developed through

- Personality development programme
- Self-skill oriented programmes
- Problem solving
- Decision making
- Leadership training
- Positive thinking

### **Community orientation and social responsibility**

There are developed through

- Blood donation camp
- Awareness programmes (legal rights, health and hygiene, AIDS, Road Safety, Fire Disaster management, Government schemes)
- Socio-economic survey
- Guest lectures
- Visit to physically handicapped institutions, old age homes

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

### **1.2.4.1 Interdisciplinary / multidisciplinary**

B Ed Syllabus is associated by the Tumakuru University, Tumakuru. It consists of core papers and two pedagogy papers.

The following papers is being taught in the I Semester

Fundamental papers are being taught in the college are

- Education Emerging in India  
(Philosophical and sociological foundation of education)
- Fundamentals of Education in India
- Secondary Education in India
- Information and Communication Technology

- Methodology of teaching subjects  
(Content cum methodology of teaching Kannada, English, Biology, Physics, History & Civics, Chemistry and Mathematics)

#### **And in II Semester**

- School Management
- Psychology of learning and instruction
- Education and National Concerns
- Methodology of teaching subjects

(Content cum methodology of teaching Kannada, English, Biology, Physics, History & Civics, Chemistry and Mathematics)

#### **1.2.4.2 multi-skill development**

- All student teachers are exposed to curricular and varieties of co-curricular activities to develop academic and administrative skill, leadership qualities etc.
- The college organized workshop on communication skills, on micro teaching skills (For teaching, learning development), chalk board writing (for black board), and preparing instructional aids (For mastery in teaching aid preparation)
- ICT Skills, HRD skills, life skills are developed
- Presentation of power point presentations, pedagogical skills development are developed to boost the confidence level.

#### **1.2.4.3 inclusive education**

A unit on inclusive education has been included in one of the papers ie Education and National concern of the B Ed course. It updates the students teachers with theoretical aspect of inclusive education.

#### **1.2.4.4 Practice teaching**

- The institution follows the norms prescribed by the NCTE to conduct practice in teaching programmes

- Accordingly thirty six (36) working days have been allotted every year for practice in teaching programme with prior permission from HM's of respective schools
- The entire batch of 100 students are grouped and allotted them in respective schools of Madhugiri town and surroundings.
- Each student is required to teach twelve lessons in each methodology.
- Apart from teaching each student should give criticism lesson and practical lesson in each methodology
- Minimum eighty lessons must be observed by each student trainees of their peers
- At the end of practice in teaching it is mandatory for each student to conduct until test in each method
- The teacher trainees lessons are observed by faculty and peer group and at the end of the session feedback was given
- It is also a kind of reflective practice to enhance the effectiveness of their teaching.
- Planning and execution of each practice teaching lesson is given due care earlier.

**1.2.4.5 School experience / internship**

The B Ed curriculum of Tumkur University does not possess this regulation

**1.2.4.6 Work experience / SUPW**

Even though there is no provision in the curriculum of Tumakuru University, Tumkur. The institution provides work experience in the following ways

- Campus beautification
- Socio-economic survey
- Awareness programmes
- Plastic free campus

**1.2.4.7 Any other (specify and indicate)**

- ❖ The college commences with college assembly there



- Singing with state anthem and national anthem
- Present thought for the day
- Deliberation of specific education themes and news reading.
- ❖ Field trips to educative, scientific cultural and historical importance being organized.
- ❖ Visits to the physically challenged institutions and old age homes
- ❖ Active participation of students in variety of competitions organized by the different colleges.

### 1.3 FEEDBACK ON CURRICULUM

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

The IQAC of the college has developed proforma to obtain feedback from students, through the assignments, class test, programmes, CLC, educational excursion, practice in teaching, beginning and at the end of the course to assess the quality of curriculum transaction.

- Monitoring sessions are arranged to communicate the difficulties of students regarding curriculum transaction.
- Alumni get together and PTA meetings are had occasionally to collect their feedback
- Interface meeting with the heads of practice teaching schools and teachers are conducted to get feedback about the performance of students.
- Feedback is also obtained from teachers, Alumni, employers, community and academic peers
- Feedback obtained from various stakeholders are analyzed it for the improvement of the institution and its activities.

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

- Yes, the institution of feedback received from students, teachers, alumni, employers, community and academic peers.
- The IQAC of the institution analyses and reviews the feedback and periodically report to the authorities
- The authorities take necessary actions for improvement based on feedback
- The reports are discussed in the staff council and necessary plans and changes are formulated for action within the institution.
- Valuable suggestions and feedback regarding the curriculum are also sent to the affiliating university.

**1.3.3 What are the contributions of the institution to curriculum development? (member of BoS / sending timely suggestions, feedback etc)**

The institution is not directly involved in the process of developing curriculum of the B Ed semester course. But, few of the faculty members have served as members of Board of Studies (BoS) and participated in workshops, seminars while curriculum was under formation. Thus have contributed to the up gradation of curriculum of the University.

## **1.4 CURRICULUM UPDATE**

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

- The curriculum which has been adopted by the college is prescribed by the Tumakuru University, Tumakurur. The prescribed curriculum has been revised once as a whole during 2006-2007. With the guidelines of NCERT, NCTE and DSERT in collaboration with respective university.
- No major changes is being made last 08 years.
- Practical difficulties are looked into, students satisfaction, quality aspects are the major concerns.

- During the minor revision the school management paper of the I semester has been shifted to II Semester.
- Earlier the weightage was 25 and 75 marks for internal and external. During the revision it is changed to 20-30 marks.
- Regarding examination reform 10 multiple choice type questions are reduced to 05 in new pattern of examination.

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

- Since the institution has to adhere to the curriculum prescribed by the Tumakuru University, Tumakuru, there is no provision to revise or update the curriculum.
- For curriculum revision, the institution adopt certain strategies like need assessment of students, student input, feedback from practice teaching schools and stakeholders and management.
- The suggestions are put forth before the university's revision committee meeting through the principal.

**1.5 BEST PRACTICES IN CURRICULAR ASPECTS**

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

The institution has undertaken many measures for the quality enhancement in curricular aspects by establishing IQAC in 2010.

- At the beginning of the academic year, students are to be oriented about the nature of the course and their responsibility and co-operation.
- Curriculum transaction is made flexible through two medium of instruction ie Kannada and English.
- Each lesson to be delivered by the faculty members are well planned, prepared and transacted.

- Micro teaching practice, discussion, observation, demonstration and criticism for teaching skill acquisition.
- Communication skill training (Seminars, debates, talks) for effective presentation of content knowledge.
- Continuous and comprehensive evaluation (Internal and external) for curriculum outcome assessment.
- Technology equipped classroom for ICT integrated curriculum transaction.
- Updated library for curricular support reading.
- Equipped laboratories to provide hands on experiences of curriculum.
- Faculty members are encouraged to participate in various professional enhancement programmes and research based activities.
- Feedback analysis for revising the curricular areas.
- A cordial relationship co-exists in the institution between the management, principal, staff and students for smooth curricular transactions.

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

The institution earnestly plans and implements many innovative programmes for student teachers.

- Morning assembly (prayer, news reading, thought for the day)
- Seminars
- Discussions
- Debates
- Wall magazines and college magazine
- Co-operative learning strategies
- Preparation of institutional aids
- Communication skills
- Micro teaching skills
- Web based learning / e-learning / ICT integrated lessons
- OCE adaption
- Guest lectures
- Socio-economic survey
- Research skills among students through action research
- Blood donation camp has been arranged in the institution for the benefit of community.
- AIDS awareness programme has also been conducted to create awareness about AIDS
- Arranged free dental checkup camp
- Yoga for stress management
- IQAC cells.

**CRITERION - II**  
**TEACHING- LEARNING AND EVALUATION**

- **Admission process and Student Profile**
- **Catering to Diverse Needs**
- **Teaching-Learning Process**
- **Teacher Quality**
- **Evaluation Process and Reforms**
- **Best Practices in Teaching-Learning and Evaluation**

## 2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

The admission process for the academic year begins after a notification is given by the Centralized Admission Cell (CAC) of the Government of Karnataka, the percentage of seat allocation is 75% Government quota and 25% management quota.

The Government quota students are selected based on a common entrance test and on the merit basis.

When the admission commences our college gives notification in leading News Papers and the management quota students applications are issued to the eligible candidates after the Government notifications. The selection of the candidates is done based on merit and reservation policies followed as per prevailing Government norms in admission.

The administrative office scrutinizes the applications on the basis of eligibility criteria given by university.

**Eligibility criteria for B Ed:** Refer syllabus book of B Ed of our college.

By the time of selection process to admit the students for the course, the equity is ensured by considering the students category, differently abled, economically backward and outstanding achievement (Excellency in academic, sports and games etc) and needystudents are benefited from the society funds.

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

The institution makes sufficient efforts for wider publicity for admissions through the following.

**Institution Website:** The Institution has its own website [www.madhugirieducationsociety.org](http://www.madhugirieducationsociety.org) which provides information about institution. The website provides information about eligibility criteria for admission, subjects combination offered, management and staff information, infrastructural facilities, academic activities, achievements of institution, scholarship, extension programme, placement and Alumni association.

- Institutional Prospectus
- Prospectus issued officially by the Centralized Admission Cell(CAC) by Government of Karnataka
- Advertisement in Leading News papers
- Scrolling in T V Channel

- Pamphlets
- From College Office

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

Admission decisions are monitored by the institution on the basis of eligibility criteria and reservation policy provided by the Government of Karnataka and regulations of affiliating University.

**2.1.4 Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution (ex. Individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)**

- Equal importance is given to individuals belonging to diverse background like economic, cultural, religious, gender, linguistic and physically challenged who seek the admission in the institution.
- This institution follows Bi-lingual (English and Kannada) as the medium of instructions.
- Special attention is paid to physically challenged students.
- Scholarships, fee concession and book bank facilities are provided for socio-economically deprived students.

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

The knowledge, needs and skills of the student teachers are assessed by

- Conducting induction programmes
- Organizing compulsory talent's expo
- Orienting about the B Ed course

## **2.2 CATERING TO DIVERSE NEEDS**

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

The Institution works towards creating overall congenial environment through

- Qualified and experienced faculty members
- Best possible infrastructural facility with serene campus
- Full pledged networking facilities are available.
- Remedial teaching and mentoring groups are formed
- Availability platform for preparation, presentation of seminar and practical activity.
- Conducting curricular and co-curricular activities
- Organizing guests / endowment lectures

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

Since the B Ed programme consists of heterogeneous group of students with the diverse learning needs. The academic programme are flexible in nature.

Equal opportunities and encouragement is given to all the students to participate in various curricular and co-curricular activities according their interest and ability.

Democratic atmosphere exists in the classroom during the curriculum transaction.

Small groups are formed for seminars, practical activities, micro teaching and communicationskills where in diverse needs of the individual students are catered to by giving individual guidance and motivation.

Special coaching is provided to slow learners, challenging assignments and talks are given to high achiever.

Collaborative learning is encouraged during lesson plan writing, seminar and assignment preparation and practical activities.

Institution gave opportunity for club activity. Project and assignment methods are implemented. Computer lab with internet facility, cultural programmes, orientation programmes by subject experts.

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

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

- Conducting various curricular and co-curricular activities
- Co-operative and collaborative learning are encouraged
- Activities are assigned according to their talent and skill and care is taken in providing equal opportunity to all.
- Insight is given to student teacher through the theory papers
- Organizing and participating intra and inter college competitions.
- Self-assessment and Self-realization activities are encouraged during practice teaching.



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

- Our teaching faculty are highly qualified with good experience and encouraging teacher educators to professional writings depute to attend various in-service programmes, encourage to participate seminars, workshops and symposia and present the papers.
- Conducting in-service training to nearby school teacher facilitate higher learning through FIP (Faculty Improvement Programme)
- Self-Evaluation permit the teacher educators to use the modernized teaching method.

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

The knowledge and the skills related to diversity and inclusion is developed in students teachers through interactions and brain storming sessions during theory classes.

- Training to teaching skills
- Use of libraries for reference.
- Training to source skills
- Improvisation of instruction materials
- Training in techno skills

### **2.3 Teaching-Learning Process**

#### **2.3.1 How does the institution engage students in “active learning”? (use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum etc)**

Our institution is engaging the students in active learning through the following

- Use of library resources and ICT resources
- Assignment, seminars, practical activities
- Practice of micro, communication skills and macro teaching.
- Encouraging in Club and lab activities
- Training for preparation of teaching learning materials
- Self-learning through library resources
- Making groups for interaction and self-learning

- Training for preparation of teaching learning (Team teaching)
- Involving in cultural events, garden maintenance, literary and sports activities, community living camp.

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

The learning is made students centered through the following participating activities.

- Practice of communication and teaching skills
- Preparation and presentation of seminars, quiz activities and practical activities assigned in different subjects
- Training for preparation for teaching learning materials
- Practice teaching helps to develop teaching skills
- Guest and endowment lectures
- By adopting group discussions, demonstrations, methods etc
- Training to organize exhibition, educational excursion, rural camps
- Organizing awareness programmes, community based social activities

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

The approaches of teaching are integral part of teaching. It may vary from teacher to teacher and student to student

The instructional approaches used by the faculty for ensuring effective learning are as follows

- Structural approach
- Structure and functional approach
- Communicative approach
- Inductive – deductive approach
- Critical enquiry approach

- Lecture cum demonstration
- Team teaching
- Panel discussion
- Self-learning
- Inquiry approach
- Discussion method
- Lecture method
- Communicative approach
- Problem solving method
- Jurisprudential enquiry model
- Value attainment model
- Project method

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

Yes the institution provides additional training for the preparation of episode for some models as a part of practical activity.

Concept attainment model

Jurisprudential enquiry model

Value attainment model

Inquiry training model

It provides provision for additional training in module of teaching like micro teaching, macro teaching, communication skills, observation, preparing, conducting and analysis of test results, preparation of low cost aids etc

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

- During the I semester micro teaching workshop is organized for 2 weeks according to regulations of Tumkur University
- Emphasis is laid in pedagogy by organizing orientation programme to prepare lesson plan on micro teaching skills by faculty members.
- Demonstration lesson for micro teaching skills presented by the faculty members are observed by the student teacher.
- Practice is provided for preparing micro lesson plans in skills namely, skills of probing questions, skill of illustrating with example, skills of explaining the lesson, skill of introducing a lesson. Skill of Stimulus variation, skill of using black board.
- Totally four lessons for 4 skills are practiced by each student teachers.
- Continuous feedback is given to the students teacher after the half cycle practice and the cycles by the faculty and peer observers.

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

Practice teaching is considered as the heart of the course. The essence of all the theoretical papers of the course should be reflected in classroom teaching of 40/45 minutes duration. Hence practice teaching places a very vital role in the B Ed course.

Fourteen schools are identified for the purpose of teaching for 42 working days and permission is obtained from DDPI North Division, Madhugiri to conduct practice in these schools. Finally, 8 Government schools and 6 aided schools are selected considering the medium of instructions. The faculty members prepare the student teacher for teaching practice through pre-practice activities. The detailed procedure of practice teaching is as follows

**1) Preparation of time table**

This phase contains two types of time tables. Supervisors time table and student teachers timetables

Supervisor's time table is prepared by keeping the number of method students in the school, need of lessons to be observed by the faculty members and the frequently of faculty members visit to the school

The student teachers time table is prepare by the group leader in their respective schools by collecting the details of the availability of the classes by the head of school and classes are allotted accordingly.

#### 2) **Mentoring mechanisms:**

The Student teachers are oriented and guided in preparing lesson plan and teaching aids by the method teachers. The student teachers are expected to get their lesson plans corrected before taking the classes in the school

The student teachers are expected to maintain diary in which the details of attendance and the number of classes taken by the student teachers are recorded and is verified by the supervisors.

#### 3) **Observations of lessons:**

On an average each faculty member observes 4 to 5 lessons per day. Peer observation is also made compulsory and each student teacher is expected to observe 3 to 4 lessons per day.

#### 4) **Feedback mechanism**

Student teachers are oriented by the faculty members to observe the lessons presented by their peers.

The student teachers and faculty members record the observation and feedback in the observation book while the student teacher deliver the lesson.

At the end of the day faculty members and the peer group participate in feedback sessions and provide feedback on mannerisms of teacher, teaching skills, teaching aids etc

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

- Block teaching in school is arranged by the institution
- Schools are allotted keeping in mind the place of residence of the student teacher, medium of instruction, number of sections.

- Supervision and evaluation of practice teaching is done by the teacher educator of the institution.
- Suggestions in the form of observation is recorded in the lesson plan itself or in the notebook.
- During 6 weeks of practice teaching session each teacher trainee practice 13+13 lessons in two respective school subjects.
- The lessons are fully supervised by the teacher educator. The teacher trainees observe the lesson given by their peers and maintenance of the observation record books. At the end of the day the teacher educator and the peer group carries out discussion and provide constructive feedback for further improvement.
- The school teacher and the Head master also supervise the lessons given by the teacher trainees and provide necessary feedback as and when time available.

The student teachers are exposed to the following activities during the practice in teaching.

- Carrying out morning assembly
- Marking attendance
- Preparation of time table
- Teaching concern school subjects
- Conducting tests and examination
- Correction of answer books and home assignment
- Participate in midday meal distribution
- Conducting action research
- Interaction with the senior teachers about academic matters
- Assisting in organizing the co-curricular activities
- Assisting in administrative work
- Assisting in conducting cultural activities
- Assisting in maintenance of the laboratory
- Assisting in conducting sports activities

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

Yes the practice teaching sessions /plans developed in partnership, co-operatively involving the school staff and mentor teachers. In the beginning Head master / principals are invited for meeting where the students list is announced after the acceptance by the head master. The allotment of the trainees is finalized. Sometime flexibility and modifications are done based on the needs and requirement of strength, section of the schools

This helps for mutual co-operation and smooth functioning of the practice teaching. Even, the lesson plans are also discussed with the concerned teachers before delivering them in the class.

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

After allotting the students trainees to the practice teaching schools and in order to manage the diverse learning needs of the students in schools.a brief introduction and orientation is given by the head master of the school and a mentor teacher about the type (govt / private) and environment of the school. The socio-cultural and economic background, the learning difficulties and the behavioral problems of the students. They are advised regarding handling the different sections allotted based on the class climate, needs of the students and their psychology.

Preparing the student teachers as subject depth up-to-date knowledge in their subject through reading encyclopedia, journals, periodicals and educational newspapers etc.

Training the trainees to the optimum use of resources which are available in schools

The hard core paper of B Ed course psychology of learning and learner focuses and gives the theoretical knowledge about the individual differences and their diverse needs.

The student teachers are oriented and given training in adopting different methods, strategies and skills of teaching to fulfill the diverse need of the students.

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

Student teachers are encouraged to develop audio-visual aids

Trained to operate the OHP, the computers, the sound system, LCD projectors, slide projectors, microscope.

Encouraging to use the internet, CD's, e-resources and use the technological facilities available in the school during teaching.

## **2.4 TEACHER QUALITY**

### **2.4.1 Are the practice teaching plans developed in partnership, co-operatively involving the school staff and mentor teachers? If yes give details.**

The practice teaching sessions are well planned and executed effectively with the co-operation of the school Head Master, the school staff and the mentor teachers. The practice teaching time table is prepared in consultations with the Head Master and Assistant Master of teaching subjects of the school and the mentor teacher. Their co-operation is also sought in selection of the unit, organization of the content and evaluation.

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

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

No student teacher ratio is fixed commonly to all the practice teaching schools.

The criteria adopted in selecting the schools and allotting the student teachers in respective school is

- The proximity of the student teachers residence to the practice teaching schools
- The number of classes available for practice teaching
- Medium of instruction
- Subject wise requirement of practice teaching schools



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

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

A feedback mechanism is established right from the micro teaching and communication skill workshop, written and oral feedback is given by the teacher educator in writing of the episodes and the presentation of the skills.

During seminars and practicum written and oral feedback is given by the teacher to the individual teacher trainee for further improvements.

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

The teacher educator supervise the lessons presented by the teacher trainees where by a thorough discussion and constructive feedback is given for further improvement.

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

A healthy and constructive feedback is encouraged with in the peer group.

The Head master of the school and the staff also provide feedback wherever necessary.

Peer group students also observed the student trainees and also give feedback in discussion session after the class for each day.

### **2.4.4 How does the institution ensures that the student teachers are updated on the policy directions and educational needs of the school?**

The institution keeps itself updated with the latest policy directions through the circulars, notifications, announcement and by holding formal and informal discussion with school administration. Regular department contacts and attending various education programmes organized by departments and teacher educator forum.

The institution ensures that the student teachers are updated on the policy directions and educational needs of the school teaching.

- Providing interaction with the school teachers and the head of the institution of the school
- Discussing in class about the policy directions and educational needs of the schools
- Through teaching theory papers.
- The college possesses on latest information published by various Go's agencies like NCERT, CBSE, state Board, NCTE etc
- Relevant documents are provided and downloaded from internet are kept in the library references section

#### **2.4.5 How do the students and faculty keep pace with the recent development in the school subjects and teaching methodologies?**

The students and faculty keep pace with the recent development in the school subjects and teaching methodology through

- Discussion in the class about the concerned subject
- Going through the syllabus prescribed by the State Board / CBSE during lesson plan preparation
- By organizing various literary functions as the topics related to the school curriculum
- Through journals, newspaper and various magazines in the library educational journals, mass media, internet and having interactions with school headmaster and teacher etc
- Faculty keep abreast of recent development in their subject by attending seminar, conference, workshops, symposia and contributing articles to journals of national repute, maintaining contact with departments of affiliating university visiting institutions of national reputes
- Change in the curriculum of school subjects get reflected in the text books.

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

- Healthy and constructive feedback is encouraged within the peer group
- Deputing them to attend workshops, seminars, conference, orientation, consultancy and refresher course with the provision of special leaves and OOD
- Granting special leaves / adjustments in the time table for higher studies.
- As it is a privilege and an honour for the institution, it makes all efforts to depute the staffs as resource persons for academic programmes.
- Faculty members are permitted to provide consultancy to other institution
- Permitted to take up the assignments given by university for syllabus preparation.

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

The teachers who excel in the field of teaching learning process and using innovative ideas are provided appreciation certificate by the principal and the management.

Teachers producing 100%pass / centum result paper wise and regularly appreciated rewarded.

## **2.5 EVALUATION PROCESS AND REFORMS**

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

**The barriers to student learning are identified by conducting**

- Test and examination
- Observation and interaction'
- Performance in practice teaching
- Administration of the test and induction programme

- Student grievance cell
- Tutorial / Mentoring system

#### **Communicated through**

- Informal talks by faculty members and in the faculty meetings
- Guidance and counseling sessions
- Feedback mechanism
- Tutorial / Mentoring session

#### **Addressed through**

- Providing notes
- Conducting periodical test and doing peer valuation for immediate feedback
- Organizing orientation in communication skills, micro teaching skill, practice teaching
- Need based guidance and counseling for the student teachers.
- Orientation of study skills and techniques of students

### **2.5.2 Provide details of various assessment / evaluation processes (internal assessment, midterm assessment, term end evaluation, external evaluation) used for assessing student learning?**

The institution adopts continuous and comprehensive evaluation for student teachers assessment.

The procedure of both internal and external examination is based on university norms.

The performance of the student teacher in teaching skills, simulated teaching, test and examinations and other activities are assessed by faculty members by feedback mechanisms developed by the institution and communicated.

The internal assessment is made transparent by displaying the obtained marks of the student teachers on the notice board.

Through the assessment of the performance of student teachers in various activities.

The faculty members understand the learning difficulties faced by students teachers and adopt different remedial strategies / mechanism to improve learning.

Steps are taken to improve based on the analysis of I semester results.

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

A formal and informal feedback is provided regarding the performance of the individual students.

The official test and examination marks are displayed on the notice board for the student information.

Depending upon the problem communicated by the teacher trainees, different strategies and teaching methods are adopted for curriculum transaction.

Teacher trainees are given input to improve their scores to excel in the Tumkur University Semester B.Ed examination.

The performance of each student in practice teaching lessons are communicated by the staff orally and in written at the end of the day in the discussion session.

During micro and communication teaching skills / macro teaching, seminars, instant feedback is given by the faculty and peer group observer.

For low achievers oriented through tutorial classes.

### **2.5.4 How is ICT used in assessment and evaluation processes?**

ICT is used for the assessment and evaluation as follows.

- Preparing question papers for official test.
- Maintaining the records of the official test marks and internal assessment marks.
- Preparing all types of time table pertaining to teaching-learning process.
- Allotment of student-teacher to different teaching sessions
- Online submission of internal assessment marks to the university

## **2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS**

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

Teaching Learning

- Induction programme
- ICT based teaching learning (OHP, LCD, PPT, Web based CD's, DVD, wi-fi, edusat technologies)
- Group discussions

- Quiz techniques
- Panel discussion
- Peer teaching
- Value inculcation among students (student teachers are oriented to prepare value modules and implement in teaching practice)
- Team teaching  
Remedial / tutorial teaching for low achievers encouraging faculty to participate seminars/workshops/conferences /research/consultancy/extension session.

### **Evaluation**

- Feedback techniques
- Through self-evaluation
- Through peer evaluation
- Through faculty evaluation
- Rating scale used communication & micro teaching
- Review of the student performance in test and examinations
- Appreciating and rewarding meritorious students
- Reinforcement of students through result analysis

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

Display the report, photographs on the display board

Organize parents meeting where the details of the achievements are delineated.

Maintained the visitors book which enables the viscous of the eminent visitors

The speakers of guest lecture also highlight an achievement through their speech.

Use of technology in teaching-learning process by faculty

Technology is used to document in the form of CDs and photographs

The achieved meritorious students also disseminate the message through their reflections to current batch students.

Best practices reflects through university results

Conveying the success status of achievers of alumni.

Display of meritorious students in the institutional websites

## **CRITERION - III**

### **RESEARCH, CONSULTANCY AND EXTENSION**

- **Promotion of Research**
- **Research and Publication Output**
- **Consultancy**
- **Extension Activities**
- **Collaborations**
- **Best Practices in Research,  
Consultancy and Extension**

### 3.1 PROMOTION OF RESEARCH

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

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

Our college has established a research committee in the year 2009 and committee consists of our college Secretary as president and principal as the Member Secretary and one of our faculty member acts as a research coordinator.

##### **Membership of the research committee:**

- Sri R C Vijayakumar Jain, Honorary President
- Dr D Ramesh Naik, Principal Member Secretary
- Dr G P Nagaraja, Asst Professor, Coordinator

##### **Objectives and promotion of research:**

- a. To identify and motivate the teacher educator to involve in themselves in research.
- b. To promote research facilities available in the college
- c. To encourage the faculty to take major seminar research projects.
- d. To give approval to conduct national level seminar / workshop
- e. To recommend to subscribe for many national and international journals to library.
- f. To apply to the management for financial support to carryout minor projects.
- g. To encourage the staff members in doing higher degrees in research M Phil, Ph D etc.

##### **Promotion of Research:**

- i) Our library is equipped with national and international journals with back volumes and Internet facility for reference.
- ii) The management provides a token grant as seed money for minor research projects



- iii) Encouraging staff to apply for various funding agencies
- iv) Encourage the staff members for attending international seminar / workshop by sanctioning on duty to the staff members and TA/DA are provided for the same.
- v) Provide leave at the time of completion of the Ph D work.
- vi) Encourage the teacher educators in professional writings related to research.

The institution has the vision and future plan to establish a PG and research centre in education, with regard to this the management motivates the faculty members to pursue their Doctorate qualification.

As a visual of this motivation the following staff have completed that M Phil and Ph D

- 1) Dr D RameshNaik – completed Ph D
- 2) Sri C Rajanna – pursuing Ph D
- 3) SmtSujatha – Completed M Phil and pursuing Ph D
- 4) Smt S N Kamala – Pursuing Ph D
- 5) Dr G P Nagaraja – completed M Phil and Ph D
- 6) Sri B Shivananda – Pursuing Ph D
- 7) Sri Shivakumaraswamy – completed M Phil, pursuing Ph D

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

The thrust areas of research prioritized by the institution are

- Educational Psychology
- Educational Administration
- TQM in Educational management
- Education of the disadvantaged
- Teaching-learning
- Comparative studies
- Consumer Education
- Universalization of primary education
- Inclusive education
- Natural disaster management

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

Problems on

- Maintaining class discipline
- Problems of student in different attitude towards co-curricular activities
- Problems of teacher using teaching aids
- Controlling dropout problems
- Creating conducive learning environment
- Overcoming learning difficulties
- Reducing spelling mistakes in language
- Doing mathematical computations quickly
- Enriching social values among students

The institution encourages regular teacher trainees to carry out the action research projects in all the methods of teaching. Some of the major outcomes and impacts are related to the areas like effectiveness of remedial teaching in.

**Mathematics:** Concept attainment concept formation concept utilization and generalization of mathematical concepts.

**Science:** concept formation, concept utilization, generalization of scientific concepts.

**Language:** Spelling, pronunciation and grammar

**Social Science:** Time concept, space concept, concept attainment, developing civil sense.

The major outcomes and impacts of the action research is teacher trainees get first hand experiences in preparing action plans, carrying out action research.

**3.1.4 Give details on the Conference / Seminar / Workshop attended and / organized by the faculty members in last five years.**

The institution has taken major initiation in organizing state level conference. Conference / seminar / workshop organize by the institutions.

Dr Ramesh naik D							
S N	Name / Level of Seminar/Workshop / Conference	Theme	Venue	Sponsoring Agency	Date	Remarks : Participated/ Paper Presented	Sub Theme
	International Seminar	International Understanding through Educational and Cultural Exchanges”	Conference hall state youth Centre – Bangalore	Govt of Karnataka	18 <sup>th</sup> March 2000	Participated	
	International Conference	“Teacher Education in the Context of Globalization”	New Horizon College of Education Bangalore	New Horizon College of Education	4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> April -2005	Participated	
	International Conference	“INCOFED- 2008 ON HIGER EDUCATION AND GLOBALIZATION: PROSPECTS AND CHALLENGES”	Mother Teresa Women’s University Kodaikanal	Mother Teresa Women’s University	February 23, 24- 2008	Presented	
	International Conference	‘E-9 COUNTRIES on I.C.T for literacy’	organized by M.H.R.D Govt of India In Collaboration with UNESCO & Dept of Mass Education Govt of Karnataka.	UNESCO & Dept of Mass Education Govt of Karnataka	4 <sup>th</sup> , 5 <sup>th</sup> and 6 <sup>th</sup> Oct-2007	Participated	
	National Seminar	Indian Village in 21 <sup>st</sup> Century ARG Degree College DAVANAGERE in Collaboration with Zilla Panchayath Davanagere and Sponsored by UGC New Delhi	ARG Degree College, DAVANAGERE	Zilla Panchayat h & ARG Degree	Jan-30, 31 1999	Presented	
	National Seminar	‘National Knowledge Commission’s Recommendations on Higher Education’	Organised Jointly by the Dept of Higher Education. Govt of Karnataka, Bangalore University and Centre for Educational And Social Studies Bangalore	Dept of Higher Education	Sep-19, 20 <sup>th</sup> - 2007	Participated	

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	State Level	youth Motivation Training Programme'	Organized Dept of youth & Sport Govt of Karnataka at J.P.youth centre Vidyanagar Bangalore	Dept of Youth and Sports	12.06-1998 to 20-06-1998	Participated	
	State Level	Workshop on 'FOLK Research Kammata In Karnataka Janapada Parishath	Janapadaloka Ramanagar	Govt of Karnataka	20-11-98 to 22-11-98	Presented	
	State Level	Two day workshop on Continuing Education & learning Society	Pragathi Training Centre Mysore. Sponsored by MHRD Govt of India	Govt of Karnataka	26-03-1999 to 27-08-1999	Presented	
	State level	" Semester System to BEd Course"	Organised by the Dept of Education Bangalore University	Dept of Education Bangalore University	2 <sup>nd</sup> November-2002	Participated	
	State level	" Quality Management in Teacher Education"	Organised by TECEF & Gold Field College of Education Bangarpet. Karnataka.	Gold Field College of Education	10 <sup>th</sup> & 11 <sup>th</sup> Oct-2003	Participated	
	State level	" Relevance of multi-cultural Education in the Context of Globalization" Sponsored by UGC	Dr.Ambedkar College of Education Bangalore.	Dr.Ambedkar College of Education	14 <sup>th</sup> and 15 <sup>th</sup> March-2007	Participated	
	State level	Three days training Programme on Post literacy programme & Continuing Education Programme	Birla Mantap Harihar	Dept of Mass Education	22-03-1999 to 24-03-1999	Participated	
	State level	Three days training course 'FEEL' Employable Leadership Camp	Academy for Intense Motivation the H.R.D Group, Jnana Bharathi Campus Bagalore University 56.	Jnana Bharathi Campus	10-12-1999 to 12-12-1999	Participated as RP	

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	State Level	Four days workshop on 'Methods of teaching' Kannada	R.V Teacher College Jayanagar. Bangalore-11.	R.V Teacher College Jayanagar	05-06-2000 to 08-06- 2000	Participated	
	State Level	Three days Orientation Programme On 'New BEd Syllabus semester Scheme	Sree Sarvajna College of Education Vijayanagar Bangalore	Sree Sarvajna College of Education	8 <sup>th</sup> 9 <sup>th</sup> and 10 <sup>th</sup> Decmber- 2003	Participated	
	State Level	One day Seminar-Cum Workshop on micro teaching & Communication Skills	Rajaji nagar College of Education Bangalore-10	Rajaji nagar College of Education	27 <sup>th</sup> December- 2003.	Participated	
	State Level	Two days Workshop on "Developing Common Lesson Plan Format"	Organized by the Department of Education Bangalore University and BES College of Education	Department of Education	27 & 28 Feb- 2003.	Participated	
	State Level	Two days Orientation Programme for Teacher Educators on "Communication Skills and Micro teaching skills	Vijaya teacher College Bangalore	Vijaya teacher College	21 <sup>st</sup> & 22 <sup>nd</sup> March-2005	Participated	
	State Level	One day seminar on 'Innovation in teacher Education: the role of internal Quality Assurance Cell for Quality Education	MES College of Education Bangalore- 10	MES College of Education	24 <sup>th</sup> Dec-2005	Participated	
	State Level	Two days Orientation Programme on BEd Second Semester	Global Academy for Teacher Education Bangalore	Global Academy for Teacher Education	25 <sup>th</sup> -26 <sup>th</sup> July- 2005	Participated	
	State Level	Two days Seminar on "Value Crisis and Peace Education"	Dr.Ambedkar College of Education Bangalore	Dr.Ambed kar College of Education	24 <sup>th</sup> and 25 <sup>th</sup> of Jan-2005	Participated	
	State Level	One Day UGC Sponsored Seminar on "Human Rights and Bharatiya Values	MES Teacher College Bangalore- 560010	MES Teacher College	21 <sup>st</sup> 2006	Participated	
	State Level	One Day Seminar on "Excellence in Teacher Education"	Jnana Jyothi Auditorium Bangalore University Compus Bangalore	Jnana Jyothi Auditorium	9 <sup>th</sup> October- 2006	Participated	

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	State Level	Two days workshop on “ practical Activities in Educational psychology for Teacher Educators of Bangalore University Bangalore “	Dr. Ambedkar College of Education Bangalore	Dr. Ambedkar College of Education	22 <sup>nd</sup> and 23 <sup>rd</sup> Feb-2007	Participated	
	State Level	Three days workshop on Kannada Folk Research Camp	Janapadaloka Ramanagar	Janapadalo ka	24-08-2007 to 26-07-2007.	Participated	
	State Level	Three days Orientation Programme on ‘Excellence in Effective leadership’	sponsored by Bangalore University and Academy for Intense Motivation at Jnana Bharathi Campus Bangalore University-560056	Bangalore University and Academy for Intense Motivation	05-11-1999 to 07-11-1999	Participated	
	State Level	One day Seminar on Globalization and Swadeshi-can co-exist	Organized by Gandian Stadies at Gandhi Bhavan Bangalore-56.	Gandian Stadies at Gandhi Bhavan	31-01-2007	Participated	

**C Rajanna**

<b>S N</b>	<b>Name / Level of Seminar/Workshop / Conference</b>	<b>Theme</b>	<b>Venue</b>	<b>Sponsorin g Agency</b>	<b>Date</b>	<b>Remarks : Participate d/ Paper Presented</b>	<b>Sub Theme</b>
	State Level	Workshops on the analysis of the syllabus for the quality improvement of Bangalore,	MES Teachers college, Malleshwaram, Bangalore	Bangalore University	16.03.1998 to 18.03.1998	Participated	
	State Level		R V Teaches college, Jayanagar, Bangalore	R V Teaches college	24.04.1998 to 25.04.1998	Participated	
	State Level	Workshop on innovative in Science Teaching	R V Teachers College Jayanagar, Bangalore	R V Teachers College	23.04.2001 to 25.04.2001	Participated	
	State Level	Workshop on human right education	Dr TMA Pai College of Education, Udupi	TMA Pai College of Education	07.02.2002 to 09.02.2002	Participated	
	University	Workshop on Developing common lesson plan format	Bangalore university in collaboration with BES college of Education, Bangalore	Bangalore university	27.02.2003 to 28.02.0003	Participated	

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	State Level	Orientation programme on new B Ed syllabus semester scheme	Sri Sarvagna College of Education, Vijayanagar, Bangalore	Bangalore university	08.12.2003 to 10.12.2003	Participated	
	State Level	Seminar cum workshop on micro teaching & communication skills	Rajajinagar College of Education, Bangalore	KTSVCE	27.12.2003	Participated	
	State Level	Seminar on science	MES Teachers college Bangalore	Bangalore University	27.03.2003	Participated	
	State Level	Seminar on functions and organization of co-ordinating board	R V Teachers College Bangalore	IASE	04.09.2000	Participated	
	State Level	Seminar on value crisis and peace education	Dr Ambedkar college of Education Bangalore	ACE	24.01.2005 to 25.01.2005	Participated	
	State Level	Workshop on quality improvement in setting question paper for B Ed Semester scheme	BES College of Education Bangalore	BESCE	02.12.2004 to 03.12.2004	Participated	
	University	Intel teach MT Training Programmes	PG Departments organized by Tumakuru University	Tumkur University	19.11.2007 to 24.11.2007	Participated	
	State Level	Seminar on alternative paradigm towards quality teacher education, challenges and opportunities	MES Teachers College Rajajinagar, Bangalore	MESTC	23.03.2005 to 24.03.2005	Participated	
	State Level	State level seminar on human right education seminar on value education	BES College of Education Bangalore	BESCE	13.10.2010 to 14.10.2010	Participated	
	State Level	Seminar on value education	Al-Ameen college of Education Bangalore	AACE	27.03.2000	Participated	
	State Level	Workshop on preventive education against HIV (Aids) in the school setting	R V Teachers College Bangalore	IASE	26.02.2002 to 02.03.2002	Participated	

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	State Level	One day orientation programme on pattern of question paper and common structure of semesters	Channabasaveshwara college of education Gubbi	Tumkur University	27.01.2007	Participated	
	University	One day orientation programme on practical activities and unit list of B Ed II semester (Resource Person)	Sridevi college of Education, Tumkur	Tumkur University	12.08.2008	Participated	
	University	Workshop on communication skills and seminars	SVS College of Education Tumkur	Tumkur University	21.02.2009	Participated	
	National	National seminar on Rural exodus	TVV First Grade College Madhugiri	UGC	12.11.2010	Participated	
	University	Orientation programme on curriculum framework for 2 year B Ed programmes as per NCTE 2014	Siddaganga college of Education Tumkur	Tumkur University	6.03.2015	Participated	
	University	Orientation programme on B.Ed II Semester	Global academic for Teacher Education Bangalore	Bangalore University	03.05.2005 to 26.07.2005	Participated	
	University	Orientation programme on Micro teaching	Siddartha College of Education Tumkur	Tumkur University	27.01.2012 to 28.01.2012	Participated	
	State level	Regional Imbalance	TVV College of Education Madhugiri	UGC	10.02.2012	Participated	
	National conference	Communicating awareness through literary forms	University College of Science, Tumkur	UGC	13.02.2015	Presented	
	State Level	HIV Stigma as Life Sentence	Sri T V V First Grade College Madhugiri	UGC	26.03.2010	Presented	
	National Level	Professionalization on Teacher Education – Current Reforms	R V Teachers College, Jayanagar, Bangalore	IASE	22.03.2015 to 24.03.2015	Presented	
	National Level	Continuing Professional Development	Christ University Bangalore	Christ University Bangalore	05.02.2015	Presented	



Sujatha							
S N	Name / Level of Seminar/Workshop / Conference	Theme	Venue	Sponsoring Agency	Date	Remarks : Participated/ Paper Presented	Sub Theme
	State Level	Analysis of the syllabus for the quality improvement of Bangalore University B.Ed Course	MES Teachers education Bangalore	Bangalore University	16 <sup>th</sup> 17 <sup>th</sup> 18 <sup>th</sup> mar 1998	Participated	
	State Level	Course in practical psychology course in practical psychology	Bangalore University	Bangalore University	26 <sup>th</sup> 27 <sup>th</sup> Feb 2000	Participated	
	State Level	Course in practical psychology course in practical psychology	Psychotronics	Bangalore University	10 <sup>th</sup> 11 <sup>th</sup> Feb 2001	Participated	
	State Level	A sponsored programme of Bangalore university under outread activities for the year 2004-05	Psychotronics	Bangalore University	2 <sup>nd</sup> 3 <sup>rd</sup> Dec 2004	Participated	
	University Level	Pattern of question paper and a common structure of seminar	Channabasaveshwara College of Education Gubbi	Tumkur University	27.01.2007	Participated	
	University Level	Practical activity and unit test of B Ed II sem	Sridevi College of Education Tumkur	Tumkur University	12 <sup>th</sup> Aug 2008	Participated	
	College Level	Personality Development Programme	Sri T V V ITI, madhugiri	MES Madhugiri	16.02.2008	Presented	
	College Level	Personality Development Programme	MES Polytechnic Madhugiri	MES Madhugiri	23.02.2008	Presented	
	College Level	Personality Development Programme	Sri T V V ITI, madhugiri	MES Madhugiri	24.01.2009	Presented	

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	National Level	Education in the knowledge economy	Sree Siddaganga college of Education Tumkur	DPGSR, Tumkur	22 <sup>nd</sup> 23 <sup>rd</sup> Oct 2009	Participated	
	College Level	Personality Development Programme	Sri T V V ITI, madhugiri	MES Madhugiri	23.01.2010	Presented	
	National Level	Rural Exodus	STVVFGC, Madhugiri	UGC	12 <sup>th</sup> Nov 2010	Participated	
	College Level	Personality Development Programme	Sri T V V ITI, madhugiri	MES Madhugiri	29.01.2011	Presented	
	University Level	Preparation of project report for a topic based on project method of teaching history	Dept of PG students in education & research SSCE Tumkur	Tumkur University	18 <sup>th</sup> Feb 2011	Participated	
	National Level	Disability studies and inclusive education implications for policy perspective in India	Gold Field college of education Bangarpet	SARF, New Delhi	26 <sup>th</sup> 27 <sup>th</sup> Mar 2011	Presented	
	National Level	Teacher empowerment for quality education trends and challenges	Kumudvati college of education, Shivamoga	KCE, Shimoga	7 <sup>th</sup> 8 <sup>th</sup> May 2012	Presented	
	University Level	Micro teaching orientation	Sree Siddhartha College of education	Tumkur University	27 <sup>th</sup> 28 <sup>th</sup> Jan 2012	Presented	
	University Level	Practical activities and preparation of unit test in History and civics	Sri Siddaganga College of Education Tumkur	Tumkur University	1 <sup>st</sup> June 2012	Presented	
	Department Level	Teaching history and Civics Method	BEO Madhugiri	BEO, Koratagere	10.11.2012	Presented	
	Department Level	History teaching method	BEO Koratagere	BEO, Koratagere	05.12.2012	Presented	
	Department Level	Civics teaching method	BEO Koratagere	BEO, Koratagere	01.09.2012	Presented	
	Department Level	Action research	BEO KORatagere	BEO, Koratagere	29 <sup>th</sup> 30 <sup>th</sup> aug 2012	Presented	

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Department Level	Content enrichment programme	Mass resource Centre Siddapur	BEO, Madhugiri	14.12.2012	Presented	
College Level	Personality Development Programme	MES Polytechnic Madhugiri	MES Madhugiri	11.02.2008	Presented	
College Level	Blue print in teaching social science	BEO Koratagere	BEO Koratagere	16.02.2013	Presented	
State Level	The role of teacher and responsibility of the student in higher education	Govt First Grade College badavanahally	GFGCB Badavana hally	06 <sup>th</sup> Sep 2013	Presented	
International Level	Ethics in the new mllenium Buddist perspectives	Dr BR Ambedkar study centre tumkur	Tumkur University	21 Oct 2014	Participated	
National Level	Redefining teacher education curriculum for nation building	MS Ramaiah College of Education Bangalore	MSRFC, Bangalore	06 <sup>th</sup> 07 <sup>th</sup> June 2014	Presented	
National Level	Emerging issues and challenges in teaching profession	Teressa college of Education Tamilnadu	TTEU, Tamilnadu	17 <sup>th</sup> may 2014	Presented	
College Level	Personality Development Programme	MES Polytechnic Madhugiri	M E S Madhugiri	24.02.2014	Presented	
International Level	Inclusive education perspective and challenges	KSOU Mysore	Mysore University	2 <sup>th</sup> 7 <sup>th</sup> Mar 2015	Presented	
National Level	Ethical and efficient leadership qualified in Institutional Development	Sri Sarvajna College of Education	SSCE Bangalore	23 <sup>rd</sup> 24 <sup>th</sup> Apr 2015	Presented	
National Level	Moralities of implementing 2 year B Ed programme	Kotturswamy college of teacher education	CTE, Bellary	29 <sup>th</sup> 30 <sup>th</sup> mar 2015	Presented	
National Level	National conference on inter disciplinary approach in physical education and sports	Soundarya institute of management & sciences	SIMS, Bangalore	27 <sup>th</sup> 28 <sup>th</sup> Feb 2015	Presented	

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	National Level	Youth empowerment possibilities and challenges	Union Christian college Tumkur	Tumkur University	1 Feb 2015	Presented	
	National Level	Communicating awareness through literary form	University college of science Tumkur	UGC	13.03.2015	Presented	
	Department	Blue print in teaching social science	BEO, Koratagere	BEO Koratagere	16.02.2013	Presented	
	University Level	Orientation programmes on curriculum framework for 2 years B Ed Programme as per NCTE 2014	Sree Siddaganga College of Education, Tumkur	Tumkur University	06.03.2015	Participated	
	State level	HIV stigma as a Life Sentence	STVVFGC, Madhugiri	UGC	26.03.2010	Participated	
	State Level	Regional Imbalance	STVVFGC, Madhugiri	UGC	10.02.2012	Presented	

**S N Kamala**

<b>S N</b>	<b>Name / Level of Seminar/Workshop / Conference</b>	<b>Theme</b>	<b>Venue</b>	<b>Sponsoring Agency</b>	<b>Date</b>	<b>Remarks : Participated/ Paper Presented</b>	<b>Sub Theme</b>
	National Level	Quality management in teacher Education	Gold Field College of Education, Bangarpet	UGC	10 <sup>th</sup> 11 <sup>th</sup> oct 2003	Presented	
	University Level	Seminar / workshop on micro teaching and communication skill	Rajajinagar College of Education, Bangalore	University	27 <sup>th</sup> Dec 2003	Participated	
	University Level	Workshop on developing Common lesson plan	B E S College of Education	B E S College	27 <sup>th</sup> 28 Feb 2003	Participated	
	University Level	3 day orientation – New B Ed Syllabus semester Scheme	Sarvajna College of Education, Bengaluru	Sarvajna College of Education, Bengaluru	8,9,10 <sup>th</sup> Dec 2003	Participated	
	University Level	Quality improvement in setting Question paper for B Ed semester	BES College of Education, Bengaluru	BES College of Education, Bengaluru	2 <sup>nd</sup> 3 <sup>rd</sup> Dec 2004	Participated	

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	International Level	Teacher education in the context of globalization	New Horizon College of Education, Bengaluru	UGC	4 <sup>th</sup> 5 <sup>th</sup> 6 <sup>th</sup> Apr 2005	Presented	
	University level	Orientation B Ed II Semester	Global Academy of teacher Education, Bengaluru	UGC	25 <sup>th</sup> 26 <sup>th</sup> July 2005	Participated	
	University Level	Orientation pattern of question paper and common seminar	Channabasaveshwara College of Education, Gubbi	CICE, Gubbi	27 <sup>th</sup> Jan 2007	Participated	
	University Level	Orientation on practical activities and unit test of B Ed II Semester	Sridevi College of Education, Tumkur	Sridevi College of Education, Tumkur	12 <sup>th</sup> Aug 2008	Participated	
	University Level	Workshop on communication skills and seminar held at	SVS College of Education, Tumkur	SVS College of Education, Tumkur	21 Feb 2009	Participated	
	National Seminar	Education in knowledge economy	Sree Siddaganga College of Education, Tumkur	SSCE	22 <sup>nd</sup> 23 <sup>rd</sup> Oct 2009	Participated	
	State Level	HIV Stigma as Life science	STVV First Grade College, Madhugiri	UGC	26 <sup>th</sup> March 2010	Presented	
	National seminar	Rural exodus	STVV First Grade College, Madhugiri	UGC	12 <sup>th</sup> Nov 2010	Presented	
	National seminar	Society for disability and rehabilitation – A study	Gold Field college of Education, Bangarpet	UGC	28 <sup>th</sup> 29 <sup>th</sup> march 2011	Presented	
	National Seminar	Social action and research foundation – inclusive education	Gold Field college of Education, Bangarpet	UGC	26 <sup>th</sup> 27 <sup>th</sup> mar 2011	Presented	
	University Level	Orientation and Micro teaching	Sri Siddaganga College of Education, Tumkur	Sri Siddaganga College of Education, Tumkur	27 <sup>th</sup> 28 <sup>th</sup> Jan 2012	Participated	
	National Level	Regional Imbalance	STVV First Grade College, Madhugiri	UGC	10 <sup>th</sup> Feb 2012	Presented	
	National Level	National Seminar on Innovative Trend in Education	St Paul's College of Education, Bengaluru	UGC	5 <sup>th</sup> 6 <sup>th</sup> may 2012	Presented	

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	National Level	Teacher Empowerment for quality Education, Trends and Challenges	Kumudwavi College of Education, Shikaripuraa, Shimoga	UGC	7 <sup>th</sup> 8 <sup>th</sup> may 2012	Presented	
	National conference	Revolts against British Rule in Karnataka	Tumkur University, Tumkur	UGC	30.06.2002	Presented	
	National Level	Emerging issues and challenges in teaching profession	Teressa college of Education, Rudukkohai, Tamilnadu	UGC	17 <sup>th</sup> May 2014	Presented	
	National Level	Youth empowerment possibilities and challenges	Union Christian College, Tumkur	UGC	01.02.2015	Presented	
	University level	Orientation programmes on Curriculum Framework 2 year B Ed	SreeSiddaganga College of Education, Tumakur	SreeSiddaganga College of Education, Tumakur	06.03.2015	Participated	
	National conference	Interdisciplinary in physical education	Soundarya Institute of management, Bangalore	Soundarya Institute of management, Bangalore	27 <sup>th</sup> 28, 29 2015	Presented	
	National level	Communicating awareness through literacy forms	University college of Science Tumkur	Tumkur University	13.03.2015	Presented	
	International Level	Inclusive Education – Prospectus and challenges	KSOU Department of studies & Research in education, Mysore	KSOU	6 <sup>th</sup> 7 <sup>th</sup> Mar 2015	Presented	
	National Conference	Quality management in Education CBCS in B Ed syllabus	R V Teacher Education, Bengaluru	IASE	22 <sup>nd</sup> 23 <sup>rd</sup> 24 <sup>th</sup> Mar 2015	Presented	

G P Nagaraja							
S N	Name / Level of Seminar/Workshop / Conference	Theme	Venue	Sponsoring Agency	Date	Remarks : Participated/ Paper Presented	Sub Theme
		Innovative practices in Teacher education State level Seminar	Rajajinagar College of Education Bangalore	UGC	10.07.2015 to 11.07.2015		Pre-service and In-service Teacher Education
		Professionalisation of teacher education current reforms	RVTC Bangalore Indian Association of teacher education		22.03.15 to 24.03.2015		
		National seminar research in Education for sustainable development	Christ university, Bangalore School of Education		05.02.2015		Continuing professional development
		National Seminar : Youth empowerment possibilities and challenges	Union Christians College Tumkur	UGC Alumni association Tumkur	1.02.2015 (Sunday)		
		State Level seminar – Choice based credit system in B Ed programme A Paradigm shift	B E S College of education Bangalore		27.10.2014		
		National Seminar access to education No child left behind	Department of Education,	Dravidian University Kuppam A P	24.03.2014 to 25.03.2014		
		National level seminar Rural Exodus	Sri T V Venkataswamy First Grade College Madhugiri	UGC	12.11.2010		
		State level seminar HIV Stigma as life sentences	Sri T V Venkataswamy First Grade College Madhugiri	UGC	26.03.2010		

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		State level seminar - Effective classroom interaction and presentation skills	BES College of Education Bangalore		26.02.2010		
		National seminar education in the knowledge economy	Department of post graduate studies in education and research	Sree Siddaganga College of Education, Tumkur	22.10.2009 to 23.10.2009		
		Workshop communication skills and seminars	SVS College of Education, Tumkur	Tumkur University Teacher Educator's (B Ed) Association	21.02.2009		
		Orientations programmes of Micro teaching	GEAR innovative B Ed College, Bangalore,	Bangalore University unaided colleges of Education (B Ed), Principals' association	26.05.2006 to 27.05.2006		Resource person – Skill of probing Questioning
	State level	Science Seminar	Shikshakara sadana Bangalore	Sarva Shikshana Abhiyana, CPI, GOK	9.03.2012		
	Bangalore University level	Orientation programme on B.Ed second Semester	Global Academy for teacher education, Bangalore	Bangalore University, Bangalore	25.07.2005 to 26.07.2005		
	International conference	Teacher education in the context of the globalization	New Horizon College of Education, Bangalore Department of Education,	Bangalore University & Bangalore University Teacher Educators cultural and educational Forum	4.04.2005 to 6.04.2005		



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	Bangalore University level	Seminar – Alternative paradigm towards quality teacher education: challenges and opportunities	MES teachers college CTE Bangalore Rural	Bangalore University , Sponsored programmes under outreach activities	23.03.2005 to 24.03.2005		
	Tumkur University Level	Orientation programme Instructional design	Sree Siddaganga College of Education, Tumkur	Sree Siddaganga College of Education, Tumkur	11.03.2005		
	Bangalore University Level	Workshop – Quality improvement in setting Question paper for B Ed Semester Scheme	BES College of Education, Bangalore,	Bangalore University under outreach activities	3.12.2004		
		Orientation programme in IT	Academic staff College Jamia millia Islamic New Delhi,	UGC	5.12.2003 to 2.01.2004		
	Bangalore University Level	Workshop developing common lesson plan format	B ES College of Education, Bangalore,	Dept of Education Bangalore University , Bangalore	28.02.2003		
	State Level seminar	Semester System to B Ed Course	Department of Education Bangalore University Bangalore (seminar hall Central college campus)	Bangalore University affiliated college of Education and few private educational institutions of Bangalore city	02.11.2002		
		Workshop analysis of the syllabus for	M E S teachers College, Bangalore	Departme nt of State	16.03.1998 to		

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		the quality improvement of Bangalore University B Ed course		Education al Research and training , Bangalore Governme nt of Karnataka	18.03.19 98		
		Workshop : Evaluation organized for teacher educators of Bangalore University	Department of extension services	R V Teachers College Bangalore & prof A C Devegowd a & Smt Sivamma Education al Trust, Bangalore			
		Certificate course teaching Thinking skills	Human Resources Development centre for Teachers	R V Teachers College Bangalore			
		Certificate course : Workshop on future classroom	Human resources development centre for teachers	R V Teachers College Bangalore			
<b>S Shivakumar swamy</b>							
<b>S N</b>	<b>Name / Level of Seminar/Workshop / Conference</b>	<b>Theme</b>	<b>Venue</b>	<b>Sponsorin g Agency</b>	<b>Date</b>	<b>Remarks : Participated/ Paper Presented</b>	<b>Sub Theme</b>
		Communication skills and Seminars	SVS College of Education Tumkur		21 <sup>st</sup> Feb 2009	Participated Workshop	
		Education in the knowledge economy	SSCE., B H Road, Tumkur		22 <sup>nd</sup> 23 <sup>rd</sup> Oct 2009	Participated Seminar	
		HIV Stigma as a Life Sentence	STVVFGC, Madhugiri	UGC	26 <sup>th</sup> March 2010	Participated and presented Seminar	
		Rural exodus	STVVFGC, madhugiri	UGC	18 <sup>th</sup> Nov 2010	Participated and presented seminar	

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		Micro teaching	SSCE., H M G Road, Tumkur		28 <sup>th</sup> June 2012	Participated orientation programme	
		Ethics in the new millennium ; Buddhist	Tumkur University		21 <sup>st</sup> Dec 2014	Participated International conference	
		Youth empowerment possibilities and challenges	Union Christian College Tumkur		1 <sup>st</sup> feb 2015	Participated Seminars	
		Continuing professional development	Christ University		5 <sup>th</sup> feb 2015	Participated & presented national seminar	
		Curriculum framework for 2 year B Ed (CBCS)	SSCE, B H Road, Tumkur		6 <sup>th</sup> Mar 2015	Participated in orientation Programme	
		Communicating awareness through literary forms	Dept of English, Tumkur University		13 <sup>th</sup> Mar 2015	Participated in national conference	
		Professionalisation of teacher Education ; Current reforms	RVTC Bangalore		23 <sup>rd</sup> , 24 <sup>th</sup> & 25 <sup>th</sup> Mar 2015	Participated and presented National Seminar	
		“First Aid”	Sri Siddaganga College of Arts, Science and Commerce Tumkur		8 <sup>th</sup> , 9 <sup>th</sup> Oct 2015	Participated training Programme	

**B Shivananda**

S N	Name / Level of Seminar/Workshop / Conference	Theme	Venue	Sponsoring Agency	Date	Remarks : Participated/ Paper Presented	Sub Theme
	National Level	Education in the Knowledge economy seminar	Tumkur University, Tumkur	Tumkur sponsored by Tumkur University	22 <sup>nd</sup> , 23 <sup>rd</sup> Oct 2009	<b>Participated</b>	
	National Level	Rural Exodus	Sri T V V First Grade College, Madhugiri	UGC	12 nov 2010	<b>Participated</b>	
	State Level	HIV Stigma as life sentence	Sri T V V First Grade College, Madhugiri	UGC	26 <sup>th</sup> march 2010	<b>Participated</b>	

	State level	Regional imbalance	Sri T V V First Grade College, madhugiri	UGC	10 <sup>th</sup> Feb 2012	<b>Participated</b>	
	University Level	Orientation on Curriculum framework	Siddaganga College of Education BH Road, Tumkur	in collaboration with Tumkur University	6 <sup>th</sup> March 2015	<b>Participated</b>	
	International conference	Inclusive education – perspectives and challenges	Dept of studies and research in Education, Mukhtha gangothri, Mysore, Karnataka	in collaboration with CBB network Bangalore	6 <sup>th</sup> 7 <sup>th</sup> mar 2015	<b>Presented</b>	
	National conference	Communicating awareness through literary form	Dept of English University College of Science, Tumkur University, Tumkur	UGC Sponsored	13 <sup>th</sup> Mar 2015	<b>Participated</b>	
	National Seminar	Youth empowerment –possibilities and challenges	Union Christian College, Tumkur Kanrataka	UGC sponsored	1 <sup>st</sup> feb 2015	<b>Participated</b>	

**B J Sowmya**

<b>S N</b>	<b>Name / Level of Seminar/Workshop / Conference</b>	<b>Theme</b>	<b>Venue</b>	<b>Sponsoring Agency</b>	<b>Date</b>	<b>Remarks : Participated/ Paper Presented</b>	<b>Sub Theme</b>
	University level	Seminar on communication skills and seminars	SVS College of Education (TUTEA) tumkur University	UGC	21.02.2009	Participated	
	National Level	Education in the knowledge economy	SSCEBH Road Tumkur	University	22 <sup>nd</sup> 23 <sup>rd</sup> Oct 2009	Participated	
	National Level	HIV Stigma as Life Sentence	ST V V First Grade College madhugiri	UGC	26.03.2010	Participated	
	National Level	National Level Seminar on Rural Exodus	ST V V First Grade College madhugiri	UGC	12.11.2010	Participated	
	University Level	Orientation programme on micro teaching	Sri Siddartha College of Education, Tumkur	Sri Siddartha College of Education	27 <sup>th</sup> 28 <sup>th</sup> Jan 2012	Participated	
	State Level	Regional Imbalance	ST V V College of Education, madhugiri	UGC	10.02.2012	Participated	

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	National Level	Youth empowerment possibilities challenges	Union Christian college Tumkur	UGC	01.02.2015	Participated	
	National Conference	Communicating awareness through Literacy Forms	Dept of English University College Tumkur	UGC	13.03.2015	Participated	
	University Level	Orientation on programme curricular framework for II year B Ed	SreeSiddaganga College of Education	University	06.03.2015	Participated	
	University Level	Orientation on Regulations and Syllabus	Sree Siddaganga College of Education, Tumkur	University	19.04.2015	Participated	

**G S Nagabhushana**

<b>S N</b>	<b>Name / Level of Seminar/Workshop / Conference</b>	<b>Theme</b>	<b>Venue</b>	<b>Sponsoring Agency</b>	<b>Date</b>	<b>Remarks : Participated/ Paper Presented</b>	<b>Sub Theme</b>
	National Seminar	Rural Exodus	Sri T V V First Grade College Madhugiri	UGC	12 <sup>th</sup> Nov 2010	Participated	
	Taluk Level	Basic of Computer	Technology of computer of Education	Technology of Computer Education	10 <sup>th</sup> Apr 2011	Presented	
	National Conference	Information Literacy competencies for higher learning and research	Tumkur University, Dept pf PG Studies and Research in Library and Information Science	Tumkur University	21 <sup>st</sup> , 22 <sup>nd</sup> Oct 2011	Participated	
	State level	Regional imbalance	Sri T V First Grade College Madhugiri	UGC	10 <sup>th</sup> Feb 2012	Participated	
	National conference	Digital resources in higher academic research	Tumkur University and Centre for rural social documentation	Tumkur University	27 <sup>th</sup> June 2012	Participated	
	National Conference	Scientometrics	Tumkur University, Dept of PG Studies and Research in Library and Information science	Tumkur University	7 <sup>th</sup> Sep 2012	Participated	

	State level	the role of teacher and responsibility of the student in higher education	Govt First Grade College Badavanahally	UGC	6 <sup>th</sup> Sep 2013	Participated	
	Training	Refresher course	Academic Staff college, University of Mysore in Library and Information science	University of Mysore	11.09.2014 to 01.10.2014	Participated	
	National seminar	Youth empowerment possibilities and challenges	Union Christian college, Tumkur and UGC Alumni association	UGC	1 <sup>st</sup> feb 2015	Participated and Presented	
	National Conference	Paper presentation titled as English as a universal Language	University college of science, Tumkur	University	13.03.2015	Participated & presented	
	National Level	paper presentation titled as Information literacy on changing role of library professionals in ICT environment	YCM Pachwad College Library	UGC	24 <sup>th</sup> Mar 2015	Participated & presented	

### 3.2 Research and Publication Output

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

Materials Developed for curriculum transaction

- Power point presentation and transparencies on few topics in hard core and soft core papers.
- Annual plan of action with respect to the curriculum and other activities
- Model lesson plans for demonstration classes

#### Additional printed materials developed by the institution

- Institution calendar
- Institution magazines

**Teaching practice**

- Format of lesson plan
- Format of observation schedule for practice teaching
- Teacher's diary

**Materials developed for teaching learning in the school**

We guide and support our student teachers to prepare instructional materials for teaching in practicing schools mainly our student teachers using their instructional materials like power point presentation, pictures, charts, models and conducting experiments to make the lessons very interesting, effective and meaningful. The use of such learning materials ascertains and enhances the effectiveness of the learning process.

- Print materials and Handmade Notes

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

The institution provides below mentioned facilities for the development of instructional material

- Well-equipped information and communication technology laboratory with necessary software
- Wi-fi facility for staff and student-teachers.
- Access library with internet facility
- Educational technology and lab facilities provided
- Unit wise question bank facility available
- Library resources with internet facilities

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

- Power point presentations are developed by faculty members on various topics in their subjects.
- Information and communication technology is one of the hard core papers in which each student teacher prepares a power point presentation on the selected topic.

- Audio cassettes and CD's on various topics of various disciplines.
- Slides, Video Clippings, Transparencies, Audio Lessons.

**3.2.4 Give detail on various training programmes and / or workshops on material development (both instructional and other materials)**

- Organized by the institution
- Attended by the staff
- Training provided to the staff

The institution provides training to the students in the preparation of instructional materials before practice teaching in respective methods.

- Lesson plan manuscripts - workshop
  - Orientation on tools for collecting data practical work
  - Workshop on PPT presentation
  - Workshop on Eco-friendly teaching aids
  - Workshop on communication skills
  - Workshop on micro lessons and teaching
  - Seminar on self-protection awareness programmes for High school Girls and Trainees.
- Training programmes and workshops on instructional material development attended by the staff.

S N	Name	Name of the training programme	Name of the sponsoring agent with Place	Date
1	<b>C Rajanna, Asst Professor</b>	One day orientation programme on pattern of question paper and common structure of semester	Channabasaveshwara College of Education, Gubbi	27.01.2007
		Orientation programme on practical activities and unit tests of B Ed II semester	Sridevi College of Education, Tumkur	12.08.2008
		Workshop on Communication skills and seminars	SVS college of Education, Tumkur	21.02.2009
		Orientation programme on micro teaching	Siddhratha College of Education, Tumkur	27.01.2012 to 28.01.2012



		Orientation programme on curriculum framework for 2 years B.Ed Programme as per NCTE 2014	Siddaganga College of Education Tumkur	06.03.2015
1	<b>Sujatha, Asst Professor</b>	Course in Practical Psychology	Bangalore University	26.02.2000 to 27.02.2000
2		Course in Practical Psychology	Bangalore University	10.02.2001 to 11.02.2011
3		Preparation of project report for a topic based on project method of teaching History	SSCE	18.02.2011
4		Disability students and inclusive education implications for policy perspective in India	Goldfield college of Education, Bangarpet	26.03.2001 to 27.03.2011
5		A sponsored programme of Bangalore University under outreach activity for the year 2004-05	BES College of Education	02.12.2004 to 03.12.2004
6		Analysis of the syllabus for the quality improvement of Bangalore University B.Ed course	MES teachers college Bangalore	12.08.2008
7		Practical activity and unit test of B Ed II Sem	Sridevi College of Education	12.08.2008
8		Practical activity and preparation of unit test in History and Civics	Sri Siddaganga College of Education	01.06.2012
9		Action research	BEO Koratagere	29.08.2012 to 30.08.2012
10		Blue Print in teaching Social Science	BEO koratagere	16.02.2013

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1	<b>S N Kamala, Asst Professor</b>	workshop on Microteaching	Rajajinagar college of education, Bangalore	27.12.2003
2		Workshop in developing common Lesson Plan format	Bangalore University, BES College of Education, Bangalore	27 <sup>th</sup> 28 <sup>th</sup> Feb 2003
3		Orientation programme on B.Ed new syllabus semester scheme	Sarvagna college of Education, Bangalore	8 <sup>th</sup> 9 <sup>th</sup> 10 <sup>th</sup> Dec 2003
4		Workshop on setting Question paper format course	BES College of education, Bangalore	2 <sup>nd</sup> 3 <sup>rd</sup> Dec 2004
5		Orientation program on B Ed Second sem	Global academy of Teacher Education, Bangalore	25 <sup>th</sup> 26 <sup>th</sup> 2005
6		Pattern of question paper and common structure of seminar B Ed	Channabasaveshwara College of Education, Gubbi	27.01.2007
7		Orientation on practical activities in unit test B Ed II Sem	Sridevi College of Education, Tumkur	12.08.2008
8		Workshop on communication seminar for B Ed	SVS College of Education, Tumkur	21.08.2009
	<b>B Shivananda Asst Professor</b>	Workshop on Communication skills and Seminar	SVS College of Education, Kunigal Road, Tumkur	21.02.2009
		Orientation Programme on micro teaching	Sree Siddhartha College of Education, Tumkur	27.01.2012 to 28.01.2012
		Orientation programme on curriculum framework for 2 year B.Ed	Sri Siddaganga College of Education, B H Road, Tumkur	06.03.2015
		Orientation on Regulation and Syllabus for 2 year B.Ed	Sri Siddaganga College of Education, B H Road, Tumkur	19.04.2015

	<b>B J Sowmya, Lecturer</b>	Workshop on Communication skills and Seminar	SVS College of Education, Kunigal Road, Tumkur	21.02.2009
		Orientation Programme on micro teaching	Sree Siddhartha College of Education, Tumkur	27.01.2012 to 28.01.2012
		Orientation programme on curriculum framework for 2 year B.Ed	Sri Siddaganga College of Education, B H Road, Tumkur	06.03.2015
		Orientation on Regulation and Syllabus for 2 year B.Ed	Sri Siddaganga College of Education, B H Road, Tumkur	19.04.2015

- c. **Training Provided to Staff:** The Institution organized training programme on institutional material development for the pupil teachers in which they trained. The faculty members to prepare various teaching aids such as charts, transparencies and models etc.

**Number of papers presented by the faculty and students**

**S N Kamala**

	<b>Faculty</b>	<b>Students</b>
National Seminars	16 papers	
International Seminars	3 papers	
Any other academic forum	Science club	Science club

**Sujatha**

	<b>Faculty</b>	<b>Students</b>
National Seminars	26 papers	
International Seminars	01 Papers	
Any other academic forum	15	

Dr Ramesh Naik D

	Faculty	Students
National Seminars	01 paper	
International Seminars	01 Paper	
Any other academic forum	02	

### Details of publication by the faculty

#### 1. Academic article in reputed Magazine / News Paper

Yes

Academic articles  
2 papers

#### 2. Books

a. Methods of teaching Chemistry – I Semester

b. Method of teaching Chemistry - II Semester

ಕೃತಿಗಳು:

ಸಂಪಾದನಾ ಕೃತಿಗಳು	:	1. ಪು ತಿ ನ ನೂರರ ನೆನಪು	2005
		ಹೇಮವತಿಯ ಚೇತನ	2005
		ಹಂಸಪಥ	2011
ಕವನ ಸಂಕಲನ	:	1. ಬೆಲ್ಲದ ಮಡು	2007
		2. ಈ ನೆಲ	2012
ಕಾದಂಬರಿ	:	1. ಭೂಗರ್ಭ	2007
		2. ಆಪೋಷನ	2010
		3. ಹದ್ದು	2011
		4. ಸುವರ್ಣಮುಖಿ	2014
ಕವನ ಸಂಕಲನ	:	ಹೂ ಕಟ್ಟುವಧ್ಯಾನ	2014
ಕಥಾ ಸಂಕಲನ	:	ಷಡ್ಯಂತ್ರ	2008
		ಅನಂತ ನೀ ಅನಂತವಾಗು	2014

## International Publication

- The Bounds – Patridge Publications, England
- Life Breath and the Truth – Sales in the World Market

### List of Journals in which the Faculty Members have published papers in the last five years.

Give details of the minor / major Research Projects completed by the Staff members of the institution in last five years.

Soveigner of International conference

Soveigner of national Conference / Seminar

1. UGC Sponsored orientation Programme Reading Material – Aug 2003
2. Teacher education – A new perspective magazine – Bangalore University – 2002
3. Quality Management in Teacher Education TECEF, Bangalore University
4. Disabilities studies and inclusive education implications for policy perspectives in India - 2011  
KGF College of Education – Bangarpet
5. Teacher Empowerment for Quality Education – Kumudwati College of Education – Shimoga
6. National issues and Challenges in teaching profession EICTD 2014  
TERESA College of Education, PudukohaiDist, TamilNadu  
Ethical and Efficient Leadership qualities in Institutional Development  
Sarvagna College of Education, Vijayanagar, Bangalore – 2015

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

S N	Name	Paper presentations			Books	Reputed magazines / news papers	Articles published in Journals		
		State	National	International			State	National	International
1	DRN	-	03	01	-	-	02	-	-
2	CR	01	03	-	-	-	-	-	-
3	S J	-	26	01	01	05	01	01	01
4	SNK	10	14	02	12	08	-	-	-
5	GPN	-	06	-	-	-	-	02	01
6	BS	-	-	01	-	-	-	-	-
7	SSK	02	04	-	-	-	-	-	-
8	BJS	-	-	-	-	-	-	-	-
9	GSN	-	-	-	-	-	-	-	-

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

**Honouring S N Kamala in different programmes**

1. Honored by Malleswara Vidhana Sabha deivision Kannada Sahitya Parishad, Bangalore  
22.06.2010
2. Honored by Ex-Chief Minister Dr. Veerappa Mouli in \_\_\_\_\_ releasing function  
07.10.2010
3. Honoured by Dr.U R Ananthamurthy in book releasing function in Government Arts  
College, Bangalore 24.09.2011
4. Honoured by Karnataka lekakiyara sangha, Tumkur 24.10.2011
5. Honoured at akhila Kannada Sahitya Sammelana on 10.02.2013
6. Honoured at Jagajyothi Kalavrinda Bombay 17.02.2014
7. Honoured by Siddaganga Pre-University College by Film director –  
T.S. Nagabharana
8. Honoured in kannada Sahitya Sammelana for presentation of article on “empowering the  
women in Kannada literature” 19.06.2013

**Awards:**

1. Kerala Karavali Samskrithika Vedike (For Belladamadu) - 2007
2. TriveniSahityaPuraskara - 2009
3. Sahitya Academic Award - 2010
4. Susheela Shetty Kavya Puraskara, Mumbai - 2011
5. Katha Puraskara Jagajyothi Kalavrinda Mumbai - 2014
6. Karnataka Rajyotsava Award District Level - 2011
7. Hariharashree award for “**Hoo Kattuva Dhyana**” - 2015

**Sujatha**

Taluk kannada Sahitya Parishath Madhugiri - 20.09.2003 and 21.09.2013

**Dr Ramesh Naik D**

- 1) Received State level ‘**SHIKSHANA BHUSHAN** ‘ award From Sri Muruga Rajendra  
Mutt Chitradurga, Karnataka 2000-2001.
- 2) Received State level award ‘**Best Social Worker**’ From Bharath Ratna  
Dr.B.R.Ambedkar Social Welfer Assosiation (R) Vijaya Nagar Bangalore-560040.  
1999

- 3) Received '*Rajiv Gandhi National Fellowship*' From U.G.C New Delhi, for the Pursuing a Doctoral Programme for Ph.D Work in Adult Education under Bangalore University from 2005-2006 to 2009-2010 (Five Years)
- 4) Worked as a Visiting Expert Committee Member in **National Council for Teacher Education(NCTE)** Govt of India.

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

Due to non-enrollment of the institution under 12B of minor / major projects of UGC could not be taken by the institution.

Even though faculty members is involved in research at their own levels (major / minor Research Projects completed successfully)

- Socio economic survey of thandas in Tumkur District
- A study of class-room practices of teachers from RTE perspective – SSA, Department of Education

**3.3. CONSULTANCY**

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

The institution has provided voluntary consultancy services to the newly established B Ed colleges, practice teaching schools and to the sister institutions in institutional and academic development and professional growth of the teachers.

Consultancy for newly established B Ed colleges. Some of the faculty members are provided voluntary consultancy services to the newly established B Ed colleges of Tumakuru University in selection of lecturers, developing infrastructure, suggesting list of text books, journals, psychological experiments and orienting assignments, preparing format for consultancy services for correspondence B Ed Students.

More or less all the staff members are working as mentors for IGNOU B Ed students. The in-service B Ed teachers are consulted regularly for preparation of Lesson Plans, Unit Test, writing assignments.

**Consultancy services to alumni :**

The institution provides library facilities to alumni to prepare for competitive examinations like TET, CET, KES etc our faculty will also guide alumni regarding such competitive examinations.

Internal assessment and conducting tests and examinations for B Ed Programmes.

Consultancy for practice teaching and other schools: The faculty members provides consultancy to the schools in improving the quality of the schools preparing the school prospectus orienting the teachers about new examination system and techniques of teaching, appointment of teachers, providing guidance and counseling services.

Principal has provided consultancy at International level organization – Vatti Kutti Medical and Education Foundation by Ford Foundation, America.

**Consultancy to the sister institutions:**

The faculty members extend their consultancy services to the M E S sister institutions in orienting teachers about the teaching skills.

**Community Linked Consultancy:**

1. Health awareness First Aid by Dr Channakeshava
2. Cleaning awareness and hygiene: clean awareness – Madaganahatty
3. Literacy awareness:
4. Civic awareness
5. Carrier guidance
6. Scientific awareness – Hulikal Nataraj
  - a. ಪವಾಡ ರಹಸ್ಯ ಬಯಲು
  - b. Eradication of superstition
- Social awareness
  - a. Self-protection awareness for a high school girls
  - b. Soft skills training programmes
  - c. Road Safety Awareness Programme

**Awareness Programmes**

- Youth awareness programme
- AIDS awareness
- Pollution awareness

Rain water harvest

Vermi Compost

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



The staff members are competent for consultancy areas of

- In-service teacher training
- Developing the institutional infrastructure
- Training the in-service teachers in techniques of teaching
- Communication skills
- Micro teaching etc

The institution deutes the staff members for consultancy services whenever the occasion arises.

The faculty members are recommended by the management and the principal for consultancy services.

Personality Development programmes

- DIET – Psychological experiments
- Curriculum frame work and designing

Special lectures / Guest Lectures

Visiting consultancy

Received consultancy from various institutions / experts /consultant

- Srikantaswamy
- Niranjan Das
- Nagarajaiah
- Shambulingegowda
- Ganesh bhatt
- Sudha
- Jagadeesh Kumar
- Gurubasappa H D
- M L Narasimhamurthy
- Kodi Rangappa
- Shashikumar
- Hemalatha
- Prof. Siddappa
- Bhujendra Singh Rathode
- Suresh N S
- Padma Prasad S P

**3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?**

So far, no revenue has been generated through consultancy services since the consultancy services was on volunteer basis. Staff members are services oriented they willingly do free consultancy for the welfare of the community.

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

The revenue is not generated

**3.4. EXTENSION ACTIVITIES**

**3.4.1 How has the local community benefited from the institution? (contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)**

- Whenever there is a crisis in any part of the country due to natural calamities the institution takes initiation in extending its helping hand in kind and cash. The institution has raised relief funds during Gujarath Earth quakes and sent it to the affected places through the proper channel.
- The institution provided infrastructural facilities for conducting KPSC and Election duties
- The institution carries outreach programmes like community living camps, blood donation camps and awareness programmes on fire safety, social problems for the students. The faculty members of the institution invited as chief guests, resource persons and the judges by various schools and institution of the community for the various programmes.
- Placement cell of our institution helps the school authorities in the recruitment of teachers to their schools.
- Our institution organize exhibitions quiz and essay writing competitions for school students .
- Our institution donates instructional materials and infrastructural materials to the community schools.
- Institution organizes self-protection awareness programme for girls.

- Fee concessions and free education are provided for the needed children.
- Road safety measures - Department of Road Transport
- Soft skills - Department of Industry and Commerce
- Community development collaboration with
- MES Polytechnic sponsored by MHRD Govt of India
- ಯುವ ಲೇಖಕರ ಕಮ್ಮಟ
- Coaching for competitive examinations (TET) in collaboration with DDPI Madhugiri (North)
- AIDS awareness programme
- Blood Donation Camp
- Cancer awareness programme
- ಕಾನೂನು ಅರಿವು
- Personality Development by Kumaraswamy

#### **Partnering with NGO's**

- Vermiculture
- Eradication of superstition
- Financial assistance to old age home
- Contribution to physically disabled school
- Jatha on cleanliness by collaborating with Rotary Club.

#### **Partnering with GO's**

- Fire disaster management
- Plant sapling

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

The institution is benefited from the community in the following ways:

- It utilizes the expertise and local resources of the community for its curricular, co-curricular and enrichment programmes which add to the quality training of the institution.
- Awareness programmes and talks are organized for our student teachers by rotary club which sensitize them towards social issues and expectations.
- Human and physical resources of the community schools are utilized by our student teachers during teaching practice and sports meet.
- Schools provide opportunities to study various social and educational problems as subjects for research like case studies.

- Alumni association provide act as linkage with outside community wide across.
- Some books are donated by the community to the library.

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

- Undertaking the research projects on social issues
- Organizing more number of educational visits for student teachers.
- Organizing the awareness programme on value inculcation among the students.
- Conducting environmental awareness programmes promoting sapling of plants.
- Plan to train high school teachers in the use of ICT
- Organizing health and yoga programme for community etc.
- Organizing Swatcch Bharath Andolan Awareness to students

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

Usually, the institution conducts survey on “socio economic status of the rural families during CLC and report will be submitted to the concerned Grama Panchayaths and Zilla Panchayaths. It helps to the local government to organize developmental activities and provide facilities to the villages.

- Legal awareness programmes
- Road Safety measures

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

The institution develops social and citizenship values and skills among the students by organizing various co-curricular activities like

**Cultural programmes and competitions:** The student association with various sub committees organize cultural programmes like talents day to develop the social values and cultural values.

**Celebrations of National days:** The institution organize cultural programmes on celebration of Republic day, Independence day, Gandhi Jayanthi, Teachers day, Kannada Rajyotsava to develop the citizenship values.

**Educational excursion and field trips:** Educational excursion and field trips are organized to visit places of historical, educational and cultural importance to develop educational, social, citizenship and cultural values.

**Community Living Camp:** Four days Community Living Camp is organized in a rural setup to develop social, cultural, educational and citizenship values by organizing Shramadan and community prayer. Education programmes like blood donation camp, fire safety, cultural programmes, camp fire, sports and games.

Institution conducts morning assembly which includes college prayer, National Anthem, News reading and thought for the day to develop the sense and spirituality and knowledge about current issues. Our institution organize annual sports day where in and we plan different types of games like kabaddi, volleyball, throw ball, musical chair, athletics. The organization of these activities help in the development of values like team spirit, tolerance togetherness and mutual help and skills.

**Soft skills:** One day orientation programme for unemployed youths (life skills)

### 3.5. COLLABORATIONS

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

The institution has linkages with the following national level organisations.

- Council of teacher education (CTE)
- University Grants Commission (UGC)
- National council for teacher Education (NCTE)
- IASE – RVTC

Apart from this our institution is collaborated with the state, district and local level organization which have benefited the institution in many ways.

- Tumkur University
- Red Cross Society
- DSERT
- DDPI
- Department of Collegiate Education

#### Local Self Government

- Socio-economic Survey
- Conducting programme on Health and hygiene street plays regarding awareness – AIDS

**Benefits to the institution:**

The institution linkage with the different organizations helps in the growth and development of the institution in terms of recognition affiliation and approval of the admission, declaration of the results, curriculum transaction, professional development and social sensitization.

- In future institution may get support from UGC for research and publication
- NCTE monitors and controls teacher education programmes offered by the institution
- Collaboration with Rotary Club, Red Cross Society provide a platform student teachers for community participation.
- Campus interviews conducted by various schools help the students teachers to get placement in reputed schools
- DDPI gives permission to utilize schools for practice teaching
- Affiliating University giving affiliation, admission approval and declaration of results and also academic support needed for curriculum transaction.
- Secondary schools of the community help in the institution to conduct practice teaching and practical examination for student-teachers.

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

The Institution is having linkage with Red Cross Society and Rotary Club

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

- **Curriculum Development teaching :**

Curriculum is designed as per the norms of NCTE and revised as per the guidelines from time to time our institution is direct linkage with Tumkur University. We are followed the syllabus which in framed by the Tumkur University. Some of our faculty members have participated as BOS members and thus have contributed to curriculum development.

- **Teaching :** guest, Special, endo-lectures are arranged

- **Training:** preparation of instructional aids, safety and disaster management, CDTP skill oriented activities.
- **Practice Teaching:** Student teacher develops professional competencies through these linkages and faculty members gets information about the current practices in the school through the interaction with the head of the institution and the school teachers.
- **Research :**Faculty members involved in the minor/case studies / action research activities and the faculty members are pursuing Ph D. These linkages help them to acquire the knowledge.
- **Consultancy:** Staff and students act as consultancies for the needy B.Ed trainees Minor project under the support and guidance of SSA, Department of Education and Govt of Karnataka
- **Extension :**The linkage with the Rotary Club and the Red Cross Society provide the opportunity to our students to participate in the community activities to serve the society.
  - Blood Donation Camp
  - Awareness Programmes on Fire Safety
  - Self-protection awareness programems for High school Girls and teacher-trainees.
  - Road Safety Awareness Programmes
  - Legal Rights Awareness Programmes
- **Publication:** The linkage provides platform for the faculty members to publish their articles in the national and international jorunals.
- **Student Placement:** placements are ensured by inviting nearby schools to participate organize campus interview

#### **Training and Practice teaching:**

The linkage with practice teaching schools contribute in training the teacher trainees for teaching skills and classroom management. The institution provides instructional materials to the schools for their teaching and faculty members enrich the teachers of practice teaching schools by providing professional consultancy for their and institutional development.

**Research, consultancy and extension:**

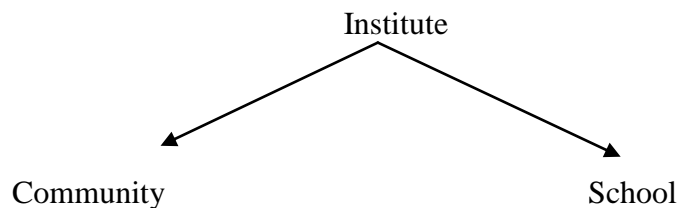
**Student placement :** Placements are ensured by inviting nearby schools to participate / organize campus interviews.

**Publication:** Articles are written by staff.

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

More than 20 secondary schools and colleges are working surrounding Madhugiri town. Our institution has good support with all these institutions. They are being invited for all the programmes.

The faculty members visit all the schools regularly for observing the lessons of the student teachers during practice teaching. The faculty members are invited as subject experts for recruitment of teachers in their schools. Our faculty members invited by the schools and colleges as guests, judges, speakers, resource persons etc thereby creating linkages and establishing institute school community networking.



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

Yes, the faculty members are actively engaged in the school programmes in the following ways.

The faculty members orient the student teachers in advance for lesson plan preparation and transaction of the curriculum in schools during practice teaching.

- Faculty members conduct orientation and demonstration on teaching skills
- Practice sessions on teaching skills are provided for the student teacher
- The incharge faculty member schedules the practice teaching programme as per the convenience of the secondary schools and seeks help for the allotment of the topics and classes for the student teachers
- Faculty members are provide guidance in the preparation of lesson plan, teaching aids, preparation of question papers etc
- Faculty members supervise give feedback and evaluate the classes of student teachers on rotation during practice teaching



- Faculty members are actively involved in guiding the student teachers for organizing various activities to be conducted in the school.

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

The faculty members collaborate with practice teaching schools, other schools, B Ed colleges, sister institutions and the university faculty members.

#### **Collaborations with other schools:**

- To perform demo classes before the trainees
- To other school as resource persons for the training programmes for the school teachers.
- To share the school resources.
- Faculty members of our institution provide consultancy for school teachers.

#### **Collaboration with other colleges**

- To organize seminars, group discussion, guest lectures, workshops
- To organize inter college competitions like sports and cultural activities.
- The institution has established linkages with the faculty of other colleges
- The institution faculty members are invited as resource persons by other colleges of education to share their expertise in teaching skills of micro teaching, methodology, skills of communication etc.

#### **Collaboration with University**

- Faculty members of our institution attend various meetings with the university faculty members in order to improve the quality of the B Ed programmes
- The faculty members are also invited for the curriculum development, paper setting and valuation of papers and as custodians.
- The faculty members are also invited as members of local enquiry committees the chairman and members of BOE and BOS and members of COB committees.

## **3.6. BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION**

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

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

**Research :**

- All the faculty members are instructed by the management to complete their PhD within five years and provision for leave in made available wi-fi internet facility is provided to the staff in the institution for enhancing research.
- The library is updated with recent publications of books, national and international research journals and periodicals.
- Creating awareness of importance and need of research for professional opportunities.
- Computer lab with internet facilities
- Motivation of research by the management.
- Minor research projects, case study, action research are promoted.

**Consultancy :**

- Regular meetings with heads of the local school for improving school education
- Deputing the faculty to act as resource persons in orientation programmes for teachers

**Extension activities:**

- Members of the faculty are encouraged to participate in extension activities
- The college through science club have carried out community oriented programmes such as Blood donation camps, Aids awareness programmes, health and hygiene etc.
- Institution provides career guidance to unemployed youths.
- **Awareness programmes:** Legal rights, Road Safety, Self-protection for Girls, Institution provides Yoga and meditation practice to staff, student-trainees and community people.

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

- School /college based actions research and case studies are undertaken by the faculty members and student teachers, health and hygiene, literacy and environment.

**Consultancy:**

Free academic consultancy is provided for Secondary School Teachers and also to parents

1. Coaching for competitive exams.
2. Provided consultancy at international level vattikutti Medical Education Foundation, Ford Foundation, America.
3. Consulting to B.Ed/ D.Ed colleges regarding curricular aspects.

**Extension activities of the institution :**

- The outcome of the action research project are communicated to concerned authorities.
- Vermiculture
- Composting
- Rain water harvesting

## **CRITERION - IV**

### **INFRASTRUCTURE AND LEARNING RESOURCES**

- **Physical Facilities**
- **Maintenance of Infrastructure**
- **Library as a Learning Resource**
- **ICT as Learning Resource**
- **Other Facilities**
- **Best Practices in Infrastructure and Learning Resources**

## 4.1 PHYSICAL FACILITIES

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

The institution has infrastructure as per NCTE norms. An exclusive with the built up area 1512.50 sq. mts. Is provided which has the following accommodation.

- Lecture hall – one.
- Method rooms -Three
- Principal’s chamber
- Administrative office-one
- Staff room-one
- Multipurpose hall
- Art & Craft – Resource center
- ICT resource centre
- Curriculum Laboratory
- Seminar Room
- Health and Physical education resource centre
- Science and Mathematics Resource centre
- Psychological resource centre
- Library cum reading room
- Ladies waiting room
- Gents waiting room
- Visitors room
- Auditorium
- Store room
- Hostel facilities separate for men and women
- Vast play ground
- Canteen facilities
- Drinking water facilities
- Sanitary facilities

The remaining facilities parking area, playground and canteen facilities common to all students in the campus. The development and maintenance of infrastructure and invested for developing the infrastructure given bellow.

Table

Sl. No.	Particulars	Amount
1	Land	46,00,000.00
2	Laboratory	1,50,000.00
3	Building	75,00,000.00
4	Furniture	8,00,000.00
5	Equipment Audio-visual LCD	3,00,000.00
6	Library	3,71,781.00
7	Computer	9,00,000.00
8	Transport charges	11,75,000.00
9	Sports charges	40,000.00

(The master plan of institution is enclosed)

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

The management is quite dedicated to the rising infrastructural needs to keep pace with the academic growth and development. The institution plans well in advance for augmenting the infrastructure. Necessary funds are budgeted and expansion work is carried out during vocation. In 2013-14 auditorium and Multimedia room planned and accommodated. The maintenance department looks into the expansion of infrastructure.

- **Principal Chamber**: The Principal chamber is spacious, well furnished with a ICT facilities for smooth functioning of the institution.
- **Lecture Hall** : Big hall which can be accommodated 100 students at a time with LCD projector and well-furnished for sitting arrangements, overhead projector and a screen is accommodated.
- **Method Room** :Separate well-furnished method rooms with sitting capacities of the 40 students.
- **Administrative office** :The administrative office is having sufficient space with computer facility to attend enquiry carrying out administrative work and to maintain records. This facilities to carryout smooth and effective day to day work.
- **Staff Room**:The institution has a staff room where as square shaped, all teaching faculty available for students for preparing teaching aids, guidance and counseling and for all other suggestions.

- **Multi purposed Hall:** Well-equipped audio-visual room with Television, Tape recorder, DVD player, Mike set, LCD projector, Screen, Video camera, Digital Camera and Educational CD. This helps in integration of ICT in teaching.
- **Art and Craft Room:** Well-equipped art and craft room to keep good arts, pictures. This room is also Utilized for practicing drama, dance, music, drawing and painting and for all types of preparation to co-curricular activities.
- **ICT Resource centre** – A spacious Room measure 54Sqmts accommodated 20 computers with internet facilities to learn about ICT technology in teaching utilizing the extending knowledge with WEB in teaching learning curricular Laboratory.
- **Seminar Hall:** Seminar hall is equipped with LCD projector, computer, sound system and special seating arrangement for 100 students.
- **Health and Physical education resources center:** Room for physical education and to conducted health programmes.
- **Science and mathematics resource center:** Well-equipped laboratory maintained for physics, chemistry, Biology and mathematics for practical activities and experiments related practice teaching.
- **Psychological resource center:** A well-furnished psychology laboratory with required psychological test in practical activities in the curriculum.
- **Library/ Reading Room:** A well-equipped library spacious with a seating capacity of 40 students and separate seating for faculty members, with computer and Internet facilities. A reprography machine is accommodated.
- **Ladies waiting Room:** A separate rest room is provided beside library, with a toilet attached.
- **Visitor Room:** a Spacious visitor room is accommodated to make the guest come to the college most comfortable.
- **Store Room:** A small store room is for all administrative process.
- **Auditorium:** A big spacious auditorium with capacity of 500 with sound and lighting system.
- **Play Ground:** Common vast playground for sports day in the institution.
- **Parking Area:** This is also provided students and faculty for common to all.

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

The multipurpose hall is provided for co-curricular and extracurricular activities.

- **Sports Room :** is maintained to keep sports materials
- **Play Ground** for outdoor and group games.
- The Eco-friendly campus is greenish helps to conduct extension activities.
- Auditorium is well equipped to conduct cultural fest and talent Expo and national festivals.
- Art and Crafts Music room for practice and performance co-curricular activities.

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

**Parking area, Drinking water, gents toilets, play ground :**Canteen, Shared with other institution in the campus.

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

- The institution provides to most priority for maintaining health and hygiene of the staff and the students.
- Our campus ensures clean green and pleasing environment with big trees and flower to generate positive energy
- General medical check-ups are arranged once in a year for staff and students.
- Hygiene maintained in canteen for neatness and clean preparation of food
- Arrangement made to maintain neatness in premises, to avoid one throwing waste materials. And sufficient staff appointed to clean the floor daily.
- Water purifier is maintained in campus for pure water
- Rest room and toilet facilities are provided for girls and faculty in the campus.

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

- The institution has combined ladies hostel facilities
- Separate hostel for boys and girls also maintained.
- Mass prayer, indoor games, gymnasium, yoga facilities provided to students
- Health and hygiene maintained in preparation of food.

**4.2 MAINTENANCE OF INFRASTRUCTURE**

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



**Table**

S N	Items	2010-11	2011-12	2012-13	2013-14	2014-15
1	Building					4500000.00
2	Furniture		28000.00	10000.00		73000.00
3	Laboratories		50000.00			
4	Equipment / Sports materials	12300.00				
5	Computers/ Laptop	900000.00		43000.00		32000.00
6	Transport / vehicle			1175000.00		

In the budget the provision for building maintenance computers, furniture and the laboratory equipment are made, however management take necessary steps to make arrangement for infrastructure and institution all facilities. The estimated budget is in enclosed in the annexure.

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

- The institution plan and ensure that available infrastructure is optimally utilized.
- College functions from 9 am to 5.30 pm.
- Library works since morning 9 am to 5.30 pm
- Internet facilities is provided in library to enrich the knowledge.
- Reference books, journal are provided to the maximum.
- ICT laboratory provided to the students for practical work, teaching resources, power point presentation.
- Psychological laboratory is allocated when students come to the practical activity.
- Open auditorium is used difficult programmes
- Science laboratory is utilized when students are supposed to experimental demonstration by teachers.
- Play ground is used for outdoor games
- Multipurpose hall utilized by faculty for teaching with electronic aids and devices. This facility also used for curricular, extra-curricular activities.
- Intell wi-fi used for student or teachers

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

- The institution has well ventilated lecturer hall and method room to comfort teaching learning process.
- Institution give priority for the cleanliness in side and around the campus.
- A disposal unit is provided to throw the wastages to the separate boxes at laboratory and classes also plastic is completely avoided and instructed to students to avoided.
- Every year the environmental day celebration by plantation of sapling to maintain green peace.
- Water is used judicially not wasted.
- Insist students teachers for proper care for disposal of solid wastes.

### **4.3 LIBRARY AS LEARNING RESOURCE**

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

Yes, the institution has qualified librarian.

- The library is spacious and well equipped with necessary sufficient reading and reference material, cup boards, chairs & table, well-furnished materials.
- The institution has a library advisory committee which holds periodic meetings to discuss the library development and better utilization.
- Library advisory committee collects the list of books required from the faculty members in the respective soft core and hard core papers. The committee recommends the list of Books, Journals to be purchased and makes arrangement for procuring it & maintenance.
- Computer with internet wi-fi facility is available in the library.
- Re-prographic facility is available in the library.

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

**Table**  
**Library Resources**

<b>Sl. No.</b>	<b>Particulars</b>	<b>Total No. Books</b>
1.	Number of Books	6913
2.	Reference Books	621
3.	Encyclopedias, Dictionaries	148
4.	Journals ( National)	19
5.	Journals ( International)	1
6.	Peer reviewed journals	4
7.	Number of Back volumes	150
8.	News papers	6
9.	Magazines	7
10.	Computer with Internet facility	Available
11.	Number of Titles	3000
12.	Reprographic Machine	1
13.	Text Books and General Books	6292
14.	Audio and Video Cassettes	50

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

Yes, the Institution has the library Advisory Committee

- It systematically reviews the various library resources for adequate access and relevance.
- The library advisory committee consists of principal and three faculty members and the librarian.
- The library advisory committee holds meetings before the commencement of the academic about the requirement of latest publishing and collects the list..
- Requests for new requirements are brought to the notice of the committee before being submitted to the management. The committee also looks into the discards of that material which has most become obsolete.
- Library advisory committee discussion with management and procures the books as per the budget allocation.
- A suggestion box is kept in the library to get feedback from the users to improve the library services.

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

Yes. Library is partially computerized; Library management software is used for automation of the library.

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

Yes, the Institution has the library have computer, Internet and Reprographic facilities is also made available to the staff and students with in the library.

- Faculty members frequently use computer and internet facility for academic purposes to access required information of various finds in their respective subjects and recent developments in the field of teacher education.
- The institution time table has made a provision for library reference / guidance, students also use library in the leisure periods.
- Modern library facility has been provided
- Browsing facility is available during the working hours of library.

**4.3.6 Does the institution make use of inflibnet / Delnet / IUC facilities? If yes, give details.**

The institution has prescribed UGC N-list of e-journals however in the future the institution endeavors to make it available to browsing the e-books & e-journals.

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

All working days mentioned in college calendar are working days for the library.

- Working days of the library is 290 days in an academic year
- 6 days a week
- 8 hours a day
- The library is kept open on working days from 9.00 am to 5.30pm for students teacher and faculty members and Saturday the library remained open from 8.30am to 2.30pm.
- During examination and study holidays library remains open from 09.00 am to 6.00 pm

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

- List of new arrivals are displayed on the notice board.
- Staff members make announcement in the class rooms
- The information related to new arrivals in the library comes to the faculty and teacher trainees through the display cabinet, circular is also rotated to the staff room, classroom and office.

- The students staff immediately come to know about a new arrivals in the library as there are displayed for long days.

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

Yes, there is a book bank facility in the library. There are a separate cupboards for keeping the books under this facility.

- The books from the book bank are issued to the needy students throughout the academic year without any terms and conditions. At the end of the university examinations students are informed to return the books back to the library.

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

So, for no visually or physically challenged students have sought the admission in the institution. However the institution is positive to provide necessary special facilities for the disabled students, if need arises in entrance of the Library made provision to those and books issue/return by librarian.

**4.4 ICT AS LEARNING RESOURCES**

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

The institution has well-equipped computer laboratory attend ICT needs to the student-teachers

- Well-established computer laboratory with 20 computers with Internet facility, LCD and wi-fi and hardware, softwares.
- Two laptops
- Two Printers
- One OHP facility also available in the classroom
- UPS power Backup facility
- Separate audio-visual room with LCD Projector Television, Video Camera, Still Camera, two Speakers, Taperecorder, DVD Player, CD and DVD's computer and Sound system is provided.

- The ICT facility is optimally utilized by student teachers and faculty members, student utilize ICT facility for their seminar presentation, practical activity, workshops.
- The faculty members utilize ICT for seminar, power point presentation, evaluation, preparation of reports, planning curricular activity, to carry out research activity for screening the educational film, songs, preparing documentaries and demonstration lesson.
- ICT

#### **4.4.2 Is there a provision in the curriculum for imparting computer skills to all students?**

##### **If yes give details on the major skills included**

Yes, there is provision in the curriculum for imparting computer skills to students as one of the theory paper in the syllabus.

The following computer skills are developed through information and communication technology

- Basic computer operating system
- Web browsing –handling internet and e-mails.
- Downloading texts and images from internet
- E-learning PPT presentation
- Multimedia packages

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

- The institution has made provision for use of new technologies for administrative and curriculum transactional process.
- The technology / ICT is incorporated in the curriculum transaction process right from the planning of calendar of events, training provided to the students for the use of ICT in basic computer operation. Such as PPT presentation, web browsing, checking and sending mails
- LCD projectors are used for curriculum transaction
- Transparencies and OHP is used for curriculum transactional processes.
- The technology is also used for examination and evaluation and maintaining official records.

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

Yes, the student-teachers use technology for preparation of Lesson Plan to refer content through internet, use of power point presentation and video lessons for practice teaching, transparencies and audio-visual aids for classroom transaction. Use the internet to download the pictures and images about the abstract ideas, and the use technology for preparing the question papers for unit tests.

**4.5 OTHER FACILITIES**

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

- Our institution is used for cluster B Ed examination of Tumkur University
- The following instruction infrastructure with other institutions
- Library
- Multipurpose hall
- Laboratory
- Audio-visual room
- Auditorium

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

The various audio-visual materials available in the institutions are

- Teaching Aids
- Charts
- Maps
- Models

- Specimens
- Microscope
- OHP
- Transparencies
- Audio-Video cassettes and CD's
- Science laboratory equipment
- Computer, Slide Projectors
- DVD Player, Digital Camera, Television, Tape Recorder, Printer
- The student teachers make optimum utilization of the audio-visual materials during practice teaching lessons and also as learning resource during curriculum transaction.
- Laboratory equipments utilized by student teachers in classroom while doing experiments and demonstration.
- CD, Laptop and Pen drives are used for preparing many cultural programmes.

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

- Science laboratory for Physics, Chemistry, Biology and Mathematics
- Computer laboratory
- Psychology laboratory
- E T Laboratory
- The college enhances facilities in laboratories according to the requirement of the B Ed curriculum and norms prescribed NCTE.
- The institution update this facilities of each laboratory is made through budget allocation and list the required equipments is made by the purchasing committee and faculty member, who is in in-charge of the laboratory.

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



- The institution has a multipurpose hall used for conducting seminars, workshops, conferences, Alumni meetings and other co-curricular activities.
- Sports room is used for indoor games and to keep materials of outdoor games.
- **Art and Craft Room :** This is a well-equipped for music dance for craft works, and for art
- **PlayGround:** The institution has a very vast play-ground common to all the other institution under the Madhugiri Education Society. It is utilized for annuals Sports Meet conducted in the month of March on the great occasion of Founder's Day. All the group games and athletics, competitions conducted in sister institution
- **Transportation :** The institution has a transportation facility

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

Yes, the classrooms are equipped with latest technologies with LCD projectors and the screen. In the future the institution shall try to make modernize the classroom still more smart with latest technologies

**4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES**

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

- The faculty members are well trained in utilizing ICT in curriculum transaction.
- The faculty members integrate ICT facilities which is reflected in all the best practices of the institution such as Workshops, Seminars, Demonstration, Guest lecture and Co-Curricular activities.

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

- The value added programme on application of teaching learning process, is conducted every year to train the student teachers to utilize ICT in teaching and learning.

- Power point presentation by the faculty members and also student teachers.
- Use of interactive Board in teaching learning
- Wi-fi facility for faculty members and student teachers
- Library is partially automated with computers with provided internet facility, printer, Scanner, Reprographic machine,
- Question bank and notes of all the subjects in the form of soft copies and hard copies.
- Slides for demonstration
- Use of transparencies
- Edusat facilities

**4.6.3 What innovations / best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted /adapted by the institution?**

- The faculty members are utilizing LCD in teaching
- Wi-fi facility is provided for the student-teachers and the faculty members
- ICT laboratory is provided for the students to browse and download the pictures and information images from the internet.
- The library is automated and provided with all types of technological assistance.
- Displaying newspaper clipping on the notice board periodically
- E-journals are provided in browsing.

**CRITERION - V**

**STUDENT SUPPORT AND PROGRESSION**

- **Student Progression**
- **Student Support**
- **Student Activities**
- **Best Practices in Student Support and Progression**

## 5.1 STUDENT PROGRESSION

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

- The academic scores in the previous qualifying course.
- An induction programme is conducted to orient the student teacher about the importance of the teaching profession and also course requirement. In addition, the tradition of institution are also made known to students
- Faculty members conduct ice breaking activities to know the talents of the students strengths and weakness of students teachers.
- Talent's day organized in the beginning of academic years
- Educationists are invited to inspire the student teachers towards the teaching profession.
- Prepare the students about the curriculum activities about micro-teaching communication skills and practice teachings and co-curricular activities also.
- Opportunities for social extension activities are provided through agencies such as Red Cross society. Consultancy exposure to community centered activities to develop the capacity for effective social interaction among student teachers.
- The institution constituted various clubs such as Science club, Language club, History club, Kannada Pustaka Premi Vidhyarthi Balaga Organised various activities to develop additional skills among students teacher required for the profession. Apart from this the institution has constituted different committees/ cells to cater the diverse needs and welfare of students teachers.
- The grievance cell of the institution encourages the suggestion/grievances of the students and resolves for better functioning. Guidance and counseling sessions to help the student teacher in resolving their academic/ personal / social issues.
- Woman Redressal cell organizes programmes to women issues and tries to resolve the problems faced by women student teacher to seeks the job opportunities in reputed schools.
- Alumni association is established by the institution to maintain a meaningful and a lifelong relationship with the alumni. So share the current issues and challenges in the field of education and motivates them to contribution for the growth and development of institution.

- The institution organizes value added programs on personality development, yoga, mental health, stress management and soft skills. The institution bright out magazine 'Madhu sangama' published during the last academic year.

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

**Motivation :** Institution organizes various programs to motivate the student teachers towards the professional development through following activities.

- Arranging talks on great personalities and education.
- Displaying of thoughts and quotation of education its in the library, classrooms and different Laboratory.
- Screening of documentary films of great personalities.
- Appreciation in the class through announcement in morning assembly to prize winner.
- Illustrations by the teacher in their classroom interactions.

**Satisfaction :**The institution provides all kinds of supports to the students teachers by knowing their expectations and makes an efforts to develop feel of satisfaction in all their endeavors.

- The campus has Eco-friendly environment with full of greenery, trees very beautiful garden to create positive feeling and energy.
- The campus has the facilities for parking, medical camp, canteen facilities to cater the needs of the students.
- The campus has playground and other facilities for outdoor and indoor games.
- Democratic approach the principal and staff members help the students-teachers to share their expectations and problems regarding academic and personal needs.

**Development :**The institution provides effective learning experience needed for personal and professional development through the following activities.,

- The necessary skills for the teaching professions are included through theoretical and practical experiences provided by faculty members.
- Mentoring system is practiced by allotting a 10 to 12 student teachers to a faculty member to assistance on various subjects and activities.
- Programmes on mental health and personality development are organized for student teacher to groom their personality.
- ICT training is given to develop technical competencies among the students teachers. The institution has necessary instructional facilities like LCD, computers.

- Self-disciplined democratic outlook provided to the students.
  - Remedial teaching is provided for low achievers.
- Performance improvement :**The institution adopts the following techniques to assess the performance and also to adopt different strategies to improve the student teachers.
- Unit test internals and examinations are conducted to know the achievement of students.
  - Seminar and practical activities are organized to improve the practical and social skills.
  - Extension activities are conducted to make the students teachers more co-operative and socially sensitive.
  - Appreciation and rewards are provided for the best student teacher of the academic year.
  - Placement service also provided to the student teachers by the institution for recruitment.

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

**Table**

**Drop-outs rate**

<b>Sl., No.</b>	<b>Years</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1.	2009-10	01	-	01
2.	2010-11	-	-	-
3.	2011-12	01	-	01
4.	2012-13	-	03	03
05	2014-15	01	01	02

The drop-out rate is minimum. The probable reasons for the drop-out are as follows, for Female,

- Family problems
- Health problems
- Marriage uncomfortable situation in socio-economic status

The possible reasons for male drop-out are,

- Getting job middle of academic year.
- Health problem

**Institution Adopt Certain Mechanisms as follows., they are,**

- By providing information write admission about the discipline of BEd course.
- The principle and faculty members guide and counsel the marriage and family problems to make necessary adjustment.
- Where there is need the principal meets the family members guide them also to co-operate.
- Individual guidance is given to drop-out by principal and faculty members.
- The faculty members also council the family members and convince them to co-operate student teachers to complete the course.

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

- The institution provides educational and career guidance to students to pursue higher education.
- The coaching preparing of whenever go calls.

**Table**

**The details of the students appeared/qualified competitive exam in last two years**

Sl. No.	Year	No. of post graduate	Competitive Examination								
			SLET		NET		Central government certificate		State government certificate		
			Appeared	Qualified	Appeared	Qualified	Appeared	Qualified	Appeared	Qualified	
1	2011-12										
2.	2012-13										
3	2013-14		TET Examination					11	11		

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

Table

Years	2010-11	2011-12	2012-13
Higher Students	20%	20%	20%
Teaching	75%	70%	72%

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

- 1) Institution provides access to library and audio- visual resources to the student teachers after graduating.
- 2) Institution provides alumni, to utilize the required facilities, as the alumni are from different parts of the state and access to various types of resources of the institution is limited. Some of the alumni from access the resources for the professional enhancement.
- 3) The student teacher after graduation from the institution access the library facilities to prepare for competitive examination interviews, reference work for higher education and research.
- 4) Professional help is provided to student teachers in the area of content organization, preparation of instructional materials and organizing school activities after graduating and being appointed in the school.

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

The institution has established placement cell. The senior faculty member given additional charge as a placement officer.

The placement cell of our institution co-ordinates with the different educational institutions and also in collaborate with campus interview and select suitable teachers to different schools. Sometimes the school communicates the placement and institution through the principal about availability of subject wise vacancies in their institution through letters.



The placement cell takes necessary steps for providing recruitment to its students in the various schools to the maximum extent details of the students where benefited as follows.

**Table**

Sl., No.	Year	No. of students & benefitted by placement cell	Name of the institution
1	2011-12	01	Akshaya College of Education
2	2011-12	06	Jupiter Public School, Madhugiri
3	2011-12	01	SVS College of Education, Madhugiri
4	2011-12	05	Chethana English School, Madhugiri
5	2011-12	01	Presidency High School Sira
6	2011-12	02	SM English School Madhugiri
7	2012-13	01	Jnanabharathi High School Madhugiri
8	2012-13	03	Arya Bharathi High School Madhugiri
9	2012-13	01	Mount View High school Madhugiri
10	2012-13	02	MGM Girls High School Madhugiri
11	2012-13	01	Sringeri Grantham P U College Pavagada
12	2012-13	01	Vidya Bhushini High school Pavagada

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

The institution placement cell is faced with some following practical difficulties.

- Providing recruitment for Kannada medium students in private institution.
- The history and Kannada students are more in number. Always aspire for govt., jobs, need to appear for state government competitive examination to get into government schools. Placement cells gets demands for since students for private institution. There is imbalance will occur in placement opportunities.
- Sometimes the schools prefer the teachers through informal request from school authorities over the phone contact will be out of record.
- Some institution demands two or three years of teaching experience, hence to becomes difficult to provide placement for fresh B Ed graduates.
- Some institution don't offer reasonable salaries for fresh graduates hence placement is not attractive for efficient candidates.

**However the institution wakes efforts overcome the difficulties by**

- Institution has established a network with local institution provide placement for Kannada and English medium schools to rural areas also such as Badavanahalli, Siddapura and Koratagere.
- Training of the students of Kannada medium students to face competitions exams to get into government schools.
- The placement cell also guide the students how to make the teaching profession more effective when they get a better salary statues and opportunities for professional growth.
- counseling the students to improve the language( English)

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

Yes. The institution provides placement services to the practice teaching schools. Where these is requirement schools are given opportunity to observe the competent students teacher for the placement in their schools in future. in addition to these unaided institution also get benefit of placement from our institution.

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

The institution bares the pity expenditure to conduct campus interviews and all related activities of the placement-cell like guidance and counseling session training to face the interview preparation of curriculum.

One of the faculty member given in charge of placement cell who take care of all activities of the cell with the assistance of other faculty members. The records maintained by office staff.

The faculty members may conduct demonstration develop skills and confidence among the students teacher.

The records maintained about placement in soft copies and hard copies

## 5.2. STUDENT SUPPORT

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

College calendar is prepared before commencement of academic year by keeping the university calendar for reference. The calendar of events also made in order to adjust changes. The staff in charge will be given advance by principal by conducting meeting. This meeting budget the financial requirement of programmes.

- College calendar is of events and method wise prepared. It is prepared for smooth execution of programmes in institution. The curricular co-curricular, extra-curricular and extension activities to be conducted based on needs interested potentiated of group. It is based on continuous and comprehensive evaluation.
- In the beginning of academican induction programme and syllabus orientation will be arranged.
- “Talent Expo” programmes arranged to find out the talent of the students by the assessment by two judges.
- Extension activities by adopting different strategies and the same revised through feedback mechanism.

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

So, far in our institution 1 to 2 students physically challenged admitted by the allotment of cell by Government of Karnataka. The institution ensure the co-operation if any physically challenged students get admission in curricular and co-curricular activities in next coming years.

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

Yes. The institution has introduced mentoring system as a part and parcel of the of the B Ed programme. 10 to 15 students randomly assigned to each faculty member who is made responsible for the student teacher’s academic development. All the faculty members act as

mentors for the whole academic year, discuss with the student teacher about their academic, personnel and placement issues also. The mentors supervises the activities of student teachers and make them to keep on trace of their development.

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

The institution has a cordial, democratic and healthy environment. The support system provided by the management, principal and faculty members to work harmoniously and effectively. The institution adopt the following steps to enhance the effectiveness of faculty members.

- The institution provided necessary infrastructure.
- The faculty members provided both for individual and group mentoring.
- Excellent library, laboratory facilities for academic comfort.
- Flexibility is provided to the faculty members to experiment with the innovative ideas.
- Faculty members are encouraged to attend workshops, seminar and orientation programmes to updates their knowledge in the field.
- The institution provided computer and internet facilities to the faculty improvement.
- The teacher educators are encouraged to share the responsibilities entrusted by the university like BOE, BOS, members, committee, asst., custodian, tabulator, practical examiner, paper setter squad, additional supervisor, reviewer and valuer.
- The principal conducts periodic staff meetings to know the problems by the staff members in carry in out their responsibilities suggestions in staff meeting.
- In the beginning of the academic year students are allotted to do mentoring system randomly and made responsibility for student teacher academically overall development.
- Counseling sessions arranged by the professionalists are arranged by principal to resolve the problems faced by the student teachers in case of necessity.
- The institution encouraged the faculty members to take remedial classes for low achievers.

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

Yes, the web site of the institution is (website) [www.stvvcemadhugiri.org](http://www.stvvcemadhugiri.org). The information about institutional vision and mission

- Information facilities
- Faculty members
- Library
- Laboratory
- Psychological resource centre
- Admission resource
- Seminar hall
- Transportation
- Syllabus- subject offered in I & II semester
- Location and address of institution

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

Yes, the institution conduct remedial programme for the low achievers. The mentioning faculty members and method teachers identify low achievers by observing their achievement in tests and other activities. The following steps are taken for remedial measures.

- The institution offers institution Bilingual medium.
- Study materials offered by faculty members to low achievers.
- Group discussions arranged refer to practical activities to encourage the knowledge of low achievers.
- Individual counseling is provided by mentioning by faculty to the low achievers.
- Previous years questions paper are given low achievers to answer well in advance and offer feedback
- Continuous evaluation is done by unit tests and determine their state of achievement & to mentor the low achievers.
- Parents meet conducted by principal to discuss the reasons of low achievement of the students and ask them to co-ordinate in remedial programme.

### 5.2.7 What specific teaching strategies are adopted for teaching

#### a) Advanced learners and b) Slow Learners

##### A) Advanced Learners :-

- The advanced learners are given changing assignment seminar practical activities, PPT, preparation of modules, preparation of documentation, web browsing and write creative articles.
- Encourage to participate in inter collegiate and intra collegiate competitions.
- Encourage of share responsibility to organize various activities to develop leadership qualities.
- Peer group discussion, debate, quiz programme is organized.
- Writing articles on Burning issues.

##### B) Slow learner:-

Teaching strategies for slow learner.

- Extra care and individual attention is being paid after the class hours.
- Remedial teaching carried to overcome learning difficulties.
- Re-teach and drill work.

### 5.2.8 What are the various guidance and counseling services available to the students?

#### **Give details.**

A guidance and counseling cell has been setup in the institution to provide personal guidance, academic guidance, professional guidance, academic growth and enhancement.

- Academic counseling services for low achievers
- Career guidance service for skill development, communication orientation life skill
- Grievance and redressal cell
- Personal counseling is conducted with help of expert person for personal problems.
- Individual counseling provided to our come fear anxiety, inferiority and stress, self-esteem and confidence.

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

The institution has grievance cell committee consisting of five members.,

- Principal
- One male faculty member
- One Female faculty member
- One office administrator
- One Student-Teacher member

The following grievance redressal mechanisms are adopted by the institution.

- Student grievances Box is kept to facilitate and express their grievances in writing and oral form.
- Grievance committee meets as and when the problem arrives and solves the problems through interaction and discussion.
- Redress the complaint through guidance and counseling.

**The major grievance redressed in the last two years.**

- Purchasing library books more in number.
- Faculty members supported by teaching both in Kannada and English medium.
- Extension of library timings.
- Providing transport facilities from town to college
- Canteen facilities
- Maintenance of cleanliness in campus by providing extra staff.
- Drinking water provided by water purifier.
- Women harassment cell is established to redress the women problem.

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

- Formative evaluation for theory learning is but through test and examination
- During the communication and micro teaching skill written and oral feedback is provided by teacher educator and peer group.

- Student's performance in various activated like assignments practical activities, Seminar is assessed and advised.
- The progress of student-teachers in various participation in seminar is practical activities, co-curricular activities observed by faculty member and suitable guidance will be provided for improvement and encouragement.
- The mentor who is in-charge for the respected student's monitors the progress of his/her student teacher and necessary guidance will be given periodically.
- Good answer and works of student teacher are displayed as a model for other students.

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

A) The pre-practice preparation activities conducts by the institution are,

- Orientation and demonstration on micro-teaching skill in different methods by faculty members.
- Practice to develop lesson plans to micro-teaching and communication skill in group.
- Workshop is conducted communication skills along with demonstration in respected methodologies.
- Practice to develop both communication skills and microteaching in different groups.
- Work shop on developing lesson plan in all the methods
- Demonstration by experts in different subjects in secondary schools related to respective methods.
- Demonstration lessons by faculty members and alumni.
- Orientation about practice-teaching.
- Guidance for selecting topics for practice-teaching.

B) The following support in practice-teaching given by the faculty members is as follows

- The faculty members train up the students in writing lesson plans in all the methods.
- Faculty members guide the student-teacher how to frame time-table, maintain attendance register in their practice-teaching schools.



- The teacher-educators guide the student-teachers in preparation teaching aids and demonstrating experiments in their class rooms.
- The lesson plans written by student-teachers in fully corrected and guide by respective method teacher.
- The faculty members visit the practice teaching schools to supports and supervise the student teacher in lesson planning, teaching in the classroom and feedback will be given to them to overcome the difficulties in next teaching-learning situation.

### 5.3 STUDENT ACTIVITIES

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

- List the current office bearers**
- Give the year of the last election**
- List Alumni Association activities of last two years**
- Give details of the top ten alumni occupying prominent position**
- Give details on the contribution of alumni to the growth and development of the institution.**

Yes. Our institution has on alumni. Alumni association provides an opportunity for former student-teacher of the of the institution to develop life-long relationship with institution and contribute to the growth and development of the institution.

The office bearers are effected unanimously in the general meeting.

The present office bearers are

#### ii. Give the year of last election?

##### List of activities conducted through alumni in last two year?

- Involving Alumni in last two years in cultural programmes
- Alumni contribute articles in college magazine.
- Guest lecture given by alumni Basavaraju and Kote Kallaiah since two years about facing competitive examinations
- The demonstration lessons taken by alumni since last two years. The alumni-Aruna (2008 batch), Rachana (2010), Anurada.

- Success stories of alumni achievers Extension activities such blood donation camps, social services, consultancy.

**iii. The institution is proud to name the few alumni who are occupying prominent position in various institution.**

- G. Harisha - Lecturer. Govt., Junior college Tumkur
- Madhavareddy - B.E.O. K.G.F. Kolar distric
- Ranganath K - Lecturer, Govt., Junior college Madhugiri
- Chidananda - SSLC Board, Bangalore
- G.J. Majula - Lecturer, Govt., Junior College Yellapura.
- Krishnamurthy. G. - BEO Chikkanayanahalli.
- Bharathi. M.B. - Vice-Principal Lecturer,  
Govt., Junior college, Tumkur.
- Naveen Kumar M.B. - PSI Tavarekere Bengaluru
- D T Timmarayappa - Head Master- GHS Badavanahally
- Narasingappa - Asst., prof.Hasanamba college of  
Education, Hassan
- Reddappa - Asst., Master SSRHS Madhugiri
- Prabhakara - Asst., Master SSRHS Madhugiri
- Anuradha - Asst., Master SSRHS Madhugiri
- B L Mallikarjunaiah - Lal Bahuddur ITI Madhugiri
- Krishnappa.C - Asst., Prof. STVV First grade college  
Madhugiri
- Munindrakumar D. - Asst., Prof. Govt.,First grade college  
Madhugiri
- Ranganath M - Chairmen/ Principal Sri Mudrange Gowda  
College of Education. Sira
- Mangalagowramma K KAS- Headmadam, Govt Junior College, Malur,  
Kolar Dist

**iv. Give the details on the contribution of Alumni to the growth of the institution?**

- Assist the institution as resource person in academic and other activities.
- Involved including in admission process.
- Member provide extended support in conducting co-curricular activities.
- Offer their suggestions for institutional development in alumni meeting.
- Assist in placement process.
- Donate the Books.

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

The institution organization various extra-curricular activities. Every year the institution plan and execute cultural fest and sports meet in the campus with collaboration all other institutions in madhugiri education society. The functions held in the month of march 15 2012 & march 16 2013.

The prize distribution will also be done on this great occasion of founders day.

- The institution send the students to intercollege competitions also.
- Our institution with the collaboration of KannadaPustakaPradhikara, Bengaluru honoured the students who won prizes. One student got prize in essay competitions Sri Swamy Vivekananda Aashrama, Tumkur.
- The student who win prizes will be honoured in the morning assembly.

List of the students during last two years.

**Table**  
**Sports and games- Prize winner list**

Sl., No.	Academic Year	Name of Student	Event	Institution	Position
1	2012-13 March	Banuprakash	Javelin throw	MES inter college	III <sup>nd</sup> prize
2	2012-13 March	Praveen & team	Cricket	MES inter college	II <sup>nd</sup> Prize
3	2012-13 March	Banuprakash & Team	Volley ball	MES inter college	II <sup>nd</sup> Prize
4	2012-13 March	Bhagyalakshmi	100 Mt Run, 200 mt Run, Long Jump	MES inter college	1 <sup>st</sup> prize
5	2012-13 March	Thriveni	200 mt Run	MES inter college	III <sup>rd</sup> prize
6	2012-13 March	Nethravathi	Long Jump	MES inter college	II <sup>nd</sup> Prize
7	2012-13 March	Dhanalakshmi	Long Jump	MES inter college	III <sup>rd</sup> prize
8	2012-13 March	Chandrakala	Through Ball	MES inter college	1 <sup>st</sup> prize
9	2012-13 March	Manjula & Team	Volley ball	MES inter college	1 <sup>st</sup> prize
10	2014-15 March	Darshan Babu	Shot-put	MES inter college	I <sup>sd</sup> prize & III <sup>rd</sup> prize
11	2014-15 March	Darshan	Disc through	MES inter college	1 <sup>st</sup> prize
12	2014-15 March	Shashidhar	Long Jump	MES inter college	III <sup>rd</sup> prize
13	2014-15 March	Nagarjuna Team	Volley ball	MES inter college	II <sup>nd</sup> prize
14	2014-15 March	Ashwini	Short put	MES inter college	II <sup>nd</sup> prize
15	2014-15 March	Rabbeka	Javelin & Disk throw	MES inter college	<i>Ist prize &amp; II<sup>nd</sup> prize</i>
16	2014-15 March	Pavithra S	High Jump	MES inter college	III <sup>rd</sup> Prize
17	2014-15 March	Rabbeka	High Jump	MES inter college	III <sup>rd</sup> Prize & II <sup>nd</sup> prize

18	2014-15 March	Syed peer Ahmad & Team	Cricket	MES inter college	IInd Prize
<b>Achievement In cultural &amp; Literary programs</b>					
19	2011-12	Vishweshwaraiah	Debate competition	Inter college Tumkur university	IInd price
20	2011-12	Puttamma	Debate competition	Inter college Tumkur university	IIIrd Price
21.	2012-13	Manjunath	Essays competition	Inter college Sri Ramakrishna Aashrama Tumkur	Ist prize
22	2014-15	Huliyappa	Patriotic song	Siddaganga College of Education Tumkur	IInd Prize

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

- Our institution has published a magazine “Madhu Sangama
- Student trainees are motivated and encouraged to publish their written material in annual magazine.
- The editorial board comprised by the Principal, faculty members and guide the student rewrite if needed.
- Science bulletin board is organized to inspire the students to write science articles and put it in science bulletins
- Creative and special work displayed on notice board
- Slogan writing, posture making.
- History display Board

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

Yes, the institution has student council. The council is formed with the aims and objectives of providing support to the students and also foster a spirit of co-operation in the institution. It is constituted through democratic procedure.

Activities of student council are as follows.

1. Plantation programme
2. Blood Donation Camp
3. Talent Expo
4. Cultural Fest
5. Organization of CLC Camp
6. Organizational Educational Tour
7. The national festival, Birthday celebration of Scientists and National Leaders.
8. Maintenance of discipline and cleanliness
9. Kannada Programmes - associated with Kannada Pusthaka Pradhikara, Bengaluru

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

The institution has constituted various committees to organize academic and other activities of the course. Faculty members are made incharge of different committees. In the beginning of the academic year all the committees are constituted by each committee separately to decide about activities of the academic year. Under the guidance of principal and the faculty incharge, the committees carryout the proposed activities by conducting meetings as and when required. The institution provides all necessary requirements to accomplish the proposed activities. The list of committees is given below with the proposed activities for the academic year 2014-15.

**Students Grievances Cell / Committee**

**Proposed activities**

- Orienting the student teachers about Grievances cell and the procedure to lodge the grievance.
- Recording / collection/selection of the grievances by the faculty incharge.
- Solving the grievances of the student teachers.

### **Women Redressal Cell / Committee**

#### **Proposed Activities**

- Celebration of international women's day.
- Organization of guest lectures on women and their legal rights, women empowerment and women related issues.
- Guidance and counseling is given to women student teachers as per the need.
- Panel discussion on women related issues

### **Guidance counseling Cell / Committee**

#### **Proposed activities**

- Providing personal counseling to the needy student teachers.
- Organizing orientation programmes on self-awareness and protection for high school and student teachers.
- Providing counseling to the secondary school students on study habits, examination phobia and adolescence problems.

#### **Placement Cell**

#### **Proposed Activities**

- Organizing campus recruitment
- Providing guidance and counseling with respect to bio data presentation.

#### **Creative Pool committee**

#### **Proposed activities**

- Distributing the roles and responsibilities in relation to literacy collection, typing, advertisement, collecting the message's printing etc.
- Consolidation of all the activities conducted during the academic year including photo album

## **Cultural Expo**

### **Proposed Activities**

- Organization of talent's day in the beginning of the academic year.
- Celebrating national festivals like Independence Day, Teachers Day, Republic Day, Kannada Rajyotsava etc
- Organizing cultural events on community living camp, valedictory function etc.

### **Library advisory committee**

#### **Proposed activities**

- Organizing induction programmes on the use of the library to the student teachers.
- Displaying articles on current affairs in various disciplines
- Subscribing for periodicals and journals as per the list provided by the faculty members.
- Supervising the day to day activities of the library
- Receiving feedback from suggestion box and implementing the same for improvement of library.

### **Alumni Association**

#### **Proposed activities**

- Conducting inauguration of B Ed course for the new academic year.
- Contributing articles to college magazine
- Inviting alumni for giving demonstration classes for the student teachers (old student working in high schools)

#### **Educational excursion**

#### **Proposed activities**

- Organizing educational excursion
- Organizing visits to places of educational importance



### **Maintenance committee**

#### **Proposed activities**

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

### **Sports Committee**

- Organizing annual sports meet / sports day
- Organized intercollege meet
- Organizing national festivals

### **Research Committee**

#### **Proposed activities**

- Case studies on the past of students
- Action researches
- Social and economic surveys
- One of the Assistant Professor doing Ph D principal and one of Asst Professor are Ph D holders.

### **Purchase Committee**

#### **Proposed activities**

- Taking stock of requirement for purchase
- Receiving indent of laboratory materials, furniture and fixtures, electrical, stationaries, cleaning materials etc
- Obtaining the quotation
- Getting approval by the management
- Placing the order and purchase
- Maintaining the records of purchase

### **Youth Red Cross Committee**

#### **Proposed activities**

- Organizing Road safety / traffic rules programmes
- Equipping the volunteers to face accident situation management
- Equipping the volunteers to face fire disastrous management
- Organizing Blood Donation camps for need in collaboration with local hospitals

### **Anti-Ragging Cell / Committee**

#### **Proposed activities**

- Programmes organized against ragging in the institution while welcoming the students for academic year. Youth should be taken against violence and maintenance of peaceful environment.
- Guidance and counseling programmes organized in the institution for the student who dominate and bullying and cheating nature
- Programmes for empowering lady student teachers against harassment and ragging.

### **Academic advisory Committee**

#### **Proposed activities**

- Supervision of all other committees
- Planning all the academic activities
- Approving all the calendar of events for the academic year 2014-15
- Allotting the faculty members on rotation basis as in charge for the academic activities.
- Reviewing the success and failures of the academic activities.
- Necessary changes in the academic activities are brought about as and when the need arises.

- Critically reviewing the tests and examination question papers.
- Sending timely suggestions to the managerial bodies / management bodies about academic matter.

### **Anti-Sex / Harassment Cell**

#### **Proposed activities**

- Collection of information about sexual harassment
- Guidance and counseling the students of sex harassment
- Women empowering programmes to self-protection against sex harassment.

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

The institution collects as a mechanism to seek and use data of feedback from its student teachers to improve the preparation of the programme and the growth of institution.

1. Feedback obtained from students regarding course content and teachers
2. Feedback about campus experience at the end of the course
3. Feedback from alumni students and parents. The feedback collected by the students, alumni and parents are analyzed and discussed in staff and IQAC meeting and necessary steps are taken to implement the feedback to improve the programmes.
4. Through grievance cell feedback taken from the student teachers shall be discussed and conducive decisions are taken.

### **5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION**

#### **5.4.1 Give details of institutional best practices in Student Support and Progression?**

1. The institution has its own website
2. The placement services are provided
3. College magazine to cultivate linguistic ability
4. Guest lectures, remedial classes, group discussions, seminars, workshop and extension activities

5. ET Lab facilities
6. Curricular and co-curricular activities
7. Mid-day meals provided
8. Psycho laboratory
9. Awareness Programmes (Health, Social survey, Traffic Rules, Legal awareness, Women empowerment)
10. Grievance cell and Redressal cells
11. Remedial classes to low achievers
12. Well-equipped science laboratory
13. The meritorious students are rewarded.
14. The success stories of Alumni
15. The feedback mechanism is adopted.

**CRITERION - VI**  
**GOVERNANCE AND LEADERSHIP**

- **Institutional Vision and Leadership**
- **Organizational Arrangements**
- **Strategy Development and Deployment**
- **Human Resource Management**
- **Financial Management and Resource Mobilization**
- **Best Practices in Governance and Leadership**

## 6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

The institution has well-defined vision and mission displayed in the college. They are based on the needs of the society, the students. The traditions of the educational institutions and value orientation.

**Our Vision :** To prepare competent, committed, creative and compassionate teachers for future generation to develop our institute as a centre of excellence and sustenance of quality and standard of education.

**Our Mission :** Organizing the programme to strengthen the student-teachers in philosophical, psychological, educational and scientific knowledge towards teaching profession working industriously for continuous improvement and progress in education and human resource advancement.

**Values :** Besides developing professionally committed teachers, we intended to inculcate in the student teachers the moral, social, cultural and spiritual values and to develop positive attitude towards teaching profession and National development.

Vision and mission of the institution are made known to the various stakeholders through

- Website
- Prospectus
- Orientation programmes at the start of the academic year.
- College notice board
- Extension programmes

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

#### **Need of the Society:**

The objective of the institution is to develop awareness among the student-teachers to know the social realities and issues and to produce socially competent citizens.

**Students:**

The institution develops competent, committed, creative and compassionate teachers for future generation.

**School sector :**

The institution prepares the professionally committed teachers to provide quality learning experiences to the school students.

**Educational institutions tradition:**

Institution provides conducive, cordial and democratic environment.

**Value orientation:**

Institution vision and mission aims / to provide value based education through the integration of values through its curriculum transaction.

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

Madhugiri Education Society (R) a name in higher education providing higher education to the rural and backward area of Madhugiri sub-division is running First Grade College, Polytechnic, Industrial training Institute (ITI) and rural High School including our college of Education. It also running a separate hostels for Boys and girls. It is known for its fulfillment of commitment as envisaged in the mission of the college organizing the programme to strengthen the student-teacher in philosophical, psychological, educational and in scientific knowledge towards teaching profession.

Late Sri T V Venkataswamy, EX MLC Karnataka State, Founder President of Madhugiri Education Society along with late Sri M Puttathimmaiah, Freedom fighter and social worker being founder Secretary started Madhugiri Education Society (R) in 1978-79. educational institutions running under banner of the society is providing higher education to the deprived sections of the society.

Presently Sri M V Srinivas, the President of the society, Sri R C Vijaya Kumar Jain, Secretary, Sri M S Dharmaveera, Treasurer, Sri D G Shankaranarayana Shetty,

Sri K Govinda Reddy, Pprof K Basava Raju, Smt Kusuma Srinivas, Smt Lakshmi Srivatsa and Sri M S Raghuvveera are the Board of Directors.

Composition and functioning of various committees working for institutional development plans implementation.

- Academic Advisory Committee
- Students Grievance Cell
- Women Redressal Cell
- Guidance and Counseling Cell
- Placement Cell
- Creative Pool Committee
- Cultural Expo Committee
- Library Advisory Committee
- Alumni Association
- Educational Excursion Committee
- Maintenance Committee
- Sports Committee
- Research Committee
- Purchase Committee
- Youth Redressal Committee
- Anti-Ragging Cell
- Anti-sexual harassment Cell

**6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

For proper working of the administration and college activities responsibilities are divided among the teaching staff. The principal distributes workload to each member of the staff keeping in view of their potentiality.

- The Principal conducts meetings with the faculty members on regular basis.
- Planning for the academic year is done through staff meetings before the commencement of the academic year.



- An action plan is prepared by the faculty members in relation to their allotted portfolio and report is sought at the end of the semester.
- At the end of each semester work done in various portfolio are discussed. The faculty members are asked for sharing their experiences, criticism and suggestions for further quality improvement.
- The management provides the resources, finance and the necessary guidance needed to accomplish the various tasks.

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

The management and head of the institution receives continuous feedback from the stakeholders. The feedback is collected from the student teachers through various feedback forms developed by the institution. The data collected are analyzed and a report is submitted to the management.

The mechanisms of collecting feedback from the student teachers are

- Students appraisal of teachers
- Self-appraisal report of teachers.
- Feedback on the B Ed course
- Feedback from the heads of the practice teaching schools.
- Through News Paper
- Through personal contacts
- Office records and meeting with staff and students

Apart from this the principal gets the feedback through informal ways and suggestions are communicated through discussions in staff meetings. The given feedback is used for the Quality enrichment for future activities.

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

With the collective efforts of the Principal and faculty members, the barriers are identified and the strategies to minimize the barriers are chalked out in staff meetings. All the

activity are democratically distributed among the faculty members and action plan for each activity is prepared to execute the task effectively and efficiently with the co-operation of the stakeholders. Barriers are minimized to achieve the vision and mission of the institution.

The barriers are identified through

- Personal attention on the part of head of the institution and members of the management.
- Feedback proformas.

#### **6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

The management encourages and supports the faculty members for the improvement of the effectiveness and efficiency of the institutional processes in the following ways.

- The management encourages the faculty members to attend seminars, refresher course, workshops and conferences and at state and international level to update them.
- The management encourages to take competitive exams like NET / SLET / higher studies / Ph D
- The management appreciates and acknowledges the achievement of staff members in the official gathering of the institution
- The management provides necessary guidance and support for qualitative improvement in the institutional activities.
- The management permits the faculty members to take up any work assigned by the Tumkur University, Tumkur such as Board of Examiners /chairman/ Board of studies, Co-ordination Board member, valuation work, paper setting etc.

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

The head of the institution as a Leader provides effective leadership to lead the faculty members and students for the smooth functioning of the institution. The leadership role of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of student are

- Head of the institution acts as a link between the management and the staff members.
- Involves the faculty members in planning and implementing academic activities.
- Allocates work load and academic responsibilities to the faculty members.
- Organize meetings with the management, governing council, IQAC and Academic advisory committee and staff council.
- Carryout preparation for the academic inspections and renewal of affiliation
- Establishes network with the academic institutions and stakeholders.
- Manage the day to day functioning smoothly.

## **6.2 ORGANIZATIONAL ARRANGEMENTS**

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

The institution has constituted various committees to organize academic and other activities of the course. Faculty members are made incharge of different committees. In the beginning of the academic year all the committees are constituted by including the student representatives and meetings are conducted each committees separately to decide about activities of the academic year. Under the guidance of principal and the faculty incharge, the committees carryout the proposed activities by conducting meetings as and when required. The institution provides all necessary requirement to accomplish the proposed activities. The list of committees is given below with the proposed activities for the academic year 2014-15.

**Students Grievances Cell / Committee****Proposed activities**

- Orienting the student teachers about Grievances cell and the procedure to lodge the grievance.
- Recording / collection/selection of the grievances by the faculty incharge.
- Solving the grievances of the student teachers.

**Women Redressal Cell / Committee****Proposed Activities**

- Celebration of international women's day.
- Organization of guest lectures on women and their legal rights, women empowerment and women related issues.
- Guidance and counseling is given to women student teachers as per the need.
- Panel discussion on women related issues

**Guidance counseling Cell / Committee****Proposed activities**

- Providing personal counseling to the needy student teachers.
- Organizing orientation programmes on self-awareness and protection for high school girls and student teachers.
- Providing counseling to the secondary school students on study habits, examination phobia.

**Placement Cell****Proposed Activities**

- Organizing campus recruitment
- Providing guidance and counseling with respect to bio data presentation.

**Creative Pool committee****Proposed activities**

- Distributing the roles and responsibilities in relation to literacy collection, typing, advertisement, collecting the message's printing etc.
- Consolidation of all the activities conducted during the academic year including photo album

**Cultural Expo****Proposed Activities**

- Organization of talent search expo in the beginning of the academic year.
- Celebrating national festivals like Independence Day, Teacher's Day, Republic Day, Kannada Rajyotsava etc
- Organizing cultural events on community living camp, valedictory function etc.

**Library advisory committee****Proposed activities**

- Organizing induction programmes on the use of the library to the student teachers.
- Displaying articles on current affairs in various disciplines
- Subscribing for periodicals and journals as per the list provided by the faculty members.
- Supervising the day to day activities of the library
- Receiving feedback from suggestion box and implementing the same for improvement of library.

**Alumni Association****Proposed activities**

- Conducting inauguration of B Ed course for the new academic year.
- Contributing articles to college magazine
- Inviting alumni for giving demonstration classes for the student teachers (old student's working in high schools)
- Involving in organizing cultural activities on special occasions.

**Educational excursion****Proposed activities**

- Organizing educational excursion
- Organizing visits to places of educational importance
- Organizing picnic.

**Maintenance committee****Proposed activities**

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

**Sports Committee****Proposed activities**

- Organizing annual sports meet / sports day
- Organized intra college meet
- Organizing international / national days and regional festival

**Research Committee****Proposed activities**

- Case studies on the part of students
- Action researches
- Socio-economic surveys

**Purchase Committee****Proposed activities**

- Taking stock of requirement for purchase
- Receiving indent of laboratory materials, furniture and fixtures, electrical, stationaries, cleaning materials, library requirements, sports materials etc
- Obtaining the quotation
- Getting approval by the management
- Placing the order and purchase
- Maintaining the records of purchase

**Youth Red Cross Committee****Proposed activities**

- Organizing Road safety / traffic rules programmes
- Equipping the volunteers to face accident situation management
- Equipping the volunteers to face fire disastrous management

- Organizing Blood Donation camps for need in collaboration with local hospitals

### **Anti Ragging Cell / Committee**

#### **Proposed activities**

- Programmes organized against ragging in the institution while welcoming the students for academic year. Oath should be taken against violence and maintenance of peaceful environment.
- Guidance and counseling programmes organized in the institution for the student who dominate and bullying and cheating nature.
- Programmes for empowering lady student teachers against harassment and ragging.

### **Academic advisory Committee**

#### **Proposed activities**

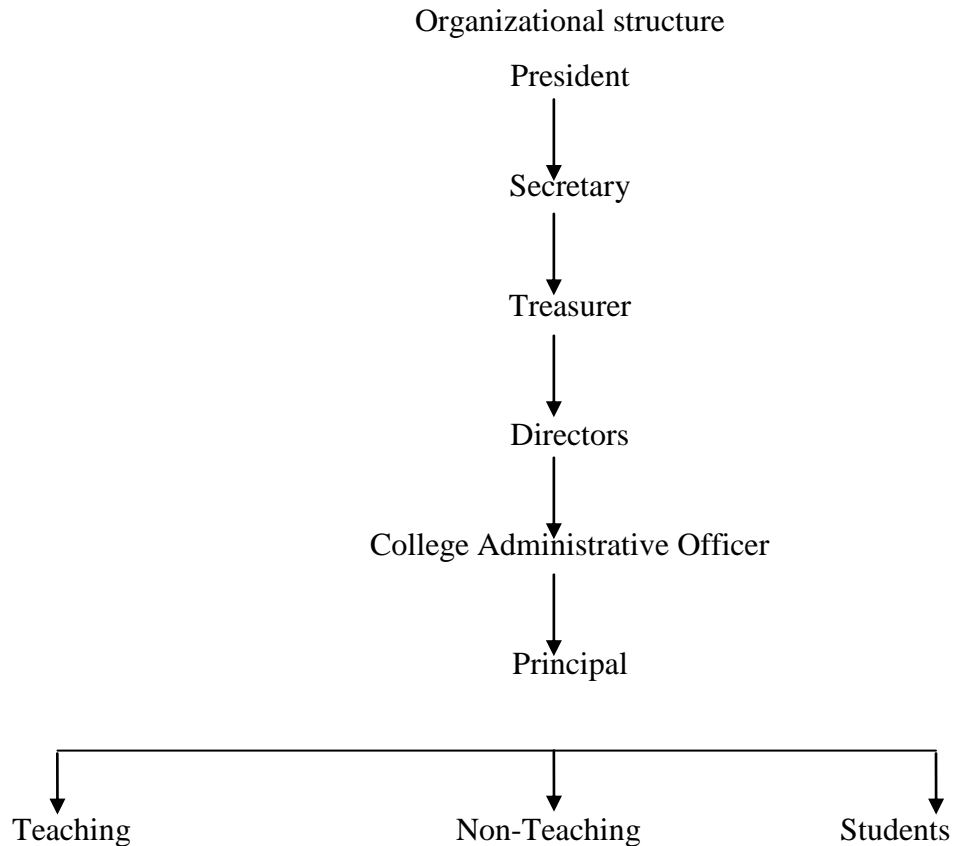
- Supervision of all other committees
- Planning all the academic activities
- Approving all the calendar of events for the academic year 2014-15
- Allotting the faculty members on rotation basis as in charge for the academic activities.
- Reviewing the success and failures of the academic activities.
- Necessary changes in the academic activities are brought about as and when the need arises.
- Critically reviewing the tests and examination question papers.
- Sending timely suggestions to the managerial bodies / management bodies about academic matter.

### **Anti-Sexual Harassment Cell**

#### **Proposed activities**

- Collecting information about sexual harassment
- Guidance and counseling for students about sexual harassment.
- Self-protection programmes for high school girls and teacher trainees.

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



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

The faculty members are made incharge for various academic activities like

- 1) Communication and micro teaching workshop
- 2) Demonstration lesson
- 3) Practice teaching
- 4) Test
- 5) Time table
- 6) Attendance
- 7) Internal assessment
- 8) Community living camp
- 9) Education Excursion
- 10) Sports



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

The academic and the administrative activities of the institution are decentralized by assigning responsibilities through the constitution of different committees and clubs for the smooth functioning of the institutional activities.

- The faculty members are made incharge of each committee with the assistance of the student representatives.
  - The faculty incharge plans and executes the assigned activities and submits reports to the principal
- 1) Students grievance Cell / Committee
  - 2) Women Redressal Cell / Committee
  - 3) Guidance and counseling Cell / Committee
  - 4) Placement cell
  - 5) Creative Pool Committee
  - 6) Cultural Expo
  - 7) Library advisory committee
  - 8) Alumni association
  - 9) Educational Excursion committee
  - 10) Maintenance committee
  - 11) Sports committee
  - 12) Research committee
  - 13) Purchase committee
  - 14) Youth Redress Committee
  - 15) Anti Ragging Cell / Committee
  - 16) Academic Advisory Committee
  - 17) Anti-Sexual Harassment Cell

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

The main objective of the institution is to equip the student teacher with professional competencies and life skills needed for effective teaching.

- The institution collaborates with the nearby schools for conducting teaching practice.
- The institution also established cordial relationship with NCTE which gives the recognition to the institution.
- The institution affiliated to Tumkur University has the cordial relationship with the university regarding admission approval, conducting examinations, submission of internal assessment, declaration of results etc. The university also assigns different responsibilities related to examinations
- The institution co-operates with the other B Ed colleges by deputing faculty members to attend seminars, workshops and conferences conducted by them.
- The institution organizes educational excursion to provide first hand experience to the student teachers.
- Conducting minor research activities
- Some of the faculty member work as mentor for IGNOU and other university students.

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

The institution collects the feedback from the student teachers to find the positive and negative aspects of different programmes organized by the institution.

Feedback is collected in the feedback forms, developed by the institution. The feedback is collected from students, faculty members, head of the practice teaching schools and also through the informal interaction with the stakeholders. The feedback is analyzed and discussed with the principal in the staff / IQAC meetings and the suggestions are sought to improve the academic and administrative activities. The principal and the management take the necessary actions to improve the quality of programmes using feedback.

**6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (skill sharing across departments creating / providing conducive environment).**

- The knowledge obtained through participation in orientation programmes, workshops, seminar and conferences is shared with one and all during the staff meeting.
- The democratic environment of our institution makes the faculty members to work in co-operation and coordination towards the quality education.
- Faculty improvement programmes are conducted in the institution by providing interaction with the experts in the field.
- Faculty members are encouraged to attend various workshops, seminars, orientation programmes for professional development.
- Invited lectures also promote the sharing of knowledge and empowerment of faculty and students.
- Meetings convened by principal are an effective platform for bringing co-operation and sharing among faculty members
- To encourage faculty members to write article to national and international journals.

**6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT**

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

Yes, the institution has the management information system in storing the information related to the academic and administrative aspects.

- Student teachers profile is prepared by the office staff which consist of required information about the student teachers of that academic year.
- Library is partially automated
- Soft copies of different committees, allotment of students for different activities, time table, calendar of events, internal assessment etc are maintained.

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

The institution has employed proper human and financial resources to achieve its mission and objectives and set a ground to attain the vision of the institution.

- The institution has appointed well qualified efficient faculty members
- The responsibilities are allotted to faculty members based on the competencies and the interest.
- Provision is made in the budget for the purchase of instructional materials, library books and other requirements needed for the academic and administrative activities.

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

The human and financial resource are the most important aspects of the institution. The institutional mission, vision and goal can be achieved by the proper management of human and financial resources.

- As per NCTE norms the institution has sufficient human resources
- Our institution being government grant-in-aid so the salary of the faculty is paid by the government.
- The additional financial expenses are met through the fees collected from students and management of our institution

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

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

- The academic planning is done in accordance with the university calendar of events keeping in mind the total number of working days and various academic activities to be completed during the first and second semester.

- Semester wise plan of action is prepared by involving all the faculty members and it is approved by the academic advisory committee.
- The distribution of the portfolio and the responsibilities of each faculty members are discussed and approved in the IQAC meetings.
- The faculty members in-charge of practice in teaching approaches head masters and the Assistant teachers for the convenient dates of commencement of practice in teaching.
- A meeting is organized in the institution with the head master of the various practice teaching schools to prepare a plan of action for practice in teaching.
- School teachers are involved in allotment of subjects and classes to the student teachers for practice in teaching
- Senior school teachers / head master are taken as external examiner's for university practical examinations

**6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?**

- The objectives of the institution are clearly communicated to the individual employee at the time of appointment.
- The principal explains the objectives and the work culture of the institution to the faculty member.
- During the academic planning and allotment of the responsibilities the principal reminds the individual employee regarding the growth and development of the institution.
- On various occasions the management motivates the employee to contribute their best of abilities for the institutional development.
- The faculty members are suitably rewarded for their individual contribution for the institutional development.

**6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?**

Vision and mission statements are used to express objectives of the institution. The principal monitors and evaluates the activities which reflect the vision and mission of the institution in the following ways.

- The principal and all the staff members closely monitor all the academic activities in implementing the vision and mission.
- At the end of every academic programme the written or oral feedback is received from the faculty members, student teachers and stakeholders to evaluate the effectiveness of the academic programmes.
- The faculty members evaluate the planning and implementation of the activities during the staff meeting and provide necessary feedback.
- Necessary decisions and actions are taken immediately for revising the plans and the mode of the implementation for the improvement.

#### **6.3.7 How does the institution plan and deploy the new technology?**

Institution plans and deploys the new technology for effective and efficient transactions of teaching and learning process in the following ways.

- Topics present through transparencies on OHP, DVD Player and public address system.
- Wi-fi facility is provided in the institution both for the faculty members and the students teachers.
- Introduced LCD projector so that presentation can be done directly by LCD projector and LCD T.V.
- The institution introduced library software
- Library is partially automated
- Faculty members use power point presentation lesson in the curriculum transaction.

## **6.4 HUMAN RESOURCE MANAGEMENT**

### **6.4.1 How do you identify the faculty development needs and career progression of the staff?**

The faculty development needs and career progression of the staff is identified based on the following criteria.

- The faculty members are encouraged to attend seminars, workshops conferences to enrich their knowledge
- The institution deputed the faculty members for orientation and refresher courses conducted by the academic staff college managed by the UGC.
- The faculty members are encouraged to pursue higher education.
- The faculty members accepts invitations to work as resource persons and judges at various academic programmes
- The faculty members are encouraged to present papers in the state, national and international level seminars and conferences.
- The faculty members are encouraged to use technology in classroom teaching
- Academic discussions are conducted to share the experiences gained by faculty members during seminars, workshops and other professional enrichment programme.

### **6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

The following mechanisms are adopted to evaluate the performance of the faculty members

- The institution has adopted continuous and comprehensive assessment of the faculty and staff by the self-appraisal method, student teachers peer and annual assessment of faculty and staff.

- All the faculty members observe the micro and macro lesson demonstration given by their colleagues. At the end of demonstration the peer group and the student teacher evaluate the demonstration.
- At the end of the academic year / semester the student teachers evaluates individual teacher educators performance on different dimensions through questionnaire.

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

The welfare measures introduced by the institution are

- Free transportation facility is provided
- Free uniform is provided for the groups 'D' employees
- The institution sanctions 'OOD' facility to the staff / faculty members to attend the seminar, workshops and conferences for the paper presentation etc
- Mid-day meal facility provided for students and faculty members
- Maternity and paternity leavefacility

**6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

Yes, the institution has organized staff development programmes for skill up gradation and training of the teaching and non-teaching staff.

- Two days training programme is conducted for office staff on the maintenance of the office records by MES Polytechnic
- The librarian of the Government institution is invited by our institution to orient the librarian about the automation of the library.
- The institution organized personality development programmes for the teaching and non-teaching staff.

**6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications. Knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the**



**institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc)?**

The institution has qualified teaching and non-teaching staff as per the NCTE norms and ours is a grant-in-aid institution which follows the recruitment policy of Government of Karnataka and UGC.

**6.4.6 What are the criteria for employing part-time / adhoc faculty? How are the part-time / Adhoc faculty different from the regular faculty? (Ex. Salary structure, workload, specializations)**

Principal, physical Education Director, Fine arts, FDA Clerk cum typist are appointed by the management as per NCTE norms and salary paid by the management.

**6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Ex. Budget allocation for staff development, sponsoring for advanced study, research, participation in Seminars, conferences, workshops, etc and supporting membership and active involvement in local, state, national and international professional associations)**

The institution has its policy to support and ensure professional development of the faculty.

- The institution provides special leave / OOD to participate in seminars, conferences, workshops and refresher courses.
- The institution also makes provision to make adjustment in the time table in order to facilitate the research work.
- The institution encourages the faculty and also deutes them as resource persons for various professional programmms
- The library facilities enable the faculty to make effective use of these resources for research and advance study. Institution provides those journals, magazines, newspapers, reference book, research encyclopedias etc.
- The institution has established a research cell to encourage the faculty members to undertake research based activities.

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

- The faculty members are provided with the well-furnished staff room and other supporting facilities
- Wi-fi facility scanning and printing facilities for the faculty members.
- Library is partially automated and has procured of 6913 books, 25 journals, 7 periodicals and open access facility and it is equipped with computer with internet and reprographic facility.
- The laboratories are equipped as per the requirement of the course.
- Hygienic drinking water facility
- Canteen facility
- Vehicle parking facility
- Power generator facility

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

The institution has adopted various mechanisms to provide information and seek suggestions / complaints from its stakeholders in the following ways.

- The administrative office attends to all the enquiries by the faculty and other stakeholders and provides necessary information.
- The administrative office attends to the complaints and grievances of the faculty and stakeholders and pass on the information to the head of the institution.
- The administrative office also attends to telephone enquiries made by the faculty members, students, parents and other stakeholders.
- The institution has also website and e-mail facilities for disseminating information
- Suggestion box is available in the institution to seek suggestions from the stakeholders
- institution conducts the induction programme at the commencement of the academic year for the student teachers to give complete information about the course.

- A grievance box is placed to receive the complaints of the students and the same is resolved through the student grievances cell which is established in the institution

(Institution provides 24X7 surveillance facility ) (CCTV)

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

The work load policies and practices of the institution are as follows

- An academic annual plan is prepared before the commencement of the academic year and the activities to be carried out are listed under different portfolios.
- The principal distributes the responsibilities under different portfolios to the faculty members at the beginning of the academic year by considering the potentialities and interest of the staff members.
- It is a grant-in-aid institution the workload is according to the Tumkur University norms.
- The principal takes the assistance of the faculty members for the administrative activities, whenever necessary.
- Respective faculty members are assigned to take up activities under IQAC
- The work load distribution of the institution is enclosed in the Annexure

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

Yes, the institution has mechanism to reward and motivate staff members in the following ways.

- The faculty members with the maximum number of quality paper presentation in state national and international seminar / conferences are provided appreciation letters by the principal and management
- The achievement of the faculty members is displayed on the notice board to motivate the student teachers.

- Faculty members are honoured by the management for producing excellent results.

## 6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

The institution gets financial support from the government of Karnataka for salary.

The institution does not receive any grants from UGC

Details of the salary grants received from the Government of Karnataka for last 3 years are given below.

S N	Financial year	Salary grants from Government
1	2010-11	27,38,553.00
2	2011-12	25,90,159.00
3	2012-13	36,96,434.00

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

The institution does not take any donation as it is a private grant in aid institution.

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

Yes, the operational budget of the college is adequate enough to cover all the day to day expenses. If the financial requirement exceeds the management provides the financial supports.

### 6.5.4 What are the budgetary resources to fulfill the missions and offer quality programmes? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess /deficit)

The budget is prepared every year by allocating funds to institutional expenditure as per the income. The management provides financial assistance for the organization of various programmes of the institution in case of the deficit. The budget of the last five year is enclosed in the annexure.

**6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits (Major pending audit paras, objections raised and dropped)**

Yes, the accounts of the institution are audited regularly through internal and external audit system. Audit report is enclosed.

**Internal audit:**

Internal audit takes place once in a year by accountant appointed by the management. He submits the audit report to the management.

**External audit:**

Accountant prepares receipts and payments, income and expenditure, balance sheet and submit to external auditor for verification and approval at the end of the financial year.

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

- No, the financial resources are not maintained through software / computerized.
- Payment of salary through online (HRMS) is in vogue

**6.6. BEST PRACTICES IN GOVERNANCE AND LEADERSHIP**

**6.5.7 What are the significant best practices in Governance and Leadership carried out by the institution?**

- The institutional responsibilities are decentralized.
- The institution provides exposure about community service through NGOs
- The institution has maintained a campus which is eco-friendly, with lot of greenery, which generates positive energy.
- College calendar which gives complete information about the institution and its activities is given in the beginning of the academic year

- Faculty members are encouraged to attend faculty development programme
- Principal and two teachers are members of college governing council, which takes policy decisions about college
- Annual organization of a special programme to felicitate faculty and meritorious students.
- Each committee / body is working regularly with sincerity considering all the aspects for smooth running of the college
- Two tier audit system, the financial and resource management is well looked upon
- Welfare schemes are adopted for students
- The prospectus contains all details of the college programme.
- The institution possess 24X7 surveillance facility (CCTV)

**CRITERION - VII**  
**INNOVATIVE PRACTICES**

- **Internal Quality Assurance System**
- **Inclusive Practices**
- **Stakeholder Relationships**

## 7.1 INTERNAL QUALITY ASSURANCE SYSTEM

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

Yes the institution has established internal Quality Assurance Cell -IQAC which has established in the year 06.01.2010.

#### **Composition of IQAC:**

Chairperson – C Rajanna, Principal

Coordinator – S Shivakumaraswamy

#### **Management Representative Member:**

1. Sri K GovindaReddy

#### **Educationist :**

1. Dr R C Puttabuddhi

#### **Faculty members:**

1. Smt Sujatha
2. Smt Kamala

#### **The major activities undertaken by IQAC are**

- Conducting all programmes under IQAC
  - Faculty development programme is organized every year.
  - Community work
  - Release of magazines
  - Research activities
  - Documentation of all major activities
  - Best practice initiated
  - Commencement of the various clubs and cell
- 1) Strengthening of
- Academic atmosphere
  - Library
  - Computer Lab



- Training of teacher Educators
- 2) Conversion of annual B Ed programme into semester system
  - 3) Distribution of assignment of academic work (curricular and co-curricular) to the faculty members as per semester regulations.
  - 4) Conducted co-curricular activities like
    - Organized sports activities
    - Conducted educational excursion
    - Conducted Citizenship Training Camp
    - Celebrated National festivals

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

Bachelor of Education is a one year comprehensive professional course with multi-dimensional activities. So it need to check on whether all the activities on are right track to fulfill towards the attainment of goals and objectives. A multilevel evaluation mechanism has been devised to get a feedback about the activities and the performance of the student-teacher.

- Talent search
- Content test
- Written test
- Seminar, debate, discussion,
- Practice teaching, Lesson, Assignment Work
- The objectives to be attained through the extracurricular activities are evaluated through extension activities, community service, assembly and cultural programmes are also tested.
- Self-appraisal by teacher educators
- Student appraisal of teacher educators
- Monitoring and appraisal of teacher educators by the principal
- Appraisal by the management
- Peer appraisal

### 7.1.3 How does the institution ensure the quality of its academic programmes?

The quality of academic programmes of our institute is ensured through

- ❖ Collection of research abstracts
- ❖ Case study
- ❖ Timely feedback
- ❖ Talent search expo
- ❖ Action research
- ❖ Life skill programmes
- ❖ Organizing monthly activities in advance
- ❖ Yoga practice
- ❖ Conducting moral theme activities
- ❖ Role play
- ❖ Plan of action
- ❖ Conducting frequent staff meetings
- ❖ Emphasizing quality improvement with a focus on University results
- ❖ Use of technology in curriculum transactions.

The achievements and performance of the institution are also published in important academic and professional programmes are brought to the notice of the stakeholder through invitations, handbills and paper news.

### 7.1.4 How does the institution ensure the quality of its administration and financial management processes?

Our institution ensure the quality of administration and financial management through

#### **Administration:**

- ❖ Regular inspection by LIC committees
- ❖ The smooth functioning of the institution
- ❖ Agenda based meetings of the college committees
- ❖ Focusing the vision and mission of the institution
- ❖ Decentralizing the responsibilities
- ❖ Defining the rule and responsibilities of the staff

- ❖ Planning, implementation and supervision is carried out in all the activities
- ❖ All the staff members are made accountable for the quality assurance
- ❖ Constant motivation is provided to all the faculty members for quality improvement
- ❖ Equality of the opportunities

#### **Financial**

- ❖ Systematic budget allocation
- ❖ Paper documentation of financial transaction
- ❖ Regular audit of the accounts (Internal and external)

#### **7.1.5 How does the institution identify and share good practices with various constituents of the institution.**

- ❖ The good practices of the other institutions are identified by the staff members during their visit to different institutions such as participation in seminar, workshops and out duty meetings which are discussed in informal meetings with the faculty members. Looking into the institutional needs institution modifies those practices and implements in the institution.
- ❖ Interaction with the experts, alumni, head of the practice teaching schools and student-teachers, stakeholders provides avenues for best practices.
- ❖ College magazine which reflects all the academic and co-curricular activities of the institution.
- ❖ Achievement of the staff and students are encouraged during the official gathering of the institution such as founder's day.
- ❖ Prize winners at inter and intra college competitions are known to others through circulars display or announcements in morning assembly.
- ❖ Interaction of faculty members with the staff of teaching practice schools to share their experiences.
- ❖ Some of the collaborative programmes in various GO's and NGO's with outside experts.

## 7.2 INCLUSIVE PRACTICES

### 7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in national policies and the school curriculum?

The issues of inclusion are sensitized through the curriculum prescribed by the Tumkuru University.

- ❖ The information related to inclusive education is drawn from various sources like educational journals, newspapers and websites.
- ❖ Visit to the specially challenged institutions to get the first-hand experience.
- ❖ The institution has added books on inclusive education to the library to enrich the knowledge of the teacher educators and teacher trainees.
- ❖ The institution sensitizes the faculty members to issue of inclusion through the participation in various seminars and workshops conducted in different institutions.
- ❖ The institution has established a women redressal cell: it looks after the issues related to women student teachers.
- ❖ By direct interaction with the teacher, current policies are directly discussed with the teachers.
- ❖ Guest lecturers on the related.

### 7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

- ❖ Equally treating male and female student teachers without any gender bias in all the activities.
- ❖ The institution being co-educational provides equal opportunities for both male and female student teachers.
- ❖ Without any discrimination all the student teachers are provided equal opportunities participate in all the curricular and co-curricular activities.
- ❖ Allotting the students to the nearest schools for their practice Teachingprogrammes

- ❖ In cultural activities male and female both have one hand. In sports also we motivate both of them.
- ❖ Exceptionalities among student teachers are identified during admission process
- ❖ Due importance and priority is given to the reports of the grievance cell

### **7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.**

The institution organizes various activities and provides learning experiences to foster positive social interaction by making the student teachers active in the following activities.

During first two days at the beginning of the session students are introduced with the teaching and non-teaching staff members. Then they are provided detailed information of B Ed course and syllabus. They are also made aware about the scheme of the examination.

- Teaching Skills Practice
- Paper presentation on seminar topics
- Demonstrations
- Workshops – (micro and communication)
- Extension activities
- Classroom interaction
- Practice in teaching
- Educational excursion
- Community living camp
- Celebration of various national and cultural days / festivals
- Using library resources
- Annual day and sports meet
- Guest lectures

#### **7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse background and exceptionalities?**

- ❖ The student teachers are provided with opportunities to take up community services during community living camp in neighboring selected villages. The interaction with the people of the community helps them to know their practical problems related to various issues which in turn sensitizes the student teacher towards the community.
- ❖ Practice teaching in various schools enables the student teacher to understand various types of learners from various backgrounds.
- ❖ During practice teaching the teacher trainees gets an opportunity to work with children from diverse backgrounds and exceptionalities in urban and rural schools.
- ❖ Celebrating national, international festivals in the college
- ❖ Conducting extension activities (health and hygiene, environment, AIDS, Road safety, literacy awareness etc)

#### **7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?**

Deputing to the nearest school for their practice of teaching.

- Our institution addresses to the special needs of the physically challenged and differently abled students enrolled in the college by paying individual and special attention to their needs.
- Special arrangements is made in the test and examinations for their comfort and easiness.
- For physically challenged and differently abled students additional books and materials are issued on long term basis.
- Our college and students treats the physically challenged and different abled students equal as the normal students. Institution encourages them to participate in different activities like cultural, seminars, workshops and sports as well as like indoor games chess, carom etc.

### **7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)**

In our institution we have established

- Women empowerment Cell
- Women anti-harassment Cell
- Anti-ragging cell
- Students grievance cell
- As such the institution did not face any harassment issues so far, some minor issues are resolved through Cell and guidance given by the faculty members.
- Social issues related to women in the society are discussed in the classroom. It helps the student teachers to understand gender equality.
- The students admitted to the course are grownups with the responsibilities. However the provision has been made through the women redressal cell to provide guidance and counseling to women students according to their social and academic needs.
- If any harassment is noticed outside the college premises are also seriously considered.

## **7.3 Stakeholder Relationships**

### **7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**

The institution ensures the access to the information on organizational performance to stakeholders in the following ways.

- College prospectus
- College report prepared on all the activities
- Everything is displayed on the notice board
- News letter
- College website
- Alumni association meeting
- Performance of student trainees in the university examinations

- College magazines
- The achievement and performance of the institution are also published in leading newspapers
- Important academic and professional programmes are brought to the notice of the stakeholders through invitation, handbill and college websites.
- Wall magazines

**7.3.2 How does the institution share and use the information / data on success and failures of various processes, satisfactions and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

The college shares and uses the information / data on success and failures of various processes satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement in the following ways.

- ❖ Best infrastructural facilities
- ❖ Proper coordination with practice teaching schools
- ❖ Healthy and clean campus
- ❖ IQAC discusses the success and failure of the various programmes. It also suggests modifications for implementing it in the regular academic / administrative processes.
- ❖ The institution seeks the suggestions from the stakeholders in formal and informal meeting which are implemented for further improvements in quality.
- ❖ Canteen facility
- ❖ Placement cell
- ❖ Suggestion Box
- ❖ Informal meetings
- ❖ Counseling and guidance service
- ❖ Co-curricular and extra-curricular activities
- ❖ Feedback mechanism



**7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

The institution receives continuous feedback from the stakeholders the feedback is collected from the student teachers through various mechanisms the data collected are analyzed. A report is submitted to the management/ principal and suggestions for the improvement are discussed in IQAC meetings. The institution collects the feedback from the student-teachers in following ways.

- ❖ Students appraisal of teachers
- ❖ Self- appraisal report of teachers
- ❖ Feedback on B Ed course
- ❖ Feedback from Heads of Practice Teaching Schools
- ❖ Alumni meetings are frequently held in a year and suggestions are awaited.
- ❖ Grievances cell is there to collect grievances of the students
- ❖ Effective redressal cell to solve the problems of the student teachers.

Apart from this the principal collects the information from the stakeholders through informal ways that is discussed in IQAC meetings and suggestions are communicated to the concerned persons. The feedback given is used for further quality enrichment.



**Mapping of Academic Activities of the  
Institution**

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION																																												
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40				
Admission and Orientation	█	█	█	█																																								
Theory		█	█	█	█		█	█	█	█				█	█	█	█			█	█	█							█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Tutorials / Seminars								█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Sessional work tests and Assignments										█																																		
Practical work		█	█	█																										█	█	█												
Preparation of Internship: Demonstration / Observation of lessons /micro teaching/simulations					█						█	█									█																							
Practice teaching/Internship																						█	█	█	█	█	█				█										█			
Co-curricular Activities					█	█	█																												█					█				
Working with community / Project Work																																												
End-term Examination																						█	█																				█	█

Note: A week is of six working days and a day is of six clock hours  
 The table should cover the entire academic session and may be extended as per the requirement.

**Declaration by the Head of the Institution**

I certify that the data included in the Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and no part there of has been outsourced.

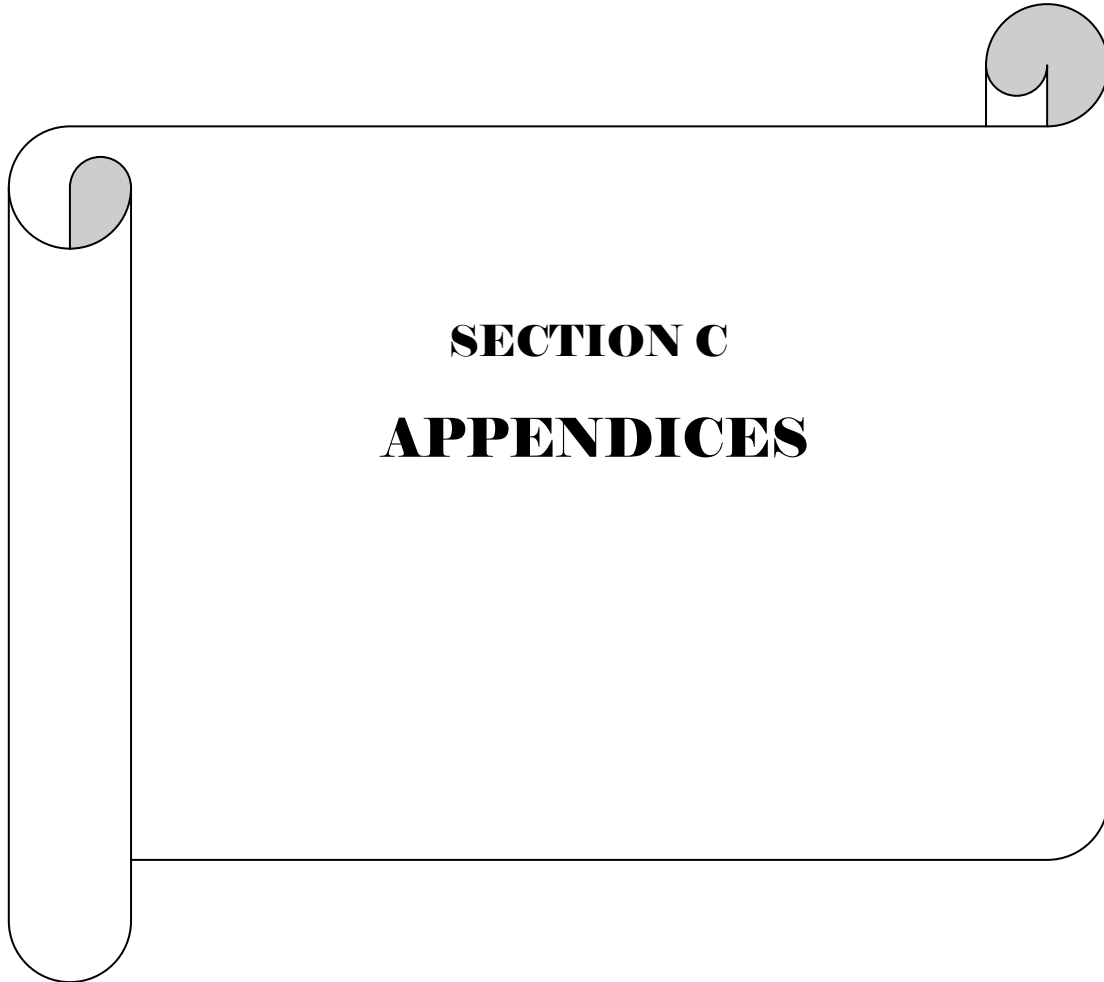
I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the Institution

With Seal:

Place :

Date:



**SECTION C**  
**APPENDICES**

Government of Karnataka

Collegiate Education

*Student Appraisal of Teacher*Name of the College: *Sri T.V.V. college of Education* Academic Year: *2014-15*

Name of the Lecturer : <i>C. Rajanna</i>	Subject : <i>Education</i>	Class: <i>Biological Science</i>
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Please give your frank opinion on the teacher's ability on the following skills:

Rate the teacher using the following 5 point scale

Excellent=5, Good= Between 3 and 4, Satisfactory = between 2 and 3, Unsatisfactory = less than 1

S N	Rating Factors	Marks
1	Preparation for the class	5
2	Punctuality in conducting classes	5
3	Planning and completion of the syllabus on time	5
4	Clarity of presentation (ideas, concepts, explanation etc)	5
5	Clarity of Expression like language and voice	5
6	Methodology used to impart the knowledge (use of blackboard, charts, teaching aids etc)	5
7	Active learning methodology used like Group discussions, Tutorials, assignments, Seminars, field visit, quiz etc	4
8	Availability to students outside class hours for clarification, counseling, career guidance, etc	4
9	His/her role as a leader Mentor/Motivator/Guide/ Facilitator/ Counselor	5
10	The examinations/assignments were graded fairly	5

*4.8**Average weightage score**Mentor of the Assessment**Principal*



Madhugiri Education Society ® Madhugiri  
Sri T.V. Venkataswamy College of Education, Madhugiri  
I.Q.A.C.

FEEDBACK FORM-MICRO-TEACHING SKILL

NAME OF THE STUDENT: *RASHMI .S*

YEAR: 2014 - 2015

Sl No.	Parameter	Very Good	Good	Satisfactory
1	Extent of expectations reached through the Micro-teaching skill	<input checked="" type="checkbox"/>		
2	Time allotted for the practice of each skill		<input checked="" type="checkbox"/>	
3	Usefulness of Orientation on Micro-teaching skill	<input checked="" type="checkbox"/>		
4	Developing the in-depth knowledge about the different components of the skills	<input checked="" type="checkbox"/>		
5	Clarity in developing the skill of writing the episodes in various skill based on components	<input checked="" type="checkbox"/>		
6	Interaction and feedback given by the teacher observers during practice sessions	<input checked="" type="checkbox"/>		
7	Give your overall impressions about the Micro-teaching skill Training. <i>Totally it was lively and it was helpful for us a lot. Sure it build our confidence and basement for further teaching.</i>			

How do you rate the Resource teachers?							
Resource Teacher	C.R.	S.J.	S.N.K.	Dr. G.P.N.	B.S.	S.S.K.	B.J.S.
Satisfactory							
Good			<input checked="" type="checkbox"/>				
Excellent	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Rashmi.S*  
SIGNATRE OF THE STUDENT

principalstuvce@gmail.com  
stuvce mes@gmail.com

Manual for Self-appraisal of Teacher Education Institutions

## Appendix- 2: Sample formats for Teacher appraisal Reports (Source: UGC)

### Format- 1

#### PERFORMANCE APPRAISAL REPORT

#### FOR SELF APPRAISAL OF TEACHERS

##### i) General Information

a) Name :

b) Address (Residential) :

Ph. No. :

c) Designation :

d) Department :

e) Date of Birth :

f) Area of Specialization :

##### A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's Degree (s)				
Master's Degree (s)				
Research Degree (s)				
Other Diploma / Certificates etc.				

\* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.



ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) **Research Projects carried out**

Title of the Project	Name of the funding Agency	Duration	Remarks

C) **Seminars, Conferences, Symposia Workshops etc. attended**

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

## Manual for Self—appraisal of Teacher Education Institutions

## iii) Teaching Experience

Courses Taught	Name of the University/ College/ Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience : \_\_\_\_\_

a) Under-graduate (Pass) : \_\_\_\_\_

b) Under-graduate (Hons): \_\_\_\_\_

c) Post-graduate : \_\_\_\_\_

## viii) Innovations/Contributions in Teaching

- a) Design of Curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material  
Including books, reading materials,  
Laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any Other

**ix) Extension Work/Community Service**

a) Please give a short account of your contribution to:

i) Community work  
such as values of National Integration,  
secularism, democracy, socialism, humanism, peace,  
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with  
Extension  
Work and National Service Scheme (NSS), or NCC or any other similar  
activity

**D. Participation in Corporate Life:**

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life  
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees  
on Education and National Development

f) Professional Organization of Teachers.

**E. (a) Membership of Professional Bodies, Societies etc.**

**(b) Editorship of Journals**

**F. Any other information**

**(Signature of the Teacher)**

**Format- 2**

**PERFORMANCE APPRAISAL REPORT  
FOR SELF APPRAISAL OF TEACHERS**

**A. General Information**

- a) Name
- b) Date of Birth
- c) Address (Residential) Ph.No.
- d) Designation
- e) Department
- f) Area of Specialization
- g) Date of Appointment
  - (i) in the institution
  - (ii) in the present post
- h) Honors Conferred

**B. Teaching**

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P  (1)	Taught in the year L T/P  (2)	Steps taken for the teaching of periods missed during absence or leave   (3)

Manual for Self—appraisal of Teacher Education Institutions

i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)			
ii) PG (M.A./M.Sc.etc.)			
iii) M.Phil			
iv) Any other			

\* (To be filled at the end of every academic year)

\*\* L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

(i) University Education

(ii) Internal Evaluation

(iii) Paper Setting

(iv) Assessment of Home assignments

(v) Conduct of Examinations

(vi) Evaluation of Dissertation etc.

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**C. Details of Innovations / Contribution in Teaching, during the year :**

- a) Design of curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any other

**D. Improvement of Professional Competence:**

- (a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

## Manual for Self—appraisal of Teacher Education Institutions

**E. Research Contributions:**

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

b) No. of research papers published (please enclose list)

c) Research Projects:

Title of the Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.



**F. Extension Work/Community Service**

- a) Please give a short account of your contribution to:
- i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
  - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

**G. Participation in Corporate Life:**

Please give a short account of your contribution to:

- a) Collège/University/Institution
- b) Co-curricular activities
- c) Enrichment of campus life  
(hostels, sports, games, cultural activities)
- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/Committees on Education and National Development
- f) Professional Organizations of Teachers

**H. Assessment**

- a) Steps taken by you for the evaluation of the course programme taught

---

Manual for Self—appraisal of Teacher Education Institutions

**I. General Data**

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

(Signature of the Teacher)

**J. \* Verification of factual data**

- A. General Information
- B. Teaching
- C. Details of Innovations/Contribution in teaching, during the year
- D. Improvement of Professional competence
- E. Research contributions
- F. Extension work/community service
- G. Participation in Corporate Life

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(Signature of the Person authorized\*)

\*By a person to be nominated by Principal/Vice-Chancellor.

## **VALUE FRAME WORK FOR ASSESSMENT OF HIGHER EDUCATION INSTITUTION AND SUGGESTED PARAMETERS:**

### **Activities contributing to National Development.**

- Reducing gender disparity in education
- Establishing equality in education
- Community related activities are encouraged on a large scale
- Cultural observations fostering cultural consciousness
- Interaction with philanthropists, religious leaders
- Celebrating / observing days of National importance
- Adult franchise practices of democracy.

### **Activities fostering global competencies**

- Programmes fostering life skill enhancement
- Personality development training
- Communication skill development workshop
- Competitive test orientation and preparatory training
- Individualized skill training through micro-teaching workshop
- Expert training to achieve teaching competency equaling global standards.
- Training in techno-pedagogy
- Preparing for preparing effective and creative exhibits related to the subjects
- Training to face modern evaluation
- Training to work effectively in groups and in group discussion skills
- Awareness of work culture
- Awareness regarding international journals, e-journals

### **Activities for inculcating value system:**

- Theory of value education is provided through core papers (B Ed)
- Organize discussions, debates, role play, prayer, 'thought for the day' sessions

- Environmental programmes and days of ecological importance are conducted to develop ecological values
- Social service activities are conducted to inculcate social values
- Blood Donation and other programmes of charity help in developing the value of brotherhood.
- Artistic performances are encouraged and staged to inculcate cultural values
- Field trips, study tours and community living camps promoting communal brotherhood.
- Cultural events and programmes celebrating human values.

**Activities promoting use of technology:**

- Training in usage of modern classroom gadgets
- Computer training
- Theory paper supporting the use of technology
- Interactive white board
- Smart classrooms
- Language Laboratory
- Internet accessed library
- Laboratories equipped with modern amenities
- ICT enabled seminar hall
- Effective and innovative use of visual / oral media.

**Quest for Excellence:**

- Ensuring participation in faculty development programmes
- Attending National /State Level seminars and workshops
- Encouraging research works and related outputs in the field
- Collaborative versatility with union of other agencies
- Self-empowerment programmes
- Personality development programmes
- Environmental awareness
- Participating in curriculum development programmes
- Pursuing research
- Guiding and supporting research

## **4. DOCUMENTS ANNEXED WITH THE SELF-APPRAISAL REPORT**

### **4.1 SCENARIO OF TEACHER EDUCATION IN KARNATAKA STATE:**

The progress of any nation largely depends upon education of its people. Education is regarded as productive activity more or less as important as any other. Education is considered to be the means by which a country organizes its human ability for the purposes of every form of national efforts. The maintenance and development of effort in all sectors of national life depends on human resources. Unless and until the development of skilled manpower through educational and technical training of its people. The progress of any nation may be severely hampered. "Education in all its manifold forms, therefore, is the instrument by which a nation transforms itself into what it hopes to be : It is this social instrument through which man can guide his destiny and shape his future" (Misra 1967 PPI)

In visualizing education as an effective instrument, the teacher is the crucial component. The teacher is the backbone of the educational system, the maker of mankind and history, and the architect of the society. It is known that although the role and functions of teachers are changing, yet they are regarded as the benefactors of mankind. The teachers are the principal agency for implementing educational programmes at various levels. They are to play a pivotal role in our effort to relate education to national development and social changes.

Various educational innovations like the restructuring of courses, introduction of examination reforms, making programmes relevant to social environment and community needs, developing new and emerging areas of studies, can be brought about successfully only if the teacher holds the progressive outlook on education.

By its very definition, a professional, including a teacher is a lifelong learner because of his / her association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that he / she keeps learning and developing throughout his / her professional life. This is precisely, the responsibility of the teacher education system which is more than a mere combination of two of its major components pre-service teacher preparation and in-service education, professional preparation and professional development of teachers is a continuous process.

It begins with the selection of an aspirant teacher and includes his / her initial preparation induction into the selection and his /her teaching careers. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning.

**PRE-SERVICE TEACHER EDUCATION:**

Pre-service education of teacher is the education of teachers before they enter into service as teacher, an initial stage on the wider process of continuing teacher education. The National Council of Teacher Education (NCTE) lays down norms and standards for various teacher education course, minimum qualifications for teacher educations, course and content and duration and minimum qualification for entry of student-teachers for various courses.

**OVER VIEW OF TEACHER EDUCATION IN KARNATAKA STATE:**

S N	Levels of Education	Course	Types of Training Institutions	Admission requirement to the courses	Duration of Courses	Diploma/ Degree/ certificate award
1	Higher Secondary	B Ed	Government, Private Aided /Distance Education, Correspondence /Private Aided	Post Graduation	One Year	Bachelor of Education
2	Secondary	B Ed	Government. Private Aided / Distance Education Correspondence / Private Aided	Graduation	One Year	Bachelor of Education
3	Physical Education	C P Ed B P Ed	Government, Private Aided, private Un-Aided	Graduation	Two Years	Certificate in Physical Education
4	Special Education	Certificate Course	Governemnt / Un-Aided	Graduation	One / Two Year	Certificate Course
5	Primary Education	D.Ed	Government, Private Aided / Private Un-Aided	10+2 years of Schooling	3 Yrs	Certificate / Diploma in Elementary Education
6	Pre-Primary Education	N.T.T.	Private Un-Aided	10+2 years of schooling	One / Two years	Certificate of pre-school education

**IN SERVICE EDUCATION:**

The education commission (1964-66) recognized the need for further training of teachers after initial preparation. The NP 1986 also stresses the need for life long in-service education of teachers along with pre-service education.

Several centrally sponsored schemes were initiated, especially after NPE 1986 to provide in-service education to school teachers like programme of mass orientation for school teachers (PMOST) and special orientation programme for primary teachers (SOPT) are worth mentioning. Both these programmes were implemented by the NCERT with active involvement of State / Union territories. The in-service education of primary school teachers also figured prominently in District Primary Education Programme (DPEP). The Sarva Shikshana Abhiyan (SSA) also lays emphasis on upgrading of content knowledge and teaching competencies of school teachers through periodic in-service education activities and programmes.

Educational administration in Karnataka State with education Minister as its political head and Education Secondary as its executive head. There is Director of Collegiate Education for Colleges, Director of Public Instruction (DPI) for schools and affiliating university for B Ed College to monitor the system.

Sri T V Venkataswamy College of Education Madhugiri is the first education college established in the backward and rural area of Madhugiri which is putting efforts for the upliftment of the border area by producing quality teacher.

## 4.2 Institutional Academic calendar and Time Table

**TUMKUR UNIVERSITY**  
Vishwavidyalaya Karyalaya, B.H. Road, Tumkur- 572 103

No. TU:AC: Gen-01:2014-15/3390 Date : 30.12.2014

**NOTIFICATION**

**Sub: Academic Calendar for the year 2014-15 in respect of Bachelor of Education (B.Ed.) degree course.**

**Ref :** 1. Proceedings of the committee dated 30.12.2014  
2. Approval of the Hon'ble Vice Chancellor dated:30.12.2014

\*\*\*

The Academic Calendar for the year 2014-15 in respect of **Bachelor of Education (B.Ed.) degree course** is hereby notified as follows.

**I and II Semester**

Sl No.	Time table	Proposed Academic Year for 2014-15
01.	Re-opening of colleges & Reporting of Teachers Planning for Academic activities	31.12.2014
02.	Commencement of First Semester Classes	05.01.2015
03.	Last date for admission	24.01.2015
04.	a) Last date for admission with penal fee of Rs.500-00 b) Last date for admission with special penal fee of Rs.600-00	31.01.2015 10.02.2015
05.	Last date before which the admission statement in triplicate to be sent to the University through e-mail ( <a href="mailto:tumkuruniversity2004@gmail.com">tumkuruniversity2004@gmail.com</a> ) in <b>PDF format in A4 size.</b>	20.02.2015
06.	Visit of Co-ordination Board	07.05.2015 to 16.05.2015
07.	End of First Semester	18.05.2015
08.	Commencement of First Semester Examination	25.05.2015
09.	Vacation	19.05.2015 to 10.06.2015
10.	Commencement of Second Semester Classes	13.06.2015
11.	Commencement & Completion of Practice Teaching including criticism lesson	13.07.2015 to 08.09.2015
12.	Commencement of Practical Examination – 08 days	19.09.2015 to 26.09.2015
13.	Visit of the Co-ordination Board	16.11.2015 to 26.11.2015
14.	End of Second Semester	30.11.2015
15.	Commencement of Second Semester Examination	07.12.2015
16.	Vacation	01.12.2015 to 30.12.2015
17.	Commencement of 2015-16 Academic Year	31.12.2015

1/3

*Dr. ...*  
D:\Documents of Times\B.Ed. Calendar of Times\B.Ed. Calendar of Times\_14-15.doc

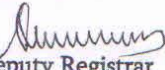


NOTE

1. No admission shall be made to a course / subject to which the College has not been granted affiliation and no admission shall be made to a course / subject to which syllabus and regulation are not approved and notified for implementation.
2. It shall be the sole responsibility of the Principal or Head of the Institution to see that the admissions are made as per the regulations prescribed for the course and other guidelines, issued by the University. Admission made in contravention of regulations and guidelines shall automatically become invalid.
3. All students who have obtained degree from Universities outside Karnataka State shall apply for eligibility Certificate in the prescribed proforma along with the Marks Card, Cumulative record and all other required documents. No admission of such students shall be made by the Institutions Departments without the production of Eligibility certificate issued by the University.  
Foreign students, in particular, may be admitted only on production of the following documents.
  - (a) Eligibility Certificate issued by Tumkur University.
  - (b) Student Visa
  - (c) AIDS free certificate issued by the Competent Authority
4. (a) All students who have completed Degree courses from other University shall produce Migration Certificate at the time of admission.  
(b) No student shall be eligible for admission to the B.Ed. degree course unless he / she has successfully completed three years of Bachelor's degree or two years of Master's Degree through an examination conducted by a University / Autonomous College.
5. No admission shall be made in excess of the intake sanctioned by the University / State Government. Such admissions shall be invalid as per section 59(18) of K.S.U. Act 2000.
6. All the provisions of regulations in force for the course including attendance requirements and scheme of examination shall be brought to the notice of the students, every year at the time of admission and a compliance report to this effect shall be sent along with the statement of admission.
7. No transfer of admission shall be made without the prior permission of the University.
8. The College shall make all admissions before the last date fixed for the courses in the respective year. No admission shall be made after the last date fixed for admission by the University and any admission made to a course after the last date shall automatically become invalid.

9. The Calendar of events shall be notified for the information of all the staff and students of the Institution.
10. In the event of any of the above dates being holiday the activity shall commence on the next working day.

By Order,

  
Deputy Registrar  
(Academic Section)

To

The Principal of the B.Ed. colleges who have obtained Affiliation for the year 2014-15.- for information and necessary action

Copy to :

1. The Commissioner of Public Instruction, Bangalore.
2. The Principal Secretary to Government, Education Department (Higher Education), M.S. Building, Bangalore-560 001
3. The Registrar (Evaluation), Tumkur University, Tumkur.
4. The Registrar, Mysore / Bangalore / Karnataka / Kuvempu / Mangalore Universities.
5. The Librarian, Tumkur University, Tumkur.
6. The Finance Officer, Tumkur University, Tumkur.
7. The Deputy Registrars / Assistant Registrar / Superintendent, Tumkur University, Tumkur.
8. The Deans, Faculty of Arts, Science, Commerce and Education, Tumkur University, Tumkur.
9. Coordinator, National Service Scheme, Tumkur University, Tumkur.
10. P.S. to Vice-Chancellor, Tumkur University, Tumkur.
11. Office copy.

Madhugiri Education Society @, Madhugiri  
SRI T.V.VENKATASWAMY COLLEGE OF EDUCATION, MADHUGIRI  
COLLEGE CALENDER OF EVENTS FOR THE ACADEMIC  
YEAR 2014-15 (FIRST SEMESTER)

Sl. No.	Events	Date & Week
1	Re-opening of College and Reporting of Teachers, planning for Academic Activities	31.12.2014 Wednesday
2	Commencement of First Semester Classes	05.01.2015 Monday
3	Talents ExPO:2014-15/Students Talents Day	08.01.2015 Thursday
4	Welcome to 2014-15 Batch students; Celebration of National Youths'Day/Celebration of Birth Anniversary of Swamy Vivekananda.	12.01.2015 Monday
5	Makara Sankarnti-Holiday	15.01.2015 Thursday
6	Celebration of Birth Anniversary of Nethaji Subhash Chandra Bose	23.01.2015 Friday
7	Republic Day	26.01.2015 Monday
8	Marthyr's Day	30.01.2015 Friday
9	Swach Bharath Aandolana	1st Week of February 2015
10	Communication skill workshop	2nd Week of February 2015
11	Mahashivarathri-Holiday	17.02.2015 Tuesday
12	Local Holiday	18.02.2015 Wednesday
13	National Scientists' Day	28.02.2015 Saturday
14	Workshop on Microteaching skills	1st Week of March 2015
15	International at Women's Day	08.03.2015 Sunday
16	Chandramana Ugadi: Holiday	21.03.2015 Saturday
17	Mahaveera Jayanthi-Holiday	02.04.2015 Thursday
18	Good Friday: Holiday	03.04.2015 Friday

19	Community Living Camp	2nd Week of April 2015
20	Dr.B.R.Ambedkar Jayanthi	14.04.2015 Tuesday
21	Basava Jayanthi: Holiday	21.04.2015 Tuesday
22	Unit Tests	Last Week of April 2015
23	May Day: Holiday	01.05.2015 Friday
24	Visit of Co-ordination Board	07.05.2015 to 16.05.2015
25	World Redcross Day	08.05.2015 Friday
26	Preparatory Examination	3rd Week of May 2015
27	End of First Semester	18.05.2015 Monday
28	Commencement of First Semester Examination	25.05.2015 Monday

Madhugiri Education Society ®, Madhugiri  
SRI T.V.VENKATASWAMY COLLEGE OF EDUCATION, MADHUGIRI  
COLLEGE CALENDER OF EVENTS FOR THE ACADEMIC  
YEAR 2014-15 (SECOND SEMESTER)

Sl. No.	Events	Date & Week
1	Commencement of Second Semester Classes	13.06.2015 Saturday
2	Self protection awareness Programme for high school girls	03.07.2015 Friday
3	Demonstration classes 1st Week of (7, 8, 9,10)	July; 2015
4	Commencement and completion of practice in teaching including criticism classes	13.07.2015 - 08.09.2015
5	Independence day	15.08.2015 Saturday
6	Teachers day & Dr.Radhakrishnan Jayanthi	05.09.2015 Saturday
7	Practical Examination	19.09.2015 - 26.09.2015
8	Gandhi Jayanthi and Lal Bahadur Shashtri's Birthday	02.10.2015 Friday
9	Kannada Rajyostava	01.11.2015 Sunday
10	2nd Semester Test	1st Week of Nov. 2015
11	Educational Excursion	2nd Week of Nov.2015
12	Co-Ordination Board Visit	16.11.2015 - 20.11.2015
13	End of 2nd Semester	30.11.2015 Monday
14	Commencement of 2nd Semister Examination	07.12.2015 Monday
15	Vacation	01.12.2012 Tuesday

SRI T.V.VENKATASWAMY COLLEGE OF EDUCATION, MADHUGIRI - 572132

FIRST SEMESTER TIME TABLE FOR THE YEAR 2014-15

Effect from 05.01.2015

TIMINGS WEEK DAYS	10.00 To 11.00 AM	11.00 To 12.00 Noon	12.00 To 1.00 PM	1.00 To 1.30 PM	1.30 To 2.30 PM	2.30 To 3.30 PM	3.30 To 4.30 PM
MONDAY	F.E.P. S.J.	E.E.I. G.P.N.	CCM-2 D.R.N., S.N.K., S.S.K.	L U N C H B R E A K	CCM-1 C.R. B.S. B.J.S. G.P.N.	S.E.I. SEMINAR	M.I.E. All Teaching Staff
TUESDAY	S.E.I. B.J.S.	F.E.P. S.S.K.	CCM-1 C.R. B.S. B.J.S. G.P.N.		CCM-2 S.J., S.N.K., S.S.K.	E.E.I. SEMINAR	Library Work
WEDNESDAY	S.E.I. S.N.K.	E.E.I. C.R.	CCM-2 S.J., S.N.K., S.S.K.		CCM-1 C.R. B.S. B.J.S. G.P.N.	F.E.P. SEMINAR	P.E. M.R.V.
THURSDAY	E.E.I. C.R.	F.E.P. S.J.	I.C.T. B.S.		CCM-2 S.J. S.N.K. S.S.K.	CCM-1 SEMINAR	Library Work
FRIDAY	E.E.I. G.P.N.	I.C.T. B.S.	S.E.I. D.R.N.		CCM-1 C.R. B.S. B.J.S. G.P.N.	CCM-2 SEMINAR	P.E. & YOGA M.R.V.
SATURDAY	F.E.P. S.S.K.	S.E.I. B.J.S.	ICT PRACTICALS B.S.		Cultural Activities		

- C1 - EEI : EDUCATION IN EMERGING INDIA  
 C2 - FEP : FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY  
 C4 - ICT : INFORMATION AND COMMUNICATION TECHNOLOGY  
 CCM1 : CCM OF TEACHING - KANNADA, ENGLISH, BIOLOGY AND PHYSICS  
 CCM2 : CCM OF TEACHING - HISTORY AND CIVICS, CHEMISTRY AND MATHEMATICS  
 C3 - SEI : SECONDARY EDUCATION IN INDIA  
 M.I.E. : MORAL INTEGRITY EDUCATION

*[Signature]*  
 05/01/15  
 SRI T.V.V. COLLEGE OF EDUCATION  
 MADHUGIRI  
 PRINCIPAL

**SRI T.V.VENKATASWAMY COLLEGE OF EDUCATION, MADHUGIRI - 572132**  
**SECOND SEMESTER TIME TABLE FOR THE YEAR 2014-15 WITH EFFECT FROM 22.06.2015**

TIMINGS WEEK DAYS	10.00 To 11.00 AM	11.00 To 12.00 Noon	12.00 To 1.00 PM	1.00 To 1.30 PM	1.30 To 2.30 PM	2.30 To 3.30 PM	3.30 To 4.30 PM
MONDAY	P.L.I. S.J.	ENC CR	CCM-2 D.R.N. S.N.K S.S.K	L U N C H B R E A K	C.C.M-1 CR B.J.S B.S G.P.N	SM P.A.	PE M.R.V
TUESDAY	ENC B.S	SM G.P.N	C.C.M-2 S.J S.N.K S.S.K		C.C.M-1 CR B.J.S B.S G.P.N	PLI P.A.	Library Guidance
WEDNESDAY	SM S.N.K	PLI S.J	C.C.M-1 CR B.J.S B.S G.P.N		C.C.M-2 S.J S.N.K S.S.K	ENC SEMINAR	PE MRV
THURSDAY	PLI S.S.K	SM D.R.N.	C.C.M-1 CR B.J.S B.S G.P.N		C.C.M-2 S.J S.N.K S.S.K	C.C.M-1 P.A.	Library Guidance
FRIDAY	SM B.J.S	PLI G.P.N	C.C.M-2 S.J S.N.K S.S.K		C.C.M-1 CR B.J.S B.S G.P.N	C.C.M-2 PA	Library Guidance
SATURDAY	C.C.M-2 S.J S.N.K S.S.K	C.C.M-1 CR B.J.S B.S G.P.N	C.C.A. CO-Curricular Activities				

Note: C5 - SM : SCHOOL MANAGEMENT  
 C6 - PLI : PSYCHOLOGY OF LEARNING AND INSTRUCTION  
 C7 - ENC : EDUCATION AND NATIONAL CONCERN  
 CCM1 : CCM OF TEACHING - KANNADA, ENGLISH, BIOLOGY AND PHYSICS  
 CCM2 : CCM OF TEACHING - HISTORY AND CIVICS, CHEMISTRY AND MATHEMATICS

*Anil*  
 PRINCIPAL  
 Sri T.V.V. College of Education  
 Madhugiri,

## 4.3 Copy of the Syllabus

### TUMKUR UNIVERSITY

#### B Ed DEGREE SEMESTER SCHEME REGULATIONS

#### 1. ELIGIBILITY FOR ADMISSION

- 1.1 A Citizen of India who has passed B A /B Sc degree examination of Tumkur University or any university in India or abroad recognized as equivalent through 10+2+3 pattern of education obtaining 50% of marks in aggregate of all the subjects he / she has studied for 3 years is eligible for admission to B Ed Course Provided:
- He / she has studied atleast any **one** of the following languages – 1
    - Kannada
    - English
    - Hindi
    - Urdu
    - Marathi
    - Sanskrit
  - Any two of the following electives
    - History
    - Political Science
    - Sociology
    - Geography
    - economics
    - Philosophy
    - Psychology
    - Physics
    - Chemistry
    - Botany
    - Zoology
    - Geology
    - Mathematics
    - English
    - Kannada
    - Hindi
    - Urdu
    - Marathi
    - Sanskrit
    - Microbiology
    - biotechnology
    - Computer science
    - electronics
    - Statistics
- 1.2 Minimum marks for the purpose of eligibility in case of SC/ST, C-I, and physically handicapped students shall be 45% in aggregate of three years of their degree course

#### 2. ALLOCATION OF SEATS:

- College shall admit all the candidates allotted by the Government of Karnataka through Common Entrance Test (CET) or any appropriate agency recognized by the Government of Karnataka
- For filling the other seats the respective college shall select the candidates following the eligibility criteria as envisaged in regulations 1.1 and 1.2
- The college shall get the selected candidates , both under Government quota and management quota within the last date fixed for admission
- The total intake of all B Ed colleges shall be 100and / or as fixed by the Government of Karnataka from time to time
- The total number of students in each college shall be so distributed so as to ensured that a minimum of 5 students in each except the subjects like Sanskrit, geography, English, urdu, Hindi



- 2.6 The students ratio in science and arts discipline shall be generally 50:50. If the sufficient number of candidates are not available in science discipline such of seats shall be adjusted from arts discipline in the ratio of 25:75 and vice-a-versa.

### 3. DURATION OF THE COURSE AND MEDIUM OF INSTRUCTION

- 3.1 The duration of study for B Ed semester shall extend over a period of one academic year of 2 semesters. The duration of first semester shall be of 16 weeks and second semester shall be of 18 weeks (204 working days)
- 3.2 Minimum duration for practice teaching shall be of six weeks which excludes programs like micro teaching, stimulated teaching and practice of communication skills
- 3.3 The college shall provide instructions in both Kannada and English mediums separately in core subjects provided the total strength of the students in such class is more than 40. However English and / or Kannada shall be generally medium of instruction for content cum method of teaching school subjects
- 3.4 Student teachers shall opt English or Kannada medium for teaching practice irrespective of their medium of instruction opted for theory papers in their colleges
- 3.5 Student teachers shall opt either English or Kannada medium to write their first semester and second semester examinations irrespective of their medium selected for theory classes and teaching practice

### 4. SUBJECTS FOR STUDY

The B Ed semester Degree course shall consist the following theory and practicum parts

#### FIRST SEMESTER

S N	Paper	Title of the Paper	Hours/Week
I	C-1	Education in Emerging India	04
	C-2	Fundamentals of Education Psychology	04
	C-3	Secondary School Education in India	05
	M-1	CCM of teaching School subjects – I	06
	M-2	CCM of teaching School Subjects – II	06
	C-4	Information and Communication Technology	03
II	I	CCM-I Practicum	04
	II	CCM-II Practicum	04
		Total	36

**SECOND SEMESTER**

S N	Paper	Title of the Paper	Hours/Week
I	C-3	School Management	04
	C-5	Psychology of learning Instruction	05
	M-1	CCM of teaching School Subject – I	06
	M-2	CCM of teaching School subjects – II	06
	C-7	Education and National Concerns	03
II	I	Practicum I	05
	II	Practicum II	05
		Total	34

Practicum I & II shown in first and second semesters include practice in teaching CCM-I and CCM-II and other related assignments as per schemes or examination shown under 8.1

**5. METHODS OF TEACHING**

The following content cum methods of teaching school subjects can be provided in the college.

- 5.1    i) Kannada            ii) English            iii) Hindi            iv) Urdu            v) Marathi  
           vii) Sanskrit            viii) History and Civics            viii) Geography  
           ix) Physics            x) Chemistry            xi) Mathematics

xii) Biological Science

- 5.2    Each student teacher shall take two CCM's of teaching school subjects as per the combinations given below:

1. English and History and Civics
2. Kannada and History and Civics
3. Hindi and History and Civics
4. Sanskrit and History and Civics
5. Urdu and History and Civics
6. Geography and History and Civics
7. English and Geography
8. Kannada and Geography
9. Hindi and Geography
10. Sanskrit and Geography
11. Urdu and Geography
12. English and Biological Science
13. Kannada and Biological Science
14. Hindi and Biological Science
15. Sanskrit and Biological Science
16. Urdu and Biological Science
17. English and Mathematics
18. Kannada and Mathematics
19. Hindi and Mathematics
20. Sanskrit and Mathematics
21. Urdu and Mathematics
22. Physics and Mathematics
23. Chemistry and Mathematics
24. English and Chemistry
25. Kannada and Chemistry
26. English and Physics
27. Kannada and Physics
28. Physics and Chemistry
29. Biological science and Chemistry

## 6. ATTENDANCE

- 6.1 A Student teacher must have 80% of attendance in each semester in all theory papers and practicum. Attendance shortage to the extent of 5% can be condoned by the university on the recommendation of the concerned principal of the college charging with a penalty of Rs 300 per subject in case of theory papers and Rs 300 in the case of shortage of attendance to the extent of 5% in teaching practice.
- 6.2 A Student teacher must submit all assignments I & II to qualify himself / herself for appearing II semester examinations. Those who do not submit or not eligible to take up examinations.
- 6.3 Submission of assignments, appearing for class tests and participation in practical activities conducted by the college in respect of core papers, CCM papers, participation in CLC and excursion are compulsory. Those who fail to do so are not eligible for appearing for I & II semester examinations.

## 7. TEACHING PRACTICE

- 7.1 Every Student teacher shall prepare 12+1 lesson plans in each CCM subjects which are to be guided and approved by the concerned method master. The marks of best five lessons could be taken for awarding marks to practice in teaching.
- 7.2 Practice teaching shall be in one block or spread over type depending upon the convenience of the college with a minimum duration of six weeks.

## 8. SCHEME OF EXAMINATION

- 8.1 The scheme of examination for B Ed semester course shall be as follows.

### FIRST SEMSTER – 16 WEEKS

Code No	Title of the Paper	Contact hours / week	Internal Assessment	University Examination		Total	
				Max	Min	Max	Min
C-1	Education in Emerging India	04	20	80	40	100	50
C-2	Fundamentals of Educational Psychology	04	20	80	40	100	50
C-3	Secondary Education in India	04	20	80	40	100	50
M-1	CCM of teaching School subjects – I	06	20	80	40	100	50
M-II	CCM of Teaching School Subjects – II	06	20	80	40	100	50
C-4	Information and Communication Technology	03	10	40	20	50	25
	Practicum-I	04	25	-	-	50	-
	Practicum – II	04	25	-	-		-
	<b>Total</b>	<b>35</b>	<b>160</b>	<b>440</b>	<b>220</b>	<b>600</b>	

**SECOND SEMSTER – 22 WEEKS**

Code No	Title of the Paper	Contact hours / week	Internal Assessment	University Examination		Total	
				Max	Min	Max	Min
C-5	School management	05	20	80	40	100	50
C-6	Psychology for learning and instructions	05	20	80	40	100	50
M-1	CCM of teaching School subjects – I	06	20	80	40	100	50
M-II	CCM of Teaching School Subjects – II	06	20	80	40	100	50
C-7	Education and National Concern	03	10	40	20	50	25
	Practical examination-I					50	25
	Practical examination-II					50	25
	<b>Total</b>					<b>550</b>	<b>275</b>
	Practicum – I	05	125			125	
	Practicum – II	05	125			125	
	<b>Total</b>	<b>35</b>	<b>340</b>	<b>360</b>	<b>-</b>	<b>800</b>	
	<b>Grand Total of I &amp; II Semester</b>				<b>600+800</b>	<b>1400</b>	

**Distribution of Internal Assessment marks for Practicum of CCM of teaching school subjects I & II****FIRST SEMESTER**

S N	Items		Marks	
1	Micro teaching	-	15	Activities of I semester (to be completed in 3 weeks)
2	Communication skill	-	10	
	<b>Total</b>		<b>25</b>	

**SECOND SEMESTER**

1	Notes of Lesson	-	10	Activities of II Semester (to be completed in 8 weeks )
2	Supervised lessons (5 out of 12)	-	40	
3	Criticism Lesson	-	25	
4	Observation records	-	10	
5	Assignment – I	-	20	
6	Assignment – II	-	20	
	<b>Total</b>		<b>125</b>	

**8.2 DECLARATION OF RESULTS**

- 8.2.1 A student teacher should obtain minimum 50% of marks in the aggregate of all core and CCM subjects in I & II Semester examinations separately to pass the examination. There is no Third class in this semester scheme.
- 8.2.2 He / She has to secure 60% and above of marks in the aggregate of all core and CCM subjects together with I & II semester to declare the result as I Class. Candidate should have to passed in one attempt to get class benefits.
- 8.2.3 A candidate failed in the I Semester may be allowed in the II semester to write the I semester failed papers together with II semester examination. But, such of the repeaters do not have the benefit of declaring results in class. Though the total aggregate marks are equal or more than the marks fixed for first class.
- 8.2.4 A candidate who fails in the I and II / Or II semester examination has to clear in 3 subsequent attempts to have the passing certificate in B Ed semester course provided he /she has to secure minimum 50% of marks in aggregate of core and CCM subjects.
- 8.2.5 A candidate has to submit records in each activity and her practicum part failing which he / she will be declared failed in the examination. However such of the failed candidates can take another attempt and to submit the records to the college which is final. Principal of the concerned college to certify and award marks on basis of the improved performance in consultation with the teacher concerned and forward the statement of marks to the Registrar (Evaluation) of the university for declaration of result.
- 8.2.6 Candidate who passes in theory part or practicum part in both the semesters shall be declared to have passed in that part only. A candidate passing both the parts is deemed to have passed the course or deemed to have obtained first class subjects to the stipulation laid down in the regulation 8.2.1 and 8.2.2
- 8.2.7 A candidate failing to obtain the prescribed minimum marks in any subject or part as stipulated in the scheme of examination 8.1 may be permitted to repeat the examination in that particular subject only. However, Internal Assessment marks obtained under theory part and practicum part shall be final once for all. The candidate has to secure minimum of 25 marks in each CCM to pass in the practical examination.
- 8.2.8 Only candidates completing the I & II semester course in I attempt shall have the benefits of having I class and / or rank declared in his / her case,

if he / she is eligible for the same as per the stipulation laid down under these regulations.

## **9. CO-ORDINATING BOARD / B Ed SEMESTER COURSE**

- 9.1 The University shall constitute a coordinating board in the beginning of the every academic year with 05 Principals and 02 experienced Teacher Educators of College of Educations as members of the Board based on seniority cum rotation and the Chairman of the PG Department of Education as its Chairman, with a view to bring about uniformity of standards in marks pertaining to Internal Assessment of both theory and practicum parts. The principal of the visiting College shall be co-opted if he / she is not already a member of the Board. The membership of such Principal is limited to his / her college.
- 9.2 The coordination Board shall visit at the end of each semester and scrutinize Internal Assessment marks done by the college concerned. The Board shall have powers to go through any records or test answer scripts pertaining to the Internal Assessment Marks and after scrutinizing the same, it shall have the power to modify the Internal Assessment Marks in case where fair assessment is lacking. The college shall make available all records of Internal Assessment Marks and all particulars of the assignment and their valuation to the board for review. The Board shall conduct interviews with students at a random in a college to obtain authentic information about their assignment.
- 9.3 The quorum of the coordinating Board shall be 05 members including the Chairman. The decisions of the Board shall be final on all college of education and are binding.
- 9.4 The Principal of the College of Education shall send the consolidated Marks List after incorporating the modifications of marks suggested by the Board through the Chairman of the coordinating Board who shall scrutinize the list and forward the same to the Registrar (Evaluation)
- 9.5 All colleges of education shall follow the same pattern of Internal Assessment procedure as decided by the coordinating Board

## **10. CONDUCT OF PRACTICAL EXAMINATION**

- 10.1 The university shall conduct practical examination with the help of “Practical Examination Board” approved by the Chairman Board of examiners. Each practical examination Board shall consists 02 members ie one from B Ed College and the other from practicing school. Chairman, Board of Examiners constitutes practical examination Board and distribute them to different B Ed colleges for the conduct of

- Practical Examination. Practical examiners are allotted to the B Ed college to which generally they do not belong as a Teacher Educator / Head Master or senior teacher of Practicing school that particular college has opted during practice teaching to conduct practical examination with a view to objectivity in the assessment of student teachers performance in classroom teaching.
- 10.2 A method master with a minimum 3 years of experience at B Ed college level and H M or Teacher with 10 Years of teaching experience from practicing schools can be a examiner for practical examination. The marks awarded to the students shall be average of marks awarded by the examiner 1 and 2 for each methods of teaching.

### **11. COMMUNITY LIVING CAMP AND EXCURSION**

- 11.1 Each student teacher has to compulsorily participate and submit a report on his participation in a 4 days Community Living Camp exclusively conducted at a rural place by the college. The CLC should aim at fostering qualities like collective work, cooperative living, fellow living, like minded towards rural culture etc, among student teachers. The colleges shall arrange to have such activities in CLC that faster the above orientations. Student -teacher must compulsorily participate in CLC. CLC can be conducted during I semester.
- 11.2 Each college shall conduct an excursion for a minimum period of 3 days to visit places of education, historical culture and technical importance. Each student teacher must compulsorily take part in the excursion and submit a report to the college. Excursion can be conducted during the II semester.

### **12. MISCELLANEOUS:**

Any other issues not envisaged above, shall be resolved by the vice chancellor in consultation with the appropriate bodies of the university, which shall be final and binding.

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**C-I: EDUCATION IN EMERGING INDIA**  
**FIRST SEMESTER – 52 HOURS**

S N	Syllabus	
1	Objectives	<p><b>The student teacher will understand</b></p> <ul style="list-style-type: none"> <li>➤ The meaning, process, and functions of Education</li> <li>➤ The meaning of philosophy and its relationship with education</li> <li>➤ The meaning and features of good curriculum and its designing</li> <li>➤ The meaning of sociology and its relationship with education</li> <li>➤ The relationship between education and economics</li> <li>➤ The importance of teaching and the principles of teaching</li> <li>➤ The significance of important teaching devices and their applications</li> </ul>
2	Unit-I	<p><b>Education: 08 Hours</b>  Meaning – Narrower and broader, Functions of Education : Moulding (shaping), growth and initiation; Education as a process and a product; three types of education- formal, informal, non-formal,; Education and quality of life.</p>
3	Unit-2	<p><b>Philosophical foundations of education: 14 Hours</b>  Meaning of Philosophy; relationship between philosophy and education; Need of knowledge of philosophy for a teacher ie how it improves the quality and effect of his teaching; fundamentals of three main schools of philosophy – Idealism, Naturalism, Pragmatism; Contributions of following thinkers to education – Mahatma Gandhi, Vivekananda, Rabindranath Tagore, J Krishnmurthy, Rousseau, John Dewey.</p>
4	Unit – 3	<p><b>Curriculum: 04 Hours</b>  Meaning definition – narrow &amp; broader (1pd); Types of curriculum – Traditional and progressive, Principles of curriculum construction; National core curriculum features, core elements.</p>
5	Unit-4	<p><b>Sociological foundation of education 11 Hours</b>  Meaning and scope of Sociology of education; socialization – meaning – process of socialization, agencies of socialization – family, peer group, religion, school and mass media; social change and social mobility – meaning and differences – factors promoting social change – role of education in causing social change and social mobility; school as a miniature society; Culture and its relationship with education; economics and education – education as investment and consumption.</p>
6	Unit-5	<p><b>Teaching : 09 Hours</b>  Meaning – Four modes of teaching – imitation, indoctrination, Training, Instruction, Mursell’s six principles of teaching ; Maxims of teaching.</p>
7	Unit-6	<p><b>Teaching : 06 Hours</b>  Devices of teaching – questioning, Narration, Explanation, Description – Illustration – Edgar Dale’s cone of experience; Meaning of micro teaching – its importance.</p>

**Topics for Seminars :**



1. Role of non-formal education in India
2. Empowerment of women in India
3. Vocationalization of women in India
4. Contribution of Educational thinkers
5. Implementation of literacy programmes in India
6. Role of NGO's (Non-government agencies) in promoting education (Discussion on various aspects of the above topics should be arranged)

**Reference Books:**

1. J C Aggarwal, Education in Emerging India, Doaba House – 2004
2. J C Aggrwal, Theory and principles of Education, Vikas Publications – 2003
3. University Professor, Sociology of Education, Ravindran Press – 1994
4. University professor, philosophy and Sociology of Education, Annamalai University of press 1994
5. Sharma and Yogendar K, Foundations in Sociology of Education, Kanishka publishers -2004
6. Educational Thought and Practice; V R Taneja, Pub: Sterling Publishers Pvt Ltd., New Delhi, Bangalore-2004
7. Founders of Education; M S Badami, Vidyanidhi [rakashana Gadag 1996
8. Theory and principles of Eduation; J C Agarwal, vikas Publishing House Pvt Ltd New Delhi 2004
9. Percy, Principles of Education, DPH Publishers 2003
10. Joseph Mukel, Gandhian Education Discovery Publications – 2003
11. N R Swarup Saxena, Principles of Education; R Lall Book Depot, near Govt inter college, Meerut (UP)
12. Major philosophies of Educaiton; Dr R S Pandey, Vinod pustak Mandir, Agra)
13. Philosophical and sociological foundations of Education ; Dr SP Choube, Akhilesh Coube, Vinod Pustak Mandir, Agra
14. Krishnamurthy on Education – Pub – Krishnamurthy Foundation of India
15. Education in Indian Society – By Mohanty
16. Successful teaching – by Mursell
17. Introduction to teaching by Thomas L Grey

## TUMKUR UNIVERSITY

### B Ed DEGREE SEMESTER SCHEME SYLLABUS

#### C-2: FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY

#### FIRST SEMESTER

S N	Syllabus	
1	<b>Objectives</b>	<p><b>Student teacher will:</b></p> <ul style="list-style-type: none"> <li>➤ Acquire the meaning and method of Educational Psychology</li> <li>➤ Understand the pattern of growth and development among the adolescents</li> <li>➤ Realized the importance of individual differences to classroom teacher</li> <li>➤ Understand the role of teacher in Fostering mental health among the adolescents</li> <li>➤ Acquaint with the programmes for gifted and educationally backward children</li> <li>➤ Understand the importance of using sociometric technique in classroom situations</li> <li>➤ Understand the meaning and methods of assessing personality of individuals</li> <li>➤ Apply the knowledge of methods of psychology to understand the learners behavior</li> <li>➤ Develop skills in computing the measures of central tendencies and measures of variability</li> <li>➤ Develop skills in interpreting statistical results.</li> </ul>
2	<b>Unit-I</b>	<p><b>Meaning and scope of Educational Psychology: 08 Hours</b>            meaning of Psychology – Meaning and scope of Educational Psychology;            Methods of Educational Psychology – observation, Case study, and experimentations – meaning, steps, uses and limitations</p>
3	<b>Unit-2</b>	<p><b>Understanding the Leader: 10 Hours</b>            Concept of growth and development -adolescence - Meaning, characteristics, development in relation to physical, mental, intellectual, social and emotional aspects – needs and problems, role of teacher in overcoming their problems; Development tasks during adolescence; Mental health – Meaning, causes for mental ill health – Role of the teacher in fostering Mental Health among the adolescents..</p>
4	<b>Unit – 3</b>	<p><b>Individual differences : 12 Hours</b>            Meaning and nature of individual differences, factors of individual differences cause for individual differences – Heredity and Environment; implications of individual differences for classroom teaching; Intelligence: Meaning and definitions; intelligence tests – verbal, nonverbal and performance tests; Intelligent Quotient (IQ) – Distributions of intelligence; Gifted children – Meaning, characteristics , Identifications and Educational programmes; Educationally Backward children – Meaning, Characteristics, Causes and Remedial Instructions; Creativity – Meaning – Definition characteristics of creative children</p>

		fostering creativity.
<b>5</b>	<b>Unit-4</b>	<b>Group Dynamics</b> <b>5 Hours</b> Meaning and definitions: Types of groups – classroom as a group; Sociometry – meaning, its importance and uses, Nature types of Interactions
<b>6</b>	<b>Unit-5</b>	<b>Personality :</b> <b>7 Hours</b> Meaning and Definitions of Personality : Determinants of Personality – Heredity and Environment ; structure of Personality – (Sigmund Freud); assessment of Personality – subjective, objective and projective techniques; Role of the teacher in the development of personality; Adjustment – Meaning, causes for maladjustment -Role of the teacher in helping children for better adjustment.
<b>7</b>	<b>Unit-6</b>	<b>Evaluation and Educational Statistics :</b> <b>10 Hours</b> Educational Objectives – Meaning and importance in instruction, classification – Bloom’s Taxonomy and NCERT, listing of objectives in behavioural terms; Meaning and measurement and evaluation, their differences; continuous and comprehensive evaluation -; Tools of Evaluation Objective type items – completion types, true –false type, Analogy type, multiple choice type, matching type – their meaning, characteristics, construction and uses; Achievement test – manig, steps of construction and uses; types of achievement tests- oral, written tests; very short answer, short answer and essay type items – their meaning and importance; Statistics – Meaning of statistics, steps in preparing Frequency distribution table; Measures of central tendency – computation of mean, median and mode for ungrouped and grouped data; interpretation and uses.

Topic for Seminar:

1. Case study
2. Mental health
3. Gifted children
4. Individual differences
5. Creativity
6. Tools for assessing personality
7. Tests of intelligence
8. Studies on adolescent problems
9. Sociometric Techniques
10. Statistical Technologies

Reference Books

1. Aggarwal J C Essentials of Educational Psychology, Vikas Publishing House Ltd, New Delhi (1995)
2. Chauhan SS : Advanced Educaitonal Psychology, Vikas Publishing House Ltd, New Delhi (1987)

3. Chauhan SS : Advanced Educaitional Psychology, Vikas Publishing House Ltd, New Delhi (1988)
4. Dandapani S A Text Book of advanced Educational Psychology (2000)
5. Hurlock E B : child development, Mcgre Hill Book Co, Newyork (1975)
6. Kakkar S Education Psychology and Guidance, The Indian Publications (1989)
7. Kirle S A and Gallaghu (JJ) Educatign exceptional children, Haughten Miffi Company, Bostan (1985)
8. Kundu CL and Tuttoo D N Educational Psychology, Sterling Publishers Pvt Ltd New delhi (1985)
9. Mohan Educaional Psychology Wiley Eastern New Delhi (1993)
10. ಇ ವಿ ಗೋವಿಂದ ರಾವ್ ಶಿಕ್ಷಣದಲ್ಲ ಮನೋವಿಜ್ಞಾನ, ಮುರಳಿ ಪ್ರಕಾಶನ, ಕುವೆಂಪುನಗರ, ಮೈಸೂರು (1992)
11. ಎನ್ ಎಂ ಗುಡ್ಡಳ್ಳಿ, ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ (1998)
12. ಎನ್ ವಿ ಥೋಟ್ಟು, ಶಿಕ್ಷಣದಲ್ಲ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ ಪದ್ಧತಿಗಳು, ಭಾರತ್ ಬುಕ್ ಡಿಪೋ ಗದಗ.

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**C-3: SECONDARY EDUCATION IN INDIA**  
**FIRST SEMESTER-52 HOURS**

S N	Syllabus	
1	<b>Objectives</b>	<b>Student teacher I:</b> <ul style="list-style-type: none"> <li>➤ Understand the objectives of secondary education</li> <li>➤ Acquire the knowledge of structure of educational administration in Karnataka</li> <li>➤ Acquire the knowledge of status of secondary education during pre and post independent India</li> <li>➤ Understand the challenges and strategies related to imparting quality education at the secondary stage'</li> <li>➤ Understand the importance, status and problems related to alternative schooling</li> <li>➤ Understand the importance and issues related to professional growth of teachers.</li> <li>➤ Acquire the knowledge of various agencies in secondary education</li> </ul>
2	<b>Unit-I</b>	<b>Secondary Education : 07 Hours</b> objectives of Secondary Education, linkages with primary and higher secondary Education, place of secondary Education in the Education System (10+2+3); Structure of Educational administration in Karnataka
3	<b>Unit-2</b>	<b>Status of Secondary Education during pre and post independent period in India – recommendations of the following with referenc to secondary education: 10 Hours</b> Pre Independent period ; The Wood’s dispatch – 1854, the Hunter commission – 1882, the university commission – 1902, the slader commission – 1917, the Hartog Committee – 19259, the abbot wood report – 1936-37, the sargent report 1944 Post Independent period: the secondary education commission – 1952-53, the Kothari commission-1964-66, the National Policy on Educuztion-1968, the National Policy on Education – 1986, the programme of action-1992, National curriculum Framework for school education -2000
4	<b>Unit – 3</b>	<b>Challenges and strategies in imparting Quality Education in Secondary Stage : 10 Hours</b> Provision for education in the Indian constitution – with latest amendments and special reference to secondary education. Access; Education of girls; Education of disadvantage group (SC,ST , Backward communities and minorities); Education of challenged children, Examination reforms- Need importance and trends in school education.
5	<b>Unit-4</b>	<b>Alternative schooling at Secondary Stage: 9 Hours</b>

		Concept and importance of alternative schooling; Curriculum and teaching learning strategies; problems encountered in alternative schooling; Role of Government and NGOs in alternative schooling; strategies to improve quality of alternative schooling, Open schooling – national and State Open schools objectives, curriculum, functions and methods of instructions.
6	Unit-5	<b>Professional Growth of secondary school teachers : 9 Hours</b> Meaning of profession- code of professional ethics for teachers; teacher motivation- factors affecting teacher motivation; teacher role performance, role perception, role conflict, role stress and accountability, in-service education of teachers, importance, nature and professional organisations
7	Unit-6	<b>Role of the following agencies in secondary education : 7 Hours</b> NCERT, DSERT, CTE, IAS and NGOs

### Topics for Seminar :

1. Place of secondary education in the educational ladder
2. Revision of secondary school education as visualized in independent India
3. Policies and programmes of government to improve educational opportunities for disadvantaged groups
4. Examination reforms at secondary school stage
5. Problems of out of school children
6. Status of open school in India
7. Professional code of ethics for teachers

### Reference Books

1. Baldev Mahajan and Khullar KK., Educational administration in Central Government, Vikas Publishing House, (2000)
2. Baldev Mahajan Etal, educational administration in Karnataka, Vikas Publication House (1994)
3. Bhat K S and Revishankar S administration of Education, seema Publishers (1985)
4. Gupta LD., Educational administration Oxford and IBH Publishing Co., New Delhi (1986)
5. Jagannath Mohanty, educational Administration supervision and school., Deep and Deep (1990)
6. Kochhar S K Secondary school Administration, Universtiy Publishers Delhi (1964)
7. Kochhar S K Secondary school Administration, Universtiy Publishers (1971)
8. Murthy S K., Essentials of School organization and administration, tendon publisher
9. Pandya S R., Administration and management of education, Himalaya Publishing House, (2001)
10. Sachdeva M S., School organisations and Administration, Prakash Bros., (1997)
11. Terry & Franklin, Principles of management 8<sup>th</sup> edition, AITBS publishers and distributors (1997)
12. Vasant R Patri, Education in India – policies and programmes, Super Book Service Bangalore (2000)
13. Raymond.M.Makamura; Healthy Classroom management; Wadaworth USA
14. Nancy Letts; the Caring classroom; scholastic professional books
15. Vijayakumari Kaushik, S R Sharma; School administration Organisation; Anmol Publication
16. Jagannath MOhanty, Educational administration supervision and School Management, Deep and Deep publications
17. L D Guptha, Educational administration; Oxford and IBH Publishing
18. Vasant R. Patri; Education in India – Programmes and policies, authors press
19. Christoper Molander and Jolathan W ; managing human resources, routledge London and NY
20. David N Aspin quality schooling Casselli

21. Dr S K Murthy; school organization and Administration, Tendon Publications
22. Jacquicke Bomb rough, training your staff; SIT Management series
23. S R Vassist, Classroom administration, Anmol publications
24. Dr S P Pandya; Administration and Management of Education, Himalaya Publishing
25. K S Bhatt and Ravishankar; administration of Education, seema publications.
26. N P Rao, Education and Human Resource Management, APH Publishing
27. P N Rastogi; Building a learning organization, wheeler publishing

## TUMKUR UNIVERSITY

### B Ed DEGREE SEMESTER SCHEME SYLLABUS

#### C-4: INFORMATION AND COMMUNICATION TECHNOLOGY

#### FIRST SEMESTER

S N	Syllabus	
1	<b>Objectives</b>	<b>Student teacher :</b> <ul style="list-style-type: none"> <li>➤ To help student teacher to distinguish between communication and instruction so that they can develop and design a sound instructional system</li> <li>➤ To enable the student teacher to understand the meaning, nature scope and significance of educational technologies</li> <li>➤ To enable the student teacher to understand the importance of programmed instructions</li> <li>➤ To acquaint student teacher with emerging trends in information communication technology</li> </ul>
2	<b>Unit-I</b>	<b>Communication and instruction</b> Meaning, concept and definitions of communication, Types of communication – verbal and non-verbal. Components of communication, barriers to communication. Classroom communication – mass and approach
3	<b>Unit-2</b>	<b>Information technology and Education Technology</b> Meaning, concept and definitions of educational technology. Scope and objectives of educational technology, components of educational technology – hardware and software. Educational technology and instructional technology
4	<b>Unit – 3</b>	<b>Programmed instruction</b> Origin, meaning and principles of programmed instruction. Types of programmes instruction. Linear, branching and mathematics, advantages and limitations.
5	<b>Unit-4</b>	<b>Computer fundamentals</b> Computers revolutions generation and types of computers. Block diagram of computer. Input-output devices. Primary and secondary memories (floppy disk compact disk and CD ROMs . Internet, email, e-learning, e-publishing and windows operations) Computer assisted instruction – types of computer assisted instruction – drill and practice. Tutorials, stimulations and games. Advantages and disadvantages of computer assisted instructions.

Practical Activities:

- a. Preparation of classroom teaching aids
- b. M S -Office packages, power point application and uses
- c. Email and internet working



## Reference Books

1. S K Mangal, foundations of educational technology, Prakahs Brothers, Lusiana (1998)
2. R A Sharma, technology of teaching Royal Book House Meerut (2002)
3. J C Aggarwal Essentials of Educational Technology – Teaching and Learning vfikas Publishing House, New Delhi (2000)
4. Sampathkumar and K Paneer Selvam, Introduction to Educational Technology, Sterling Publications New Delhi (1981)
5. Kumar K L , educational Technology, New age international Pvt Ltd, New Delhi (1996)
6. Brethower P M, programmes instructions – a manual programming
7. Croton, T E (ed), Programmed learning and computer based instructions Newyork (1962)
8. NCTE Educational Technology – Progress and promise NCTE (1973)
9. SS Chandan Innovations in Teaching Learning process, Vikas Publishing House (1995)
10. K A Sharma Foundations of educational technology, Theory, practice and research, R Lal Publishing house (2001)
11. Perceival fred and ellington Henry – a Hand Book of Educational Technology, Koyen Page London (1984)
12. Mac bride scan communication and society – many voices, one word oxford and IBM Publishing company ltd New Delhi
13. Mukhopadhyaya, Marmar, Education Technology All India association for Education Technology, New Delhi (1991)
14. Goel M R Introduction to Computer Science, New Delhi Sterlin publisher Pvt Ptd (1989)
15. Premkumar and Ajith K Ghosh – Management information and communication system, New Delhi Manas Publications Central Market, Ashok Vihar- (1991)
16. Fry, Edward B Teaching machines and programmed instructions, New York MC Grew hill Book company INC (1973)
17. Honcock A Planning for educational mass Media Newyork Long man group (1977)
18. Hussain, Khatech M Development of information system for education New Jercy Practice all INC (1973)
19. Kumar T Keval Mass Communication in India Jico Publishing House new Delhi (1981)
20. Usha Rao Education Technology Himalaya Publishing House New Delhi (1994)

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**C-5:SCHOOL MANAGEMENT**  
**SECOND SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	<p><b>Student teachers acquire the knowledge and understanding of :</b></p> <ul style="list-style-type: none"> <li>➤ Meaning, purpose and process of educational management , management of resources in secondary schools, organisations and management of school programmes</li> <li>➤ The concept and importance of time management</li> <li>➤ Importance of students discipline and classroom management</li> <li>➤ The factors affecting the total quality management</li> </ul>
2	<b>Unit-I</b>	<p><b>Educational Management 06 Hours</b>            Concept of management; Concept of Educational management- purposes, process and principles of Educational Management.</p>
3	<b>Unit-2</b>	<p><b>Management of resources in secondary Schools 09 Hours</b>            Concept of human resource management ; Functions of Head Master - as a teacher, manager and supervisor; functions of a teacher; the school personal, their functions in office management, material management. School planned; essential features of school building equipment, furniture and playground, management of financial resource; sources of income, planning and preparation of school budget.</p>
4	<b>Unit – 3</b>	<p><b>Organization and management of School Programmes: 11 Hours</b>            Admission of students – common practices of admissions followed in schools . co-curricular activities-meaning importance and types of co-curricular activities – principles and procedures of organizing co-curricular activities; school health education – meaning and importance of health education – essential school health services- medical care, medical examination, health record and follow up programmes – physical education; meaning importance and programmes</p>
5	<b>Unit-4</b>	<p><b>Management of time: 05 Hours</b>            Concept of time management ; annual programming – calendar of events, importance and factors to be and considered in programming , time table meaning importance principles of framing time table and types of time table scheduling of tax and examinations</p>
6	<b>Unit – 5</b>	<p><b>School Discipline and Classroom management : 07 Hours</b>            Concept and importance of school discipline; causes of student indiscipline ; measures to overcome student indiscipline, classroom management – concept techniques of classroom management</p>
7	<b>Unit – 6</b>	<p><b>Total Quality Management in Secondary School : 14 Hours</b>            Concept and process of total quality management; areas of TQM, in schools, institutional planning- meaning purpose and procedures; maintenance of school records- purposes and types of school records-management information systems (MIS) – meaning, importance and application. Supervision – meaning purpose and procedures; school appraisal – role of PTA school complex- meaning importance and structure of school complex.</p>

**Practical Activities:**

Submission of report after conducting a study / undertaking work on a any one of the following :

1. Study of the role and responsibilities of Head master and teacher in two or three selected schools
2. A critical study of the time tables and annual programme of work of a schools
3. A study of the strategies used for admission and classification of students
4. A survey of techniques used to attain classroom and school discipline
5. A survey of co-curricular activities conducted in a secondary schools
6. A study of facilities for health education in a secondary schools
7. A study of various school records maintained in a secondary schools
8. A study of various components of school plant

**Books for Reference:**

1. Sulthan Mohiddin and Siddalingaiah M – School organization and management DPI Publishers (1958)
2. KOchar S K, secondary School administration, Vichara Sahitya Pvt Ltd Bangalore (1971)
3. Kocchar S K , Secondary School administration, University Publishers Delhi (1971)
4. Kocchar S K Secondary School Administration University Publications Jalandhar (1971)
5. Kocchar S K Secondary School Administration Sterlin publishers (1996)
6. Jagannath Mohanty Education Administration Supervision and School management Deep and Deep publishers (2004)
7. KOcchar S K Secondary School Administration Sterlin Publishers (1996)
8. Dash B N School organization Administration and Management Neelkamal Publication Ltd New Delhi (2004)
9. Mageri C V Text Book of Educationl Management Vidyanidhi Prakashana Gadag (1193)
10. Dash B N School organization Adminsitration and Management Neelkamal Publications New Delhi (2003)
11. Kochar S K Secondary School Adminiistration Sterlin Publications Delhi (1988)
12. Lemiech, Johan Cossin Classroom management Harpel and rope Newyork (1979)
13. Sachdev M S A new approaches to school management, New Academic publishing committee Jalandar (2000)
14. Chandrashekhkar Pramila Educational Planning and Management Sterlin Publishers, New Delhi (1994)
15. Kanna S T Sexena V K Lamba TP Murthy V Educational Administration Planning supervision and financing doba house New Delhi (2000)
16. MOhanty Jagannath educational Administration, Supervision and School management Deep and Deelp publications New Delhi (1990)
17. Sulthan Mohiddin and Dr Siddalingaiah school organization and management
18. Mathur S S Educational Administration and Management, the associated publishers New Delhi (1990)
19. Panda U N School management, D K Publishers Pvt Ltd New delghi (1989)
20. Franklin G Stephen and Terry R George; principles of management AITBS publications New Delhi
21. Nolander Christopher Managing Human resources T R Publications Winterton jonathan Pvt Ltd, Madras
22. Ravishankar S and KS Bhatt ; administration of education, Seena publishers Delhi (1985)
23. N P Rao Education and human resource management, APH Publishers corporation Pvt Ltd New Delhi (1996)
24. Parti R Vasanti Education in India, Indian Institute of counseling New Delhi (2000)
25. Pandya S R Administration and management of Education Himalaya Publishing House New Delhi

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**C-6:PSYCHOLOGY OF LEARNING INSTRUCTION**  
**SECOND SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	<b>Student teachers will :</b> <ul style="list-style-type: none"> <li>➤ Acquire knowledge and understanding of the learning process, principles of theories of learning</li> <li>➤ Understand concept learning and the factors affecting development of concept among students</li> <li>➤ Acquaint with the factors affecting learning</li> <li>➤ Understand the concept and principles of programmed learning</li> <li>➤ Realize the importance of evaluation and its type in teaching learning process</li> <li>➤ Develop skills in the constructions of various types of tests</li> <li>➤ Develop skills in the graphical representations of data and the computations of co-efficient of correlation</li> <li>➤ Apply the knowledge of action research in improving the performance of the students</li> </ul>
2	<b>Unit-I</b>	<b>Learning and Factors affecting learning: 12 Hours</b> Learning – meaning and characteristics Factors affecting learning Maturation – meaning and its educational implications Motivation – meaning types techniques of motivation students in classroom Attention – meaning, factors influencing attention Interest – meaning , ways to promote interest Attitude – meaning , types its importance in education Remembering – meaning, process – registration, retention and recall types of memory – short term memory (STM) and long term memory (LTM) factors affecting retention
3	<b>Unit-2</b>	<b>Learning Process ( Behaviourists theories of learning) 06 Hours</b> S-R theories of learning <ol style="list-style-type: none"> <li>a. Trial and error learning, thondike experiment, loss and its educational implications</li> <li>b. Classical conditioning – Pavlov experiment its implications</li> <li>c. Operant conditioning – skinner experiment its educational implications</li> </ol>
4	<b>Unit – 3</b>	<b>Learning process (Cognitive Field theories): 08 Hours</b> <ol style="list-style-type: none"> <li>a. Field theory- insightful learning, Kohler experiment and educational implications</li> <li>b. Gagne’s Hierarchy of learning, conditions of learning their educational implications</li> <li>c. Piaget – stages of cognitive development , its educational implications</li> </ol>

		d. Transfer of learning e. Meaning importance types of transfer
5	Unit-4	<b>Concept learning: 06 Hours</b> Concept – meaning types of concepts concept of learning (burner) – meaning modes of learning – enactive iconic and symbolic its implications in instructions ; approaches to teach concepts – concept attainment model (CAM)
6	Unit – 5	<b>Evaluation : 08 Hours</b> Characteristics of good measuring instruments Meaning and importance of validity, reliability, objectivity and practicability of tests, standardized tests – meaning significance its comparison with teacher made tests Criterion reference and norm reference tests – meaning their difference and advantages Diagnostic tests – meaning steps of construction and its uses Action research – meaning steps and advantages
7	Unit – 6	<b>Educational statistics : 10 Hours</b> Graphical representation of data – its importance Methods of representation – histogram and frequency polygon, construction and its uses Measures of validity – range, quartile deviation (QD) and standard deviation (SD) Computation of range and QD on un-grouped and grouped data, SD for ungrouped data Uses of QD ; interpretation based on quartile points Correlation – meaning types, meaning of coefficient of correlation-computation (rank – difference method), interpretation and uses Normal probability curve (NPC) – meaning , characteristics and its users for a classroom teacher Skewness – meaning – types and interpretation

**Practical Activities:**

- a. Conduct any one of the following experiments and submit a report on it
  1. Mirror drawing tests
  2. Division of attention
  3. Memory tests
  4. Learning of meaning full and nonsense syllable words
  5. Interest inventory
  6. Verbal tests on intelligence

**Books for Reference:**

1. Andrew B crider, George R Goethals, Robert D Kavanaugh and Paul. Samsen – Psychology Third Edition, Scott, Foresman and Company USA 1996
2. A B Bhatnagar – Advanced Educational Psychology Loyel Book Depot Meerut 1996
3. SS Chauvan – A Text Book of Programmed instruction second and enlarged edition sterling publishers Pvt Ltd New Delhi 1996

4. Clifford T Morgan A Brief introduction to psychology second edition Tata Mcgrew Hill publishing company Ltd NewDelhi 1978
5. Chrles E Skinner Educational Psychology Fourth edition Prentice Hall of India Pvt Ltd New Delhi 1993
6. Clifford T Morgan Richard A King Johan R Weisz and Joan SCOPLER introduction to psychology –seventh edition Tata Mcgrew Hill publishing Company Ltd New Delhi 2001
7. Johan P Dececco and William R Crawford the psychology of learning and instruction- Educational Psychology, second edition Prentice Hall of India Pvt Ltd New Delhi 1988
8. J C Aggrwal Essentials of Educational Psychology Vikas Publishing House Pvt Ltd New Delhi 2002
9. S K mangal Advanced Educational Psychology second edition Prentice Hall of India Pvt Ltd New Delhi 2002
10. Robert M Gagne The conditions of learning Third edition Holt, Rinchart and Winston inc, NewYork 1977
11. B R Hargenhahn An introduction to theories of learning Third Edition Prentice Hall international USA 1988
12. Robert E Slavin Educational Psychology Theory and Practice Sixth edition Ally And Bacon USA 2002
13. R C Das and Vital Curriculum and evaluation NCERT New Delhi 1984
14. R A Sharma essential of measurement in education and psychology R Lall Book Depot Meerut 1995
15. Dhandapani S A Text Book of advanced education psychology (2003)
16. David C Howell statistical methods of psychology Fifth edition Duxbury UAS 2002
17. ಎ ವಿ ಗೋವಿಂದರಾವ್ (1992) ಶಿಕ್ಷಣದಲಲ ಮನೋವಿಜ್ಞಾನ ಮುರಳಿ ಪ್ರಕಾಶನ ಕುವೆಂಪುನಗರ ಮೈಸೂರು
18. ಎನ್ ಎಂ ಗುಡ್ಡಳ್ಳಿ (1998) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
19. ಎನ್ ವಿ ಥೋಜ್ಜಿ ಶಿಕ್ಷಣದಲ್ಲ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ ಪದ್ಧತಿಗಳು ಭಾರತ್ ಬುಕ್ ಡಿಪೋ ಧಾರವಾಡ

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**C-7: EDUCATION AND NATIONAL CONCERNS**  
**SECOND SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	<b>Student teachers will :</b> <ul style="list-style-type: none"> <li>➤ Importance and meaning of universalization of primary education</li> <li>➤ Concept, causes and preventive measures for population explosion and AIDS</li> <li>➤ Meaning, types and methods of developing values in education</li> <li>➤ Meaning, significance and strategies of teaching human rights education</li> <li>➤ Meaning, types, causes and prevention of environmental pollution</li> </ul>
2	<b>Unit-I</b>	<b>Non-universalization of Primary Education: 04 Hours</b> Importance and meaning of universalization of Primary Education. Wastage and stagnation. Measures for the promotion of universalization of primary Education with special reference to the equality.
3	<b>Unit-2</b>	<b>Population and AIDS Education: 05 Hours</b> Importance and population education – concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life Education Symptoms of AIDS – causes Prevention of AIDS Aids education – meaning and objectives Role of different agencies in promoting AIDS awareness Education – (Local,, national and International Agencies – 2 each)
4	<b>Unit – 3</b>	<b>Peace Education, Multicultural Education and Human Rights Education – Value Education: 07 Hours</b> Peace education: Meaning, objectives, Role of Education in promoting peace Education – strategies Multicultural education : Meaning, objectives, Role of Education in promoting Multicultural Education – strategies Human Rights Education: Meaning, objectives, Role of Education in promoting Human Rights Education – strategies.
5	<b>Unit-4</b>	<b>Environmental Education: 04 Hours</b> Importance – meaning and objectives of environmental education, types of pollution- air, water and soil causes of pollution – preventive measures – role of different agencies in environmental protection

Topics for Seminars :

1. Non formal education an alternative to education for all
2. Needs for AIDS education and awareness programmes at secondary level.
3. Measures to promote peace and human rights awareness
4. Inclusive education a matter of Right to education for all

5. Need for positive environmental attitude and measures for environmental protection
6. Gender sensitization for gender equality
7. Multicultural education – study of multi religions
8. Education for sustainable development
9. Disaster management – causes and preventive measures
10. Life skills – approaches to teach life and skills

Reference:

1. Jocques Mortin, moment rights comments and interpretations 1947
2. Venkataiah S Health education Anmol publications New Book House 2001
3. Kumar sena Harsha A Text Book of population Education Dominant Publications 2004
4. Surya nath Prasad Peace education in new Millenium 2000
5. Uttarkumar singh and naik A K multicultural education 1997
6. UNESCO, Source book in environmental education Bangkok 1990
7. Patak C K Adult educatin Rajath Publication 2003
8. Ramachandra Pillai non formal education neelkamal publications 2000
9. Sing U K and Sudarshan K N Population education DPH Publications 2003
10. Rao V K distance Education APH publication 2004
11. Jagannath MOhanty Adult and non-formal education
12. Mistery S P non-formal education and approach to education for all
13. Sheshadri C and Hadyastha V S population education – manual for teacher education
14. UNESCO ; population education in contemporary concern
15. Sharma R A Distance Education
16. Sing UK and Sudarshan A N; Distance Education
17. Bhatt S R knowledge value and education – an axiomatic analysis
18. Sharma environmental education
19. Mohan J environmental awareness

Note:

- ❖ This syllabus of education and National Concern is modified keeping the availability of teaching hours and marks allotted
- ❖ According to the modified regulation practical activities is been deleted
- ❖ Three hours allotted to conduct seminars



**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**CONTENT CUM METHODOLOGY OF TEACHING ENGLISH**  
**FIRST SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	<b>Student teachers will :</b> ➤ Acquire knowledge on language component prepares and participates in seminars
2	<b>Unit-I</b>	<b>Content : 14 Hours</b> Introduction to language – its nature and function, meaning definitions functions fundamentals of linguistic principles; structure of English language – phonological aspects- mechanism of speech, receives pronunciation . general Indian English, vowels and consonants, comparison with sounds of Indian Language – phonemes phonetic scripts, practice in the context of secondary school Text Book – stress intonation, rhythm, consonant clusters, minimal pairs, their meaning and practice; use of English pronunciation dictionary – Daniel Jones ; Morphological structure of English – meaning and importance – meaning of morphemes- types free and bound; affixes –prefixes and Suffix – derivational suffixes, verbs, nouns, adjectives and adverbs; syntactic structure of English – meaning and importance o- basic sentence patterns; phrases and clauses. (RP GIE, Phonemes, Comparison with sounds of regional language (EPD) to be put in brackets, derivational prefixes)
3	<b>Unit-2</b>	<b>English language teaching situation in India: 04 Hours</b> Need and importance of learning English, Aims – utilitarian, cultural and literacy
4	<b>Unit – 3</b>	<b>Objectives of teaching English: 12 Hours</b> Educational objectives of teaching English – meaning – writing educational objectives ; instructional objectives – meaning – classification based on blooms taxonomy; writing instructional objectives in terms of specific learning outcomes , learning mother tongue versus acquisition of English language with reference to syntax, pronunciation, spellings tense.
5	<b>Unit-4</b>	<b>Approaches and methods of teaching English: 20 Hours</b> Structural approach – meaning – principles – criteria for selection and gradation of structures – ways of teaching structures ; substitution tables – importance – types – uses – preparation and practice in relation of secondary school text- merit and limitations ; communicative approach – meaning features –principles – procedures –merits and limitations ; direct method meaning – principles – merits and limitations, bilingual methods- meaning principles – merits and limitations
6	<b>Unit – 5</b>	<b>Planning for teaching English : 12 Hours</b> Lesson plan based on evaluation approach – designing a lesson for a topic unit plan based on evaluation approach – meaning –stages of unit plan – importance of unit plan – format of unit plan

7	Unit – 6	<p><b>Development of languages skills (Linguistic) : 16 Hours</b></p> <p>Listening – importance – objectives – barriers in listening – activities to develop listening comprehension ; speaking importance – objectives – barriers to speaking – need for correct pronunciation – activities to develop correct speech habits ; reading skills – importance – objectives – mechanics of reading – types of oral and silent – intensive and extensive reading – reading for comprehension – exercise for testing comprehension – activities to promote reading ; writing 0- importance –objectives – characteristics of good hand writing – mechanics – causes for poor hand writing – ways of improving hand writing</p>
	Topics for Seminar	<p>Trainees has to make presentation on any one of the following</p> <ol style="list-style-type: none"> <li>1. English language teaching situation in India – present context</li> <li>2. Approaches and methods in language training</li> <li>3. Activities to develop linguistic skills – listening speaking reading and writing</li> <li>4. Use of educational technology in teaching English</li> <li>5. Study skills – gathering storage and retrieval – their importance and huge in language learning .</li> <li>6. Latest trends in method of teaching English Ex ; suggestopedia , humanistic approach, community language learning, teaching English through Yoga and meditation, transactional Engineering</li> <li>7. Psychological principles of learning language (cognitive and behaviouristic approach )</li> </ol>

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**CONTENT CUM METHODOLOGY OF TEACHING ENGLISH**  
**SECOND SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	<b>Student teachers will :</b> ➤ Acquire knowledge language components prepares for practical activity
2	<b>Unit-I</b>	<b>Content : 10 Hours</b> Semantic and graphic structure of English – semantic structure – meaning – semantic network – hyponymy, synonymy, polysemy and antonym – graphic structure of English – spelling pronunciation figures of speech, all these topics are with relevance to the secondary school text. Verb patters – classification – lexical and auxiliaries – finite and non-finite verbs – transitive and intransitive ; transformation of sentences – Reported speech – active and passive voice degrees of comparison
3	<b>Unit-2</b>	<b>Techniques of teaching : 14 Hours</b> Teaching of prose – objectives – steps – teaching of poetry – objectives steps; teaching of vocabulary – types – active and passive – techniques of teaching vocabulary – techniques of expanding vocabulary; teaching of grammar – types – formal and functional – objectives and steps of teaching functional grammar; spelling- importance peculiarities – methods of teaching – common errors and remedies ; composition objectives- types of guided and free – steps to be followed in guided composition- activities to develop composition – correction and remedy ; study skills – meaning importance types – gathering skills ( Use of dictionary skimming and scanning) storage of skills (note taking< note making, diagraming ) retrieval skills (summarizing) – meaning and importance of each
4	<b>Unit – 3</b>	<b>Evaluation in English teaching: 10 Hours</b> Concept of unit test ; construction of unit tests - weightages to the components of unit tests- designing three dimensional charts / blue print – construction of test items; format of question papers; administration of the tests ; diagnostic test – meaning – steps –construction users.
5	<b>Unit-4</b>	<b>e-learning in English :</b> computer assisted leaning in English, use of internet; advantages of software; role of website in learning English; advantages in using power point in teaching ; steps of designing lessons in English for power point presentations; use of question bank in electronic evaluation; use of multimedia
6	<b>Unit – 5</b>	<b>Quality improvement in English instruction : 06 Hours</b> Professional competencies of English teacher ; programmes for quality improvement – role of seminars, workshops and projects in quality improvements.

<b>7</b>	<b>Unit – 6</b>	<b>Resources in teaching English :</b> Audio aids – lingua phone, -audio cassettes – radio broadcasts- visual aids – blank boards – panel boards- charts – pictures – flash cards ; audio visual aids – films –video cassettes – the importance and uses in language learning of 6.2, 6.3; literary activities in language teaching – debates- elocution –panel discussion – quiz – field trips – procedure of organization and usefulness of each in English language learning ; workbook – nature and quality of good workbook-place of workbook in learning English ; text book nature and quality of good text books	<b>12 Hours</b>
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Practical Activities – trainees has to make a presentations on any one of the following

1. Instructional material to teach language skills / structures / vocabulary
2. Construction of substitution table selecting a structure of English of 8<sup>th</sup> and 9<sup>th</sup> syllabus
3. Phonetic transcriptions of vocabulary or sentences selecting from 8<sup>th</sup> and 9<sup>th</sup> standard text from any 2 lesson
4. Vocabulary study – preparation of glossary
5. Planning and execution of language games to structures and vocabulary
6. Power point presentation in teaching structure and vocabulary
7. Visit an ELT center and program for English teacher
8. Visit an English language laboratory – functioning of its
9. Prepare transparencies for teaching Grammar-following steps for functional grammar
10. A study of errors in spelling, pronunciation, speaking, reading, writing and suggesting remedial measures (any one area with errors and remedies)

Reference:

1. Allen Cambel R – teaching English as a second language . New Delhi Mecro Hills 1971
2. Bright J A and Macogg CP – teaching English as a second languages London Essex 1970
3. Brauha teaching English teacher Handbook sterling 1984
4. Brown G listening to spoken English london longman 1977
5. Gordon B S ; the teaching of English in free India Madras Christian literature society 1960
6. Hornby – teaching of structural words and sentence patterns stage 1, 2, 3 and 4 london ELBS and OUP 1959
7. Kohli AL techniques of teaching English 9<sup>th</sup> edition Delhi Dhanpal Ray and Sons publishing company Pvt Ltd 1984
8. Manon and Patel – teaching of English as a foreign language , baroda Acharya Book dept 1957
9. Ryburn W H and Parkinson J G the teaching of English London OUP 1961
10. Venkateswaran S principles of teaching English New Delhi Vikas Publishing Housing ltd 1995
11. Billows F L – the techniques of languages teaching – London –longmann group Ltd 1961
12. Sachdev M S – a new approach to teaching English in free India, Ludhiana Publications 1976
13. Viddowson H G teaching language as a communication London OUP 1982
14. Villkinson and Andrew languages and education, Oxford University press 1986

## TUMKUR UNIVERSITY

## B Ed DEGREE SEMESTER SCHEME SYLLABUS

## CONTENT CUM METHODOLOGY OF TEACHING HISTORY AND CIVICS

## FIRST SEMESTER

S N	Syllabus	
1	Objectives	<p><b>Student teachers acquires the knowledge of :</b></p> <ul style="list-style-type: none"> <li>➤ Nature and scope of history and civics</li> <li>➤ Instructional design in History and Civics</li> </ul> <p><b>Develops understanding of</b></p> <ul style="list-style-type: none"> <li>➤ Content of high school History and Civics</li> <li>➤ Objectives of teaching History and Civics</li> <li>➤ The various methods, models and techniques of teaching history and civics</li> </ul> <p><b>Develops skills in</b></p> <ul style="list-style-type: none"> <li>➤ Preparing daily and unit lesson plans using various methods and models</li> </ul> <p><b>Develops appreciation</b></p> <ul style="list-style-type: none"> <li>➤ Towards role of civics in daily life</li> <li>➤ Towards historical place as a source of studying history</li> <li>➤ Towards great historical personalities</li> </ul>
2	Unit-I	<p><b>Course content in History and Civics : 20 Hours</b></p> <p>Geographical features, pre-historic period, Harappa civilization, Egyptian civilization, Mesopotamian civilizations, Chinese, Greek, Roman and American civilizations, Vedic civilizations, birth of new religions, Foreign inventions, the Mauryan empire, the kushanas, the Gupta age, Harshavardhana, the Shathavahanas, the Gangas and the kadambas, the chalukya of Badami, the Rastrakutas, The Pallavas, the chalukyias of Kalyanas, The Hoysalas, The Cholas, Jesus Christ and Christianity, Prophet Mohammed and Islam, middle age in Europe, Rajaputs in Indian History; Civics-man a social animal, man as a citizen, democracy local - self-government, constitution, central government and state Government defense of the country</p>
3	Unit-2	<p><b>Nature and scope of History and Civics : 10 Hours</b></p> <p>Nature of history, meaning and scope ; nature of civics, meaning and scope of civics history as an art and science, significance of teaching History and Civics in Secondary schools relation with other subjects – Geography , Civics economics political Science literature – concept of Social Science. Values of teaching History and Civics at secondary school level – importance and meaning</p>
4	Unit – 3	<p><b>Objectives of teaching History and Civics at Secondary school level: 13 Hours</b></p> <p>Educational objectives of History and Civics. Objectives of teaching History and Civics as envisaged by national policy of education 1986, new curriculum documents 2000, objectives of teaching and civics – instructional objectives of teaching history and civics according to Blooms’ taxonomy; list of instructional objectives in behavioural terms</p>

5	Unit-4	<p><b>Methods, models and technique of teaching History and Civics : 20 Hours</b></p> <p>Methods of teaching History – discussion , project source, dramatization, problem solving (steps merits and demerits).          Methods of teaching Civics – survey, observation and demonstration (steps merits and demerits)          Models – applicable in teaching of History and Civics          Jurisprudential inquiry model – syntax-format analysis and synthesis as ways of reasoning, merits and demerits          Value analysis model – steps, merits and demerits          Techniques of teaching History – role play – steps , merits and demerits</p>
6	Unit – 5	<p><b>Instructional design for Teaching History and Civics : 10 Hours</b></p> <p>Meaning of instruction – need for planning and designing ; modification of educational objectives into instructional objectives ; performance objectives; analysis of the terminal performance in terms of process performance; basic teaching model; analysis of the content; knowledge analysis for dissemination conceptual information analysis sequencing skill analysis for problem solving. Levels of designing instruction – unit designing, lesson designing – designing instructional events; designing instructional process – sequencing content -sequencing instruction based on strategies methods and plans –selection of evaluation; evaluation strategies – cognitive level outcome evaluation – affective level outcome evaluating, skill evaluations</p>
7	Unit – 6	<p><b>Developing Lesson plans for teaching History and Civics : 05 Hours</b></p> <p>Listing the teaching points (unit analysis and content analysis) – listing instructional objectives in terms of learning outcome and task analysis</p> <ol style="list-style-type: none"> <li>1. Planning – daily lesson plans based on evaluation approach, steps format</li> <li>2. Planning – unit plan based on evaluation approach steps – format</li> <li>3. Advantages of unit planning and individual lesson planning.</li> </ol>

Topics for Seminar :

1. Relevancy of sources in writing in Indian History
2. Status of women in Indian History
3. Contribution of ancient civilization to the modern world
4. Role of citizens in democracy
5. Importance of National Integration
6. Importance of the International Understanding
7. Salient features of the Indian constitution
8. Values enshrined in the constitution
9. Place of current events in teaching of History and Civics – strategies
10. Functional awareness of rights and duties – strategies
11. Use of multimedia teaching in Social Science

## TUMKUR UNIVERSITY

## B Ed DEGREE SEMESTER SCHEME SYLLABUS

## CONTENT CUM METHODOLOGY OF TEACHING HISTORY AND CIVICS

## SECOND SEMESTER

S N	Syllabus	
1	Objectives	<p><b>Student teachers will acquire knowledge about :</b></p> <ul style="list-style-type: none"> <li>➤ Extended activities in History and civics and their organizations</li> </ul> <p><b>Develops understanding about</b></p> <ul style="list-style-type: none"> <li>➤ Resources for teaching History and Civics</li> <li>➤ The means for quality improvement in History and Civics</li> </ul> <p><b>Develops skills in</b></p> <ul style="list-style-type: none"> <li>➤ Preparing and using resources in History and Civics</li> <li>➤ Construction and administering unit tests and diagnostic test in History and Civics</li> <li>➤ Organizing extended curricular activities in History and Civics</li> <li>➤ Preparing special programmes for gifted and slow learners using multimedia in History and Civics</li> <li>➤ Critically analysis the text books and question papers of secondary school History and Civics (Social science question paper)</li> </ul>
2	Unit-I	<p><b>Content Course in History and Civics : 15 Hours</b></p> <p>Mahmud Ghazni and Mohammad Ghori, the Delhi Sultans, the vijayanagar and the Bhamani rule, Religious reform Movements, Mughal Rule, The Marathas, Modern Age Begins in Europe, Revolution and equality, The Advent of the Europeans in India, Expansions of British Rule, The constitutional Development, Social – Religious, Reform movements, Freedom Movements – 1918, World War II, Major development on Africa and Asia</p> <p>Civics: Challenges and problems Facing our country, India and the World, World problems and India's policy towards these problems</p>
3	Unit-2	<p><b>Teaching of Chronology : 5 Hours</b></p> <p>Importance of chronology in teaching of history – meaning, time concept; elements of time – location, distance, duration and simultaneity, devices to develop time sense – time chart, time graph, construction uses</p>
4	Unit – 3	<p><b>Resources for teaching History and Civics: 20 Hours</b></p> <p><b>Printed Resources: text books</b> – importance, meaning, place of text books, characteristics of a text book, critical present text book of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> standards</p> <p><b>Other reading materials :</b> importance types; Historical Novels, biographies, journals, magazines, News papers, dramas, songs, books in art ad architecture</p> <p><b>Visual Resources:</b> Maps: Importance (with special reference – space concept) types of maps, procedures of utilizing maps in teaching of history, charts ; time charts, time line, tabulation chart, flow chart, genealogy chart, flip chart, models, film strips, diagrams, pictures cartoons.</p>

		<b>Audio resources:</b> Radio, tape recorded, audio visual resources, films, television, dramas History room: need, equipment maintenance
5	<b>Unit-4</b>	<b>E-learning in History and Civics</b> <b>05 Hours</b> Computer assisted instructions in History and Civics; use of internet; advantages of using software, role of websites in learning History and Civics advantages of using power point in teaching History and civics for power point presentation; use of question bank in electronic evaluation, uses of multimedia
6	<b>Unit – 5</b>	<b>Quality improvement in History and Civics instruction :</b> <b>08 Hours</b> a. Programs for quality improvement in History and civics; role of seminars, workshops and projects. Professional competencies of History and civics teachers b. Extended curricular activities- History and civics club – objectives – organization- activities of History and civics- quiz- objectives, organizations, execution model parliament – objectives organization execution excursion/field trips/local historical places/ civics- public sectors – objectives , organization execution. c. Community resources – identification and uses
7	<b>Unit – 6</b>	<b>Evaluation in History and civics :</b> <b>07 Hours</b> Concept of unit test : construction of unit test ; important steps ( design 3 dimensional chart / blue print); format of question paper for unit test

**Practical Activities:**

1. Critical review of social science text books of 8<sup>th</sup> / 9<sup>th</sup> standard
2. Visit to a place of historical importance and submission a report
3. Conducting model parliament and submission of a report
4. Survey facilities available in the community for teaching social science
5. Writing scripts for dramatization / role play /radio program / TV program
6. preparation of maps, charts, timelines, models, album
7. collection of points / pictures
8. preparation of game packages
9. preparation of scrap book in History and civics
10. identification of plug points of core elements in teaching of History and civics
11. enrichment activities to promote national integration
12. preparation of a episode based on jurisprudential enquiry model on a topic
13. preparation of an episode on value attainment model on a topic
14. preparation of project proposals for a topic based on project method of teaching History
15. critical analysis of any one annual examination question paper of 8<sup>th</sup> / 9<sup>th</sup> standard



**Reference Books:**

1. Arora K L – teaching of History , prakash brothers Ludhiana 1990
2. Bhattacharya S, teaching of social studies in Indian schools,, acharya Book depo, Baroda 1966
3. Chaffer and taylor History and History teaching allen and unwinn London
4. Ghate V D the teaching of History in India Oxford university press London 1962
5. Ghosh K D creative teaching of History in India Oxford university press London 1962
6. Hazen C D History of modern Europe
7. IAAM, the teaching of History, Cambridge university press London 1957
8. Jonson Henry, teaching of History, Macmillon and Company Newyork 1952
9. Kocchar S K, teaching of History sterlin publishers New Delhi 1998
10. Kongavada Ithihasa Mattu Pouraneethi Bodhane
11. NCERT effective teaching of History in India – a handbook for History teachers New Delhi 1970
12. Mujumdar and others, ancient History of India
13. Mahajan V C Muslim rule in India
14. Ramachandra Jois Ithihasa Mattu Pouraneethi Bodhane
15. Rogars V R teaching social science in urban classroom, reading mass addition vesley 1972
16. Subhahitha S N Ithihasa Mattu Pouraneethi Bodhane
17. Smith J S creative teaching of social studies in elementary school, Allen and Baken ink 1967
18. Thaneja V R fundamentals of teaching social science Mahendra capital publishers 1970
19. Vajreshwari R A A handbook of History teachers allied publishers 1973
20. Vedanayagam E G teaching technology for college teachers, Sterlin publishers New Delhi 1989

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**CONTENT CUM METHODOLOGY OF TEACHING BIOLOGY**  
**FIRST SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	<p><b>Student teachers</b></p> <ul style="list-style-type: none"> <li>➤ acquires knowledge of <ul style="list-style-type: none"> <li>• nature of science and scientific method</li> <li>• historical development of biological concept</li> <li>• nature and scope of History</li> <li>• instructional design to plan lesson in Biology</li> </ul> </li> </ul> <p><b>Develops an understanding of</b></p> <ul style="list-style-type: none"> <li>➤ fundamental concepts of secondary school Biology</li> <li>➤ objectives of teaching Biology at the Secondary level</li> <li>➤ various approaches, methods and techniques of teaching Biology</li> </ul> <p><b>Develops skills in</b></p> <ul style="list-style-type: none"> <li>➤ planning lessons based on various approaches</li> <li>➤ conducting experiments to demonstrate biological concepts at the secondary school level</li> </ul>
2	<b>Unit-I</b>	<p><b>Content in Biology : 12 Hours</b></p> <ol style="list-style-type: none"> <li>1. living world – classification of organisms and salient features of major groups of organisms</li> <li>2. study of cells – cell division; tissues- plant and animal tissues</li> <li>3. microbes – in relation to human life and welfare – special reference to HIV</li> <li>4. life process – major life process in plants and human physiology. The above units are to be analyzed in view of the basic understanding required to teach the specific chapters in 8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup> Biology in Karnataka Syllabus</li> </ol>
3	<b>Unit-2</b>	<p><b>Nature and methods of Biological Sciences :</b></p> <p><b>Nature of science with special reference to the Biology: 10 Hours</b></p> <p>Scientific method – meaning and steps ; scientific attitude- meaning characteristics , techniques of developing scientific attitude</p> <p>Scope of Biology - biology in the service of human welfare – agriculture, medicine industry and conservation of natural resource;</p> <p>Meaning and advantages of observation collection preservation, dissection microscopic study and experimentation</p>
4	<b>Unit – 3</b>	<p><b>Objectives of teaching Biology in secondary schools: 10 Hours</b></p> <p>Educational objectives of teaching Biology; classification of objectives based on Bloom’s taxonomy</p> <p>Instructional objectives – meaning and characteristics</p> <p>Writing of instructional objectives in terms of specific learning outcomes</p>
5	<b>Unit-4</b>	<p><b>Approaches and methods of teaching Biology: 20 Hours</b></p> <p>Inducto deductive method – meaning, importance steps merits and demerits. Lecture- demonstration method, characteristics of good demonstration – merits and demerits</p>

		Project method – importance steps merits and demerits Types species approaches – importance and advantages Structural and functional approaches ; importance advantages Critical inquiry approach – meaning steps advantages Problem solving approach – meaning steps advantages, Concept attainment module – steps and advantages Inquiry training model - steps and advantages
<b>6</b>	<b>Unit – 5</b>	<b>Instructional design for teaching Biology : 12 Hours</b> Concept of instructional design – basic teaching model according to Glaser – steps of instructional design including planning sequencing based on strategies and methods and integration of method and media – levels of instructional designing – event level, lesson level and unit level
<b>7</b>	<b>Unit – 6</b>	<b>Planning for teaching Biology : 12 Hours</b> Lesson plan – need and importance, lesson plan based on evaluation approach; designing a lesson plan for a topic; unit plan – meaning, stages importance and format of a unit plan advantages of unit plan and daily lesson plan

Topic for Seminar: Any one of the following

1. historical development of biological concept
2. great biologist and their contribution to the field
3. inter relationship of Biology with other branches of science
4. new carriers in the field of Biology
5. utilization of community resources to make teacher of Biology more effective

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**CONTENT CUM METHODOLOGY OF TEACHING BIOLOGY**  
**SECOND SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	<p><b>Student teachers</b></p> <ul style="list-style-type: none"> <li>➤ acquires knowledge of <ul style="list-style-type: none"> <li>• Various extended activities to teach Biology</li> <li>• Significance of various resources in teaching Biology</li> <li>• Means of improving professional competencies of Biology teacher</li> </ul> </li> </ul> <p><b>Develops an understanding of</b></p> <ul style="list-style-type: none"> <li>➤ Fundamental concepts of secondary school Biology</li> <li>➤ Application of educational technology in teaching Biology</li> </ul> <p><b>Develops skills in</b></p> <ul style="list-style-type: none"> <li>➤ Planning lessons, constructing and administering unit test</li> <li>➤ Preparing and using various resources in teaching Biology</li> </ul>
2	<b>Unit-I</b>	<p><b>Content in Biology : 12 Hours</b></p> <ol style="list-style-type: none"> <li>1. environmental science – basic concepts in equality and conservation of natural resources</li> <li>2. constituents of food – production and management of food</li> <li>3. evolution of life – basic concepts related to organic evolution – modern view of evolution- basic concepts in heredity and genetics</li> <li>4. biotechnology – modern concept – application of biotechnology for human welfare</li> </ol> <p>The above units are to be analyzed in view of the basic understanding required to teach the specified chapters in 8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup> standard Biology of Karnataka syllabus</p>
3	<b>Unit-2</b>	<p><b>Extended activities in teaching of Biology: 10 Hours</b></p> <p>Meaning, organization and importance of the following activities – science club, science exhibition and fair – science museum – science quiz- field trips/ visits</p>
4	<b>Unit – 3</b>	<p><b>Resources in teaching Biology: 14 Hours</b></p> <p>School garden ; aquarium vivarium terrarium ; biology laboratory – design equipment’s and materials – permanent , perishable and consumable, laboratory records ; text books – characteristics and criteria of evaluating of a text book ; instructional aids – display boards- black boards, bulletin board, panel board ; audio aids – radio taperecorder visual aids – charts models specimens; projected aids – film, overhead projector, slides; AV aids – T V ,VCD, supplementary reading materials – meaning importance, types and criteria for selecting SRM</p>
5	<b>Unit-4</b>	<p><b>Evaluation in teaching Biology: 12 Hours</b></p> <p>Unit tests – meaning and importance ; construction of unit tests – weightages to the components of a unit tests- designing three dimensional charts / blue print – framing of items- format of a question paper (unit tests) administration of the unit tests IQTAQB – meaning and advantages</p>

		– instructional objectives, task analysis, question bank
6	Unit – 5	<b>Application of Educational Technology in Teaching Biology :14Hours</b> Computer assisted instruction – use of internet, e-learning – advantages of using software, role of websites in learning Biology- advantages of using power point – steps of power point presentation – use of multimedia computers
7	Unit – 6	<b>Improving the quality of Teaching Biology : 04 Hours</b> Biology teacher – professional competencies – program for quality improvement by various agencies through seminars, conferences, workshops, action research etc

Practical activity: compulsory lab work

1. Experiments to tests different nutrients in food stuffs (carbohydrates, proteins and fats)
2. Experiment to study diffusion and osmosis
3. Experiments related to photosynthesis, transpiration, respiration
  - a. Liberation of oxygen during photosynthesis
  - b. Tests for starch
  - c. Rate of transpiration
  - d. Liberation of heat during respiration
  - e. To setup apparatus to study and aerobic respiration

Any one of the following

1. Survey of laboratory facilities available to teach Biology in a secondary school

Reference Books:

1. Das R C, Science teaching in schools, sterlin Publishers 1990
2. Vaidhya N, the impact science teaching Oxford and IBH publication 1971
3. Siddique and Siddique, teaching of Science today and tomorrow, Dhoba House 1994
4. Siddique and Siddique, teaching of Science today and tomorrow, V Edition , Dhoba House 1994
5. Shurma R C modern science teaching Dhan Pat Rai 1982
6. NCERT, teaching science in secondary schools NCERT 1989
7. Green T L, the teaching of Biology in tropical secondary schools, Oxford university Press 1965
8. Watsun N S teaching science creatively W B Saunders company 1967
9. Miller and Blaydes, – methods and materials for teaching Biology in secondary schools popular Books Depo 1962
10. Miller and Blaydes, methods and materials for teaching Biological Science Mac Grewhill Company 1962
11. Dececco J P, the psychology of learning and instructions Pretency Hall 1970
12. Sood S K new direction in teaching science Kohili publications 1989
13. Therbur W A and Collette a teaching science in today’s secondary schools pretency Hall of India 1964

14. Guptha S K teaching physical science in secondary schools Stelrin Publishers 1971
15. Washton Nathan teaching of science creatively W B Saunders Company 1967
16. Patti S S and Jayashri Rakkasagi, Jeevavignana Bodhane Vidhyanidhi Prakashana 1998
17. Yadav K teaching of life science, Anmol Publications 2001
18. Neelakanta Rabanala jeevaVignana Bodhane Vidhyanidhi Prakashana 2002
19. Amitha P method of teaching Biological science neelkamal publications 2004
20. Vishwanatha Pandey 7 kishore valicha, science technology and development, Macmillon Indian Ltd 1984
21. Kramer L M J, teaching of life science Macmillon India Ltd 1975
22. Burlon J D science in History volume III, the natural science in our time, Penguin Books 1969
23. Summer W L, the teaching of science, Oxford Bossil black well 1950
24. Biology Text Book the preparation of life Nullified foundation bylongmans / Pengu 1967

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**CONTENT CUM METHODOLOGY OF TEACHING CHEMISTRY**  
**FIRST SEMESTER**

S N	Syllabus	
1	<p><b>Objectives</b></p>          <p><b>Develop Skills in</b></p>	<p><b>Student teachers will</b></p> <ul style="list-style-type: none"> <li>➤ Acquire the knowledge of nature of chemistry</li> <li>➤ Know the basic branches of science and their inter relationships</li> <li>➤ Understand the objectives of teaching Chemistry</li> <li>➤ Acquire mastery in content II chemistry of a secondary schools</li> <li>➤ Understand the principles of curriculum construction and organization</li> <li>➤ Understand the various methods of teaching chemistry</li> </ul> <ul style="list-style-type: none"> <li>• Analyzing the content in terms of concepts and learning experiences</li> <li>• Stating objectives in behavioural terms</li> <li>• Developing lesson plans based on instructional objectives</li> <li>• Selecting appropriate media and materials in the process of teaching</li> <li>• Improvising the instructional materials and using them in the process of instruction</li> </ul>
2	Unit-I	<p><b>Content in Chemistry :</b> <span style="float: right;"><b>12 Hours</b></span></p> <p>Nature of matter ; states of matter, elements, compounds and mixtures ; structure of an atom, earlier concept of an atom, modern concept of atom, Dalton’s theory, Rutherford Model, Rutherford Bohr Model, Periodic classification of elements; early classification, modern classification, water sources, types- hard and soft, water cycle, electrochemistry solutions; saturated, unsaturated, colloid fuels; fossils, non-fossil fuels, calorific values, properties of a good fuel,; air, water, soil pollution and measures to overcome the pollution.</p>
3	Unit-2	<p><b>Nature and importance of Science:</b> <span style="float: right;"><b>12 Hours</b></span></p> <p>Meaning and nature of science with reference to Chemistry science as a body of knowledge (process and product aspects) branches of science and their interrelationships; importance of teaching chemistry with reference to agriculture, medicine, industry and environment; scientific method; meaning and steps; scientific attitude- meaning characteristic and development, evaluation of development of scientific attitude.</p>
4	Unit – 3	<p><b>Objectives of teaching Chemistry:</b> <span style="float: right;"><b>10 Hours</b></span></p> <p>Educational objectives of teaching Chemistry- meaning writing educational objectives; instructional objectives – meaning – classification based on Bloom’s taxonomy – writing instructional objectives in terms of specific learning outcomes</p>
5	Unit-4	<p><b>Methodology of teaching Chemistry:</b> <span style="float: right;"><b>25 Hours</b></span></p> <p>Methods and approaches of teaching Chemistry</p>

		<p>Inducto deductive method – meaning and induction formulation of generalization in Chemistry through induction – meaning of deduction – verification principles / laws in Chemistry- importance of inducto deductive approaches. Lecture demonstration method – Lecture Demonstration – planning for lecture demonstration – presentation of Lecture Demonstration – merits and limitations of Lecture Demonstration; heuristic method – meaning heurism; Modified Heuristic method; Development of spirit of Heurism through teaching of Chemistry; merits and limitations of Heuristic method; laboratory method- merits and limitations; Critical Inquiry approach – meaning and principles – Steps of critical Inquiry approach – advantages of Critical Inquiry approach in teaching Chemistry – problems solving method – Meaning – steps of problem solving according to Mayer in teaching science –advantages of problem solving method; project method – meaning , criteria of selection of a project – steps of project method evaluation (Reporting) evaluation of project models of teaching – concept attainment and Inquiry training steps and advantages.</p>
6	Unit – 5	<p><b>Planning for teaching Chemistry : 12 Hours</b> Lesson plan based on evaluation approach – designing a lesson plan for a topic; unit plan based on evaluation approach – meaning –stages of unit planning – importance of unit plan – format of unit plan; advantages of unit plan over individual lesson planning and unit petrochemical properties and uses</p>
7	Unit – 6	<p><b>Instructional design for teaching Chemistry : 07 Hours</b> The units has to be studied under following headings</p> <ol style="list-style-type: none"> <li>1. Meaning and concept of the term instruction</li> <li>2. Concept of instructional design</li> <li>3. Basic teaching models according to Glacer</li> <li>4. Steps on instructional designing strategies and methods             <ol style="list-style-type: none"> <li>a. Planning</li> <li>b. Sequencing the instructional process</li> <li>c. Integration of methods and media</li> </ol> </li> <li>5. Levels of instructional design I) event level in design II) Lesson level in design III) unit level designing</li> </ol>

Topics for Seminars:

1. Role of scientific organizations in popularizing science
2. Contribution of Indian / western scientists for the development of Chemistry
3. Inter relationship between branches of science
4. Critical study of 8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup> standards science text books
5. Analysis of 8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup> standard chemistry question papers
6. Impact of science on society



**TUMKUR UNIVERSITY**

**B Ed DEGREE SEMESTER SCHEME SYLLABUS**

**CONTENT CUM METHODOLOGY OF TEACHING CHEMISTRY**

**SECOND SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>          <b>Develop Skills in</b>	<b>Student teachers will</b> <ul style="list-style-type: none"> <li>➤ Acquire mastery in content of Chemistry of secondary education</li> <li>➤ Understand the importance, maintenance and the use of various resources of Chemistry</li> <li>➤ Critically analyses the curriculum and the text book of the secondary schools</li> <li>➤ Understand the meaning of e-learning and virtual education in Chemistry</li> <li>➤ Develop the skill in organization of co-curricular activities in Chemistry.</li> <li>➤ Understand the importance and the development of IQTAQB</li> <li>➤ Develop skills in construction and administration of unit tests in Chemistry</li> <li>➤ Understand the importance of quality improvement in chemistry instruction</li> </ul>
2	<b>Unit-I</b>	<b>Content in Chemistry :</b> <span style="float: right;"><b>12 Hours</b></span> Chemical bonding – meaning and formation of ionic, covalent, hydrogen and metallic bonds, properties of the compounds having these bonds; chemistry of carbon ; hydro carbons alkanes, alkenes, aliphatic, alicyclic and aromatic compounds, petroleum, fractural distillations, petrochemicals; properties and uses; carbon and its compounds; sources of carbon, allotropic forms; diamond, graphite, coal, animal charcoal, soot, preparation and properties of carbon -di-oxide and carbon-mono-oxide, chemical reactions, meaning and types; rate of chemical reactions; meaning factors,; environmental chemistry; air, water, soil pollution and measures to overcome pollutions.
3	<b>Unit-2</b>	<b>Resources in teaching Chemistry:</b> <span style="float: right;"><b>15 Hours</b></span> Library , classification based on themes – role of journals, magazines, references, newspaper columns, newsletters and websites in enrichment ; laboratory – nature of chemistry laboratory – infrastructure and equipment- maintenance of laboratory – discipline in laboratory – design of multipurpose laboratory – importance of first Aid ; Text Books – nature and quality of Good Text Book – place of text book in teaching chemistry; resource Books – development of teacher and student resource books; instructional materials – models – its types and uses, charts transparencies, slides, audio and video tapes and their uses and importance; community resources – 1) Tapping human resources for learning Chemistry 2) material resources – utilization ; improvisation of apparatus – need, importance and methods of development of improvised apparatus, role of radio and television as resource for learning Chemistry

4	Unit – 3	<b>Educational technology in Chemistry :</b> <b>10 Hours</b> (e-learning in Chemistry) ; (Virtual Education in Chemistry) Computer assisted instructions in Chemistry; use of internet; advantages of using software,; role of websites in learning chemistry, advantages of using power point in chemistry teaching – steps of designing lesson in chemistry for power point presentation; use of question bank in electronic evaluation; use of multimedia of computers (software of computers).
5	Unit-4	<b>Organization of co-curricular activities in Chemistry:</b> <b>10 Hours</b> Meaning organization and importance of the following activities ; science club- science fair-science exhibition –science museum- science quiz- science visits – science centres
6	Unit – 5	<b>Evaluation in teaching Chemistry :</b> <b>10 Hours</b> Concept of unit tests; construction of unit tests - weightages to the components of unit tests- designing 3 dimensional charts /blue print – construction of items- format of question paper (For unit test) ; admission of the tests IQTAQ – development and its uses
7	Unit – 6	<b>Quality improvements in Chemistry instructions :</b> <b>09 Hours</b> Professional qualities for teaching chemistry ; programs of quality improvement ; role of seminars, workshops and projects in quality improvement

Practical activities: list of experiments in Chemistry (any five to be done by every student)

1. Oxidation reduction reactions
2. Preparation and properties of chlorine
3. Preparation and properties of sulphur di oxide
4. Preparation and properties of carbon-di-oxide
5. Test for carbohydrates
6. Test for proteins
7. Test for bicarbonates, carbonates and sulphate radical
8. Rate of chemical reaction – factors affecting the rate of chemical reaction – heat concentration , catalyst
9. Laws of chemical reaction – demonstration related to laws of
  - i) Combination
  - ii) Decomposition
  - iii) Displacement
  - iv) Double decomposition

Reference Books:

1. R C Das, Science, teaching in science II Edition Sterlin Publishers Pvt Ltd 1985
2. Narendra Vaidhya – the Impact of Science teaching Oxford and IBBH Publishing Company 1971
3. D J Veddington, teaching School Chemistry Sterlin Publishers Pvt Ltd 1984
4. R C Sharma modern science teaching III Edition Dampat Roy and Sons 1982

5. S K Guptha teaching physical science in secondary schools, New Delhi Sterlin publishers Pvt Ltd 1989
6. N F Newbury, the teaching of Chemistry II Edition William millemam Ltd 1958
7. Valtor A Thurber, Alford D Kollette teaching science in today secondary schools II Edition Prutency Hall of India Pvt Ltd 1964
8. R Will Burneet, Teaching Science in the Secondary School, Newyork, Holt, Rinchart and Winston 1960
9. F R Jevos, the teaching of Science, the blackfriars Press Lts 1969
10. Burnett:Teaching Science in the secondary school
11. Charles R Barman et al: physical science teacher edition
12. General Science Subject Committee: Report on the teaching of general Science, John Murry
13. Gupta S K : teaching physical science in secondary schools
14. Harry barel: Homework, A guide for secondary school teacher
15. Hone:Joseph, victor: teaching elementary Science
16. Jevons: F R the teaching of science]
17. John S Richardosn et.al: the education of science teachers
18. Louis Kushlan: A Harrisstone, reading on teaching,children science
19. Mathews J C objectives tests in modern Chemistry
20. Narendra Vaidya : The impact of Science teaching
21. NewBury (NF) : the teaching of Chemistry II Edition
22. R C Das : science teaching in schools
23. Weddington : teaching school chemistry
24. Valter A Thurber and Alfred Tikollette : Teaching Science in today secondary education.

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS**  
**FIRST SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	<p><b>Student teachers will</b></p> <ul style="list-style-type: none"> <li>➤ Acquire the knowledge of nature and scope of mathematics</li> <li>➤ Acquire the knowledge of history of Mathematics</li> <li>➤ Acquire the knowledge of instructional design</li> <li>➤ Develop the understanding of content of high school mathematics</li> <li>➤ Develop the understanding of aims and objectives of teaching mathematics</li> <li>➤ Develop the understanding of various methods, approaches and techniques of teaching mathematics</li> <li>➤ Develop the skills in preparing daily and unit lesson plans using various methods and approaches</li> <li>➤ Develop the skill in critically analyze the syllabus of secondary school mathematics curriculum</li> <li>➤ Develop the appreciation towards the contribution of great mathematicians</li> <li>➤ Develop the appreciation towards the role of mathematics in daily life</li> </ul>
2	<b>Unit-I</b>	<p><b>Content in Mathematics : 12 Hours</b>  Arithmetic ; number system, sets, matrices, mathematics in daily life; statistics and computing,  Algebra – basics of algebra, operation on algebraic expressions, exponents,  Factorization – HCF and LCM, Remainder theorem, equations and graphs, algebraic structure  Geometry – basic of geometry – axioms, postulates, theorems, polygons- triangles and quadrilaterals, circles, surface area and volumes of solids  (note : all the units are in respect of 8<sup>th</sup> and 9<sup>th</sup> standard of Karnataka state Mathematics syllabus)</p>
3	<b>Unit-2</b>	<p><b>Nature and scope of Mathematics: 8 Hours</b>  nature of mathematics – meaning and characteristics ; content categories in Mathematics – facts, concepts on generalization ; History of Mathematics – need for knowledge of History of Mathematics for teachers – contribution of mathematicians – Aryabhata, Brahmagupta, Bhaskaracharya – II, S Ramanujan, Euclid, Thales, Pythagorus, Euler, Canter, Gauss; scope of mathematics – relation with other sciences and its uses in day-today life</p>
4	<b>Unit – 3</b>	<p><b>Objectives of teaching Mathematics at Secondary school level : 10 Hours</b>  Educational objectives of teaching Mathematics; aims of teaching Mathematics – disciplinary utilitarian, cultural and recreational ; objectives of teaching mathematics as envisaged by National policy of</p>

		education 1986, new curriculum document 2000; objectives of teaching – arithmetic, algebra, geometry; instructional objectives of teaching mathematics according to Bloom’s taxonomy; list of instructional objectives in behavioural terms.
5	Unit-4	<b>Approaches and methods of teaching Mathematics: 25 Hours</b> Induction and deduction as methods of reasoning – mathematical induction – inductive and deductive methods – their steps merits and demerits – inducto-deducto method; guided discovery approach- principles – concept formation of lesson, utilization, steps- format – merits and demerits; concept attainment model- syntax-format; analytic and synthetic method – merits and demerits ; preparation of programmed learning materials; project method – principles – steps – merits and demerits – techniques of teaching mathematics; problem solving – steps – oral and written work- drill work- principles.
6	Unit – 5	<b>Instructional design for teaching mathematics : 11 Hours</b> Meaning of instruction ; meaning of instructional design; basic teaching model (Glaser); steps of instructional design – strategies and methods – a) Planning, b) sequencing the instructional process c) integration of methods and media; levels of instructional designing a) event level of designing b) lesson level of designing c) unit level of designing ; critical review of secondary school mathematics curriculum, trends in Mathematic curriculum NCTM (USA)
7	Unit – 6	<b>Developing Lesson Plans for Teaching mathematics 12 Hours</b> Unit analysis, content analysis and task analysis; planning daily lesson plans based on evaluation approach – steps –format; planning unit plan based on evaluation approach – steps –format; advantages of unit planning and individual lesson planning and their differences.

## Topics for Seminar :

1. Contributions of Indian mathematics to the field of mathematics
2. Contributions of Greek Mathematicians
3. Contributions of roman and Babylonian mathematics
4. Logical development of number system
5. Mathematics and physical world
6. Fun in Mathematics
7. Basic concepts in Vedic Mathematics

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS**  
**SECOND SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	<p><b>The Student teachers will</b></p> <ul style="list-style-type: none"> <li>➤ Acquire the knowledge of extended activities in Mathematics and their organizations</li> <li>➤ Develop the understanding of resources for teaching Mathematics</li> <li>➤ Develop the understanding of the means for quality improvement in Mathematics instruction</li> <li>➤ Develop the skills in preparing and using resources in Mathematics</li> <li>➤ Develop the skills in construction and administering unit tests and diagnostics tests in Mathematics</li> <li>➤ Develop the skills in organizing extended curricular activities in Mathematics</li> <li>➤ Develop the skill in preparing special programs for gifted and slow learners</li> <li>➤ Develop the skill in using multimedia in Mathematics</li> <li>➤ Develop the skills critically analyze the text book and question papers of secondary school mathematics</li> </ul>
2	<b>Unit-I</b>	<p><b>Content in Mathematics :</b> <span style="float: right;"><b>08 Hours</b></span>  Arithmetic ; number system, set theory, sequence, matrices, permutations and combinations, statistics  Algebra – factors and factorization, quadratic equations, modular arithmetic,  Geometry – practical geometry, theorems and triangles and circles mensurations, polyhedral and networks (Note; all the units are in respect of 10<sup>th</sup> standard of Karnataka state Mathematics syllabus)</p>
3	<b>Unit-2</b>	<p><b>Resources for teaching Mathematics:</b> <span style="float: right;"><b>20 Hours</b></span>  Needs and importance of projected and non-projected aids in teaching Mathematics; non-projected aids charts, models, boards- types their preparation and uses ; projected aids; transparencies, its preparations and uses; text book and reference book- their importance – characteristics, study and critical review of present 8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup> standard text book ; mathematics laboratory – need importance – equipment – maintenance ; mass media- its role in teaching mathematics 0-radio – tape recorder- television; electronic media – computer use of power point in teaching Mathematics use of internet</p>
4	<b>Unit – 3</b>	<p><b>Extended curricular activities :</b> <span style="float: right;"><b>08 Hours</b></span>  Mathematics Club – objectives – organizations – activities ; mathematics quiz- objectives – organizations – execution ; mathematics Olympiad - objectives – organization – execution ; community resources – identification and their uses in teaching mathematics</p>

5	Unit-4	<b>Evaluation in teaching Mathematics:</b> <b>08 Hours</b> Construction of objective based tests items in Mathematics; unit tests – importance – steps – construction – uses ; IQTAQB – meaning - uses ; diagnostic tests- meaning – steps – construction - uses ; critical analysis of Mathematics question paper of 8 <sup>th</sup> 9 <sup>th</sup> and 10 <sup>th</sup> standards .
6	Unit – 5	<b>Quality improvement in mathematics instruction :</b> <b>06 Hours</b> Program for quality improvement in teaching Mathematics ; role of seminars, workshops and projects in quality improvement professional competencies of mathematics teachers
7	Unit – 6	<b>Special programs in teaching mathematics:</b> <b>10 Hours</b> Defects in present day teaching mathematics in school and their possible remedies ; enrichment activities for gifted children in mathematics including NTSE ; remedial instruction for slow learner in Mathematics, action research – meaning steps and uses for special programs

Practical activities :

1. Listing of facts, concepts generalizations for any one unit of 8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup> standards
2. Preparation of transparencies on different units of Mathematics (at least 10)
3. Collection of recreational activities in Mathematics relating to High school Syllabus (at least 10 items)
4. Preparation of PLM on any one unit
5. Preparation of an episode on concept formation lesson for one period lesson
6. Preparation of proposals on any one projects for high school mathematics based on project method of teaching
7. Preparation of an episode in mathematics based on CAM
8. Critical analysis of secondary school mathematics text book (any one class)
9. Analysis of one annual exam Maths question paper (8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup> )
10. Preparation of diagnostic tests on any one unit of secondary school Mathematics (at least 30 items)
11. Conducting mathematics quiz
12. Survey of professional competencies of mathematics teachers

Reference Books:

1. Aggrwal S M – a Course in teaching modern Mathematics Dhanpat roy and sons New Delhi 1977
2. Aggarwal S M Teaching of Modern Mathematics Dhanpat Roy and Sons new Delhi 1985
3. Butler and Wren – The teaching of secondary Mathematics Mac Grew Hill Book Company NewYork 1973
4. Henderson and et al – Dynamics of teaching Secondary school Mathematics Houghton Mifflin Company Boston 1975
5. Kappor J N – Fascinating world of Mathematics, Mathematics science trust New Delhi 1989
6. Kanna S D and Etil – Teaching of Mathematics Dhoba House New Delhi 1982

7. Krnlík and Weine – Teaching of Secondary school mathematics Sounders Company London 1975
8. Kuppaswamy Iyengar – teaching of Mathematics , the new Education Pvt Ltd Bangalore 1988
9. Mangal S K – A Text Book of teaching Mathematics Prakash Brothers Ludhiana 1981
10. NCERT – content cum methodology of teaching Mathematics New Delhi 1984
11. NCERT – preparation, production and evaluation of text book in Mathematics New Delhi 1973
12. NCERT – resource materials (secondary) New Delhi 1985
13. Packiam S – Teaching Modern Mathematics Dhoba House New Delhi 1983
14. Roy B C- Methods of teaching Mathematics, Mathematical science trust New Delhi 1985
15. Scopes – mathematics in secondary schools Cambridge University Press London 1973
16. Siddu K S – the teaching of Mathematics Sterlin Publishers Pvt Lts – 2002
17. Wren – basic Mathematical concepts – Mc Grew Hill Book Company New Delhi 1973
18. ಎಸ್ ಜಿ ದೇಸಾಯಿ, ಗಣಿತ ಬೋಧನಾ ಪದ್ಧತಿಗಳು, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ ಗದಗ 1995
19. ಜಂತ್ರಿ ಆರ್ ಟಿ, ಸುಬೋಧ ಗಣಿತ ಬೋಧನೆ ಭಾರತ್ ಬುಕ್ ಡಿಪೋ ಮತ್ತು ಪ್ರಕಾಶನ 1991
20. ಶಿವರುದ್ರಪ್ಪ ಜಿ ಗಣಿತ ಬೋಧನಾ ಕ್ರಮ ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು



**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**CONTENT CUM METHODOLOGY OF TEACHING PHYSICS**  
**FIRST SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	<b>The Student teachers I</b> <ul style="list-style-type: none"> <li>➤ Acquires knowledge and scope of secondary school content in physics</li> <li>➤ Understands the nature and structure of physics</li> <li>➤ Understands the method of science</li> <li>➤ Understands in planning lesson based and different methods of teaching</li> <li>➤ Develop the skill of strategies in teaching concepts and principles of physics</li> <li>➤ Develop the skill of writing a unit plan approach</li> <li>➤ Acquires the skill of developing instructional design based on specific objectives</li> <li>➤ Acquires knowledge of the characteristics of different curricula in Physics</li> </ul>
2	<b>Unit-I</b>	<b>Content in Physics : 12 Hours</b> Magnetism and electricity – properties of magnetic field; magnetic effect of electric current tangent and moving coil, galvanometer; electromagnetic induction- Faraday’s law- principles of Dynamo AC/DC; motor and its principles ; resistance – Ohm’s law, resistance in circuits – heating effect of electric current – calculation of power – domestic circuit – safety. Dynamics – motion, speed and velocity ; acceleration – equations of motion – laws of motion, universal law of motion, universal law of gravitation; centrifugal and centripetal ; momentum and its application; moment and its application. Heat – heat as energy – propagation of heat – conduction / convection / radiation ; effect of heat – expansions and changes in states – rise in temperature – measurement of temperature and thermometer – specific heat – latent heat. Light refraction – laws of refraction ; total internal reflection ; lens – concave convex and image formation – telescope – microscope – correction of defects of vision; dispersion , spectrum – colours of visual spectrum
3	<b>Unit-2</b>	<b>Nature and methods of science: 04 Hours</b> Nature of science with special reference to physics ; scientific method ; scientific attitude – meaning ; techniques of developing scientific attitude
4	<b>Unit – 3</b>	<b>Objectives of teaching Physics : 08 Hours</b> Educational objectives of teaching physics – meaning – writing educational objectives ; instructional objectives – meaning classification based on Bloom’s taxonomy- writing instructional objectives in terms of specific learning outcomes.
5	<b>Unit-4</b>	<b>Methodology of teaching Physics: 24 Hours</b> Lecture demonstration method – principles of Lecture demonstration –

		<p>planning for lecture demonstration – presentation of lecture demonstration – merits and limitations of lecture demonstration heuristic method – meaning of heuristic – modified heuristic method – development of spirit of heuristic through teaching of physics – merits and limitations of heuristic method ; laboratory method – meaning – investigatory laboratory experiences – verification laboratory method – merits and limitations ; inducto – deductive method – meaning of the induction – formulation of generalization in physics through induction – meaning of deduction – verification of principles / laws in physics – importance inducto deductive approach through deduction adaption of inducto deductive approach in teaching Physics, critical inquiry approach – meaning and principles – steps of critical inquiry approach – advantages of critical inquiry approach in teaching Physics; problem solving method – meaning – steps of problem solving according to Mayer in teaching physics – advantages of problem solving method ; project method – meaning and principles – criteria for selection of a project ; steps of project – title of the project – objectives in terms of specification – designing – execution – evaluation – reporting ; evaluation of project report.</p>
6	Unit – 5	<p><b>Planning for teaching Physics : 06 Hours</b>                      Lesson plan based on evaluation approach – designing a lesson plan for a topic ; unit plan based on evaluation approach – meaning – stages of unit planning – importance of unit plan – format of unit plan ; advantages of unit plan and individual lesson planning</p>
7	Unit – 6	<p><b>Instructional design for teaching Physics: 14 Hours</b>                      The unit is to be studied under the following headings</p> <ol style="list-style-type: none"> <li>1. Meaning and concept of instruction</li> <li>2. Concept of instructional design</li> <li>3. Basic teaching model according to Glaser</li> <li>4. Steps of instructional designing includes planning, sequencing instructions based on strategies and methods and integration of methods and media</li> <li>5. Level of instructional designing – unit plan, event level of instruction</li> </ol>

Topics for seminar:

1. Role of science centre in the development of scientific knowledge of the community
2. Contribution of scientists towards the Physics
3. Development of scientific thinking in community
4. Eradication of superstitious in community
5. Science and astrology
6. Technology in schools
7. Professional skills of a science teacher
8. Computer assisted instruction in Physics
9. Radio television information technology
10. Ultrasonic scanners

**TUMKUR UNIVERSITY**  
**B Ed DEGREE SEMESTER SCHEME SYLLABUS**  
**CONTENT CUM METHODOLOGY OF TEACHING PHYSICS**  
**SECOND SEMESTER**

S N	Syllabus	
1	<b>Objectives</b>	
2	<b>Unit-I</b>	<p><b>MODERN Physics : 12 Hours</b>            Structure of atom, structure of nucleus- atomic number and mass number ; isotopes, nuclear force, binding energy , radioactivity <math>\alpha</math> <math>\beta</math> <math>\gamma</math> rays, half-life period, carbon dating; nuclear fission – chain reaction, moderators – nuclear reactors, applications of atomic energy, pollution due to atomic energy – radioactive waste ; nuclear fusion – atom bombs ; photoelectric effect – X Rays, LASER and its applications. Energy ;sources of energy – unit of energy, work done and energy; forms of energy; conventional and non-conventional energy resources; conservation of energy resources; energy crisis and its management; electric magnetic radiation ; electronics; concept- introduction of simple concepts, transistors – principles and applications- radio and television – principles on which it works – microprocessors – elementary knowledge – computer and its applications. Sound productive and properties of sound waves, reflective of sound , echoes, ultrasonic-concept And uses of ultrasonic devices ; Doppler effect – concept – application of Doppler effect ; contribution of Roman to Modern Science ; spectroscopy</p>
3	<b>Unit-2</b>	<p><b>Organization of co-curricular activities in Physics: 10 Hours</b>            Meaning organization and importance of the following activities ; science club- science fair-science exhibition –science museum- science quiz- science visits – science centres</p>
4	<b>Unit-3</b>	<p><b>Evaluation in teaching Physics : 08 Hours</b>            Concept of unit tests; construction of unit tests - weightages to the components of unit tests- designing 3 dimensional charts /blue print – construction of items- format of question paper (For unit test) ; admission of the tests IQTAQ – development and its uses</p>
5	<b>Unit - 4</b>	<p><b>Educational technology in Physics : 10 Hours</b>            (e-learning in Physics) ; (Virtual Education in Physics)            Computer assisted instructions in Physics; use of internet; advantages of using software,; role of websites in learning Physics, advantages of using power point in Physics teaching – steps of designing lesson in Physics for power point presentation; use of question bank in electronic evaluation; use of multimedia of computers (software of computers).</p>
6	<b>Unit-5</b>	<p><b>Quality improvements in Physics instructions : 06 Hours</b>            Nature of physics; nature of instructions in Physics Professional qualities for teaching Physics ; programs of quality improvement ; role of seminars, workshops and projects in quality improvement</p>

7	Unit - 6	<p><b>Resources in teaching Physics:</b> <span style="float: right;"><b>16 Hours</b></span></p> <p>Library , classification based on themes – role of journals, magazines, references, newspaper columns, newsletters and websites in enrichment ; laboratory – nature of physics laboratory – infrastructure and equipment-maintenance of laboratory – discipline in laboratory – design of multipurpose laboratory – importance of first Aid ; Text Books – nature and quality of Good Text Book – place of text book in teaching physics; resource Books – development of teacher and student resource books; instructional materials – models – its types and uses, charts transparencies, slides, audio and video tapes and their uses and importance; community resources – 1) Tapping human resources for learning physics 2) material resources – utilization ; improvisation of apparatus – need, importance and methods of development of improvised apparatus, role of radio and television as resource for learning physics</p>
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Practical activities: 10 Hours

### Conducting experiments in laboratory

Pupil teacher has to conduct 5 out of 9 experiments in the laboratory and maintain a lab record. The focus should be on designing the experiment for the demonstration in the class

### Proposed experiments

1. Determination of refractive index of a glass slab
2. Tracing the magnetic lines of force around a circular conductor carrying a direct current
3. Determination of boiling point of a liquid
4. Verification of Ohms law
5. Path traced by a light ray through a triangular prism
6. Comparison of strength of current flowing through the circuit in which resistance introduced i
  - a. in series
  - b. in parallel
7. Determination of melting point of ice of wax
8. Tracing the magnetic lines of force around a bar magnet
9. Demonstration of experiments to show that the sound is produced by vibration

### Reference Books:

1. Thurber and Kollete – teaching of Science in today’s secondary schools, Practice hall India Ltd 1964
2. Narendra Vaidya – impact of science teaching Oxford IBH 1971
3. Sood – New directions in science teaching – Kohili publications Chandigarh 1989
4. Amanrao – teaching of Physics – Anmol publications
5. Siddique and Siddique teaching of science today and tomorrow Dhoba house 1994
6. Heiss – Modern science teaching mac millon publication Newyork 1957
7. Dececco, John Peer – psychology of learning and instruction prenticy Hall 1970

8. Gupta s K teaching physical sciences in secondary school Sterlin publishers 1989
9. Bhide , Qurana – physics Lab Manual physics Lab manual I & II NCERT 1989
10. Nuffield foundation – Nullified science teaching theories longmann 1970
11. Robot Dixson – physical science – dynamic approach pretency Hall 1987
12. Romswowski A T – designing instructional system KOngan Press London
13. Wenhance Darling – physics conceptual and models ELBS 1984
14. Marlow Edgar and Bhaskar Rao – teaching science successfully, discovery publisher New Delhi
15. Keith Gibbs Advanced Physics – II Edition Cambridge 1996
16. Gilber Rowell; Physics Cambridge2005
17. Joe Boys New understanding science – series John Muller
18. Sharma and sharma teaching physics Dhanpath raj and sons
19. R C Das science teaching in schools Sterlin Publihsers 1990
20. R C Sharma Teaching science Sterlin 1982
21. Ramachandra and Ramachandran – C V Raman a pictorial biography IASE Bangalore 1988
22. SEA camp – GCSE science stan ley and Tharnes
23. ಯಾದವಾಡ-ರಬನಾಳ ಭೌತವಿಜ್ಞಾನ ಬೋಧನೆ ವಿದ್ಯಾನಿಧಿ 1998
24. ಕರಿಗಣ್ಣನವರ ಶಾಲೆಗಳಲ್ಲಿ ಆಧುನಿಕ ವಿಜ್ಞಾನ ವಿದ್ಯಾನಿಧಿ ಗದಗ 1998
25. ಬಳೂರಗಿ ಪಾಟೀಲ್ ವಿಜ್ಞಾನ ದರ್ಶನಮಾಲೆ ಓರಿಯೆಂಟಲ್ ಲಾಂಗ್ ಮ್ಯಾನ್ 1980
26. ಗುಡ್ಡಳ್ಳಿ ವಿಜ್ಞಾನ ಬೋಧನೆ ಭಾರತ ಪ್ರಕಾಶನ 2000

ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಜಿ ಇಡಿ ಪದವಿ ಸೆಮಿಸ್ಟರ್ ಪದ್ಧತಿ ವಿಷಯ ಸೂಚಿ

ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ ಪಠ್ಯಕ್ರಮ (ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್)

ಕ್ರ ಸಂ	ಸಿಲಬಸ್	
1	ಉದ್ದೇಶಗಳು	<p>ಪ್ರ ಶಿಕ್ಷಣಾರ್ಥಿಗಳಲ್ಲಿ -</p> <ol style="list-style-type: none"> <li>1. ಕನ್ನಡ ವ್ಯಾಕರಣ, ಛಂದಸ್ಸು ಮತ್ತು ಅಲಂಕಾರಗಳ ಬಗ್ಗೆ ಸ್ಪಷ್ಟ ತಿಳುವಳಿಕೆ ಮೂಡಿಸುವುದು ಮತ್ತು ಇವುಗಳನ್ನು ಬೋಧಿಸುವ ಕ್ರಮಗಳಲ್ಲಿ ಪರಿಣತಿ ಗಳಿಸುವಂತೆ ಮಾಡುವುದು</li> <li>2. ಭಾಷೆಯ ಅರ್ಥ ಸ್ವರೂಪ, ಉಗಮ ಮತ್ತು ವಿಕಾಸದ ಬಗ್ಗೆ ತಿಳುವಳಿಕೆಯನ್ನು ವಿಸ್ತರಿಸುವುದು</li> <li>3. ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ ಆಡಳಿತ ವ್ಯವಹಾರದ ಭಾಷೆಯಾಗಿ ತಾಯ್ನುಡಿಯ ಮಹತ್ವವನ್ನು ಅರಿಯುವಂತೆ ಮಾಡುವುದು</li> <li>4. ಪ್ರಸ್ತುತ ಶಿಕ್ಷಣದಲಿ ಆಚರಣೆಯಲ್ಲಿರುವ ಭಾಷಾನೀತಿಗಳ ಆಶಯವನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವುದು</li> <li>5. ಮಕ್ಕಳ ಶಿಕ್ಷಣದಲ್ಲಿ ತಾಯ್ನುಡಿಯ ಸ್ಥಾನ ಮತ್ತು ಮಹತ್ವವನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವುದು</li> <li>6. ಭಾಷಾ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯ ಮನೋವೈಜ್ಞಾನಿಕ ನಿಯಮಗಳ ಶೈಕ್ಷಣಿಕ ಹಿನ್ನೆಲೆಯನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು ಇವುಗಳನ್ನು ಬೋಧನೆಯಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳುವ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವುದು</li> <li>7. ಮಾತೃಭಾಷಾ ಬೋಧನೆಯ ವಿವಿಧ ವಿಧಾನಗಳು, ತಂತ್ರಗಳ ಪ್ರಾಮುಖ್ಯತೆ ಮತ್ತು ಗುಣಲಕ್ಷಣಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು ಬೋಧನೆಯಲ್ಲಿ ಇವುಗಳನ್ನು ಅಳವಡಿಸುವ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವುದು</li> <li>8. ಶಿಕ್ಷಣದಲ್ಲಿ ಭಾಷಾಪಠ್ಯಪುಸ್ತಕಗಳ ಸ್ಥಾನ ಪ್ರಾಮುಖ್ಯತೆ ಮತ್ತು ಗುಣಲಕ್ಷಣಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು</li> <li>9. ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಾಪಕರು ಅವಶ್ಯಕವಾಗಿ ಹೊಂದಿರಬೇಕಾದ ಶೈಕ್ಷಣಿಕ, ಭಾಷಿಕ ಸಾಮರ್ಥ್ಯಗಳು ಮತ್ತು ಬೋಧನಾ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಲು ನೆರವಾಗುವುದು</li> <li>10. ಪರಿಣಾಮಕಾರಿಯಾದ ಸಂವಹನ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವುದು</li> <li>11. ಪರಿಣಾಮಕಾರಿ ರೀತಿಯಲ್ಲಿ ಪಾಠ ಯೋಜನೆಯನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವುದು</li> <li>12. ಭಾಷಾ ಬೋಧನೆಗೆ ಪೂರಕವಾಗುವ ಕಲಿಕ ಉಪಕರಣಗಳನ್ನು ( ) ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವ ಮತ್ತು ಅವುಗಳನ್ನು ಯೋಗ್ಯರೀತಿಯಲ್ಲಿ ಬಳಸುವ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವುದು.</li> </ol>
2	ಘಟಕ - 1	<p>ಕನ್ನಡ ವ್ಯಾಕರಣ ಹಾಗೂ ಛಂದಸ್ಸು : (22 ಅವಧಿಗಳು)</p> <p>ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು: ಅವ್ಯಯ ಪ್ರಕರ, ಕೃದಂತ, ತದ್ಧಿತಾಂತ ಪ್ರಕರಣ, ಧಾತುಗಳು; ಕರ್ತರಿ ಕರ್ಮಣಿ ಪ್ರಯೋಗಗಳು; ಸಂಧಿ ಪ್ರಕರಣ ಮತ್ತು ಸಮಸ ಪ್ರಕರಣ; ವಾಕ್ಯಗಳು - ಸಾಮಾನ್ಯ ವಾಕ್ಯ ಸಂಯೋಜಿತ ವಕ್ಯ, ಮಿಶ್ರ ವಾಕ್ಯಗಳು ಮತ್ತು ವಕ್ಯ ವಿಭಜನೆ; ಛಂದಸ್ಸು - ಪ್ರಾಸ, ಯತಿ, ಗಣಗಳು; ಮಾತ್ರಗಣಗಳು - ಕಂದಪದ್ಯ; ಷಟ್ಪದಿ; ರಗಳೆ; ಅಕ್ಷರಗಣಗಳು - ವೃತ್ತ ಜತಿಯ ಛಂದಸ್ಸು; ಅಲಂಕಾರಗಳು (ಕನ್ನಡ ಪಠ್ಯ ಪುಸ್ತಕಗಳಲ್ಲಿ ಬರುವ ಅಲಂಕಾರಗಳು)</p>
3	ಘಟಕ - 2	<p>ಭಾಷೆಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸ : (08 ಅವಧಿಗಳು)</p>

		ಭಾಷೆಯ ಅರ್ಥ ಮತ್ತು ಸ್ವರೂಪ - ಭಾಷೆ, ಭಾವ, ಅಪಿಸಂಬಂಧ, ಭಾಷೆಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸದ ಸಿದ್ಧಾಂತಗಳು
4	ಘಟಕ - 3	ಮಾತೃಭಾಷೆ ಮತ್ತು ಶಿಕ್ಷಣ : (10 ಅವಧಿಗಳು) ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ ಆಡಳಿತ ವ್ಯವಹಾರದ ಭಾಷೆಯಾಗಿ ತಾಯ್ನಾಡಿಯ ಮಹತ್ವ; ಶಿಕ್ಷಣದಲಲ ಭಾಷಾ ನೀತಿಗಳು- ತ್ರಿಭಾಷಾ ಸೂತ್ರ; ಶಿಕ್ಷಣದಲ್ಲ ತಾಯ್ನಾಡಿಯ ಸ್ಥಾನ. ಶಿಕ್ಷಣ ಮಾಧ್ಯಮವಾಗಿ ಮಾತೃಭಾಷೆ - ಪ್ರಯೋಜನಗಳು; ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲ ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಸರ್ಕಾರ ಕೈಗೊಂಡಿರುವ ಕಾರ್ಯಕ್ರಮಗಳು ಭಾಷಾ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯ ಮನೋವೈಜ್ಞಾನಿಕ ನಿಯಮಗಳು; ಕನ್ನಡವನ್ನು ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ ದ್ವಿತೀಯ ಭಾಷೆಯಾಗಿ ಬೋಧಿಸುವ ಗುರಿಗಳು ಮತ್ತು ಉದ್ದೇಶಗಳು.
5	ಘಟಕ - 4	ಮಾತೃಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳು: (14 ಅವಧಿಗಳು) ಕಥಾ ಪದ್ಧತಿ; ನಾಟಕಾಭಿನಯ ಪದ್ಧತಿ, ಕ್ರೀಡಾ ಪದ್ಧತಿ; ಪ್ರಶೋತ್ತರ ಪದ್ಧತಿ; ಉಪನ್ಯಾಸ ಪದ್ಧತಿ; ಅನುಗಮನ ಪದ್ಧತಿ; ನಿಗಮನ ಪದ್ಧತಿ; ಮೇಲ್ವಿಚಾರಣಾ ಅಧ್ಯಯನ; ಪಠ್ಯಪುಸ್ತಕ ಪದ್ಧತಿ; ಪಾತ್ರ ನಿರ್ವಹಣಾ ಪದ್ಧತಿ; ಪ್ರತಿಯೊಂದು ಪದ್ಧತಿಯ ಗುಣಲಕ್ಷಣಗಳು ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು, ಬೆಳೆಸಬಹುದಾದ ಭಾಷಾ ಕೌಶಲ್ಯಗಳು; ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಕಂಪ್ಯೂಟರ್‌ಗಳ ಪ್ರಾಮುಖ್ಯತೆ, ಕಲಿಕೆಗೆ ಸಂಪರ್ಕ ಜಾಲದ ಬಳಕೆ; ಕಂಪ್ಯೂಟರ್‌ನ ಕನ್ನಡ ಭಾಷೆಗಳು ಈ ಅಂಶಗಳನ್ನು ಸೇರಿಸಲಾಗಿದೆ.
6	ಘಟಕ - 5	ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ, ಅಧ್ಯಾಪಕ ಮತ್ತು ಬೋಧನಾ / ಕಲಕಾ ಉಪಕರಣಗಳು : (22 ಅವಧಿಗಳು) ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳು - ರಚನೆಯ ತತ್ವಗಳು; ಉತ್ತಮ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕದ ಗುಣಲಕ್ಷಣಗಳು; 8-9ನೇ ತರಗತಿ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ; ವಿದ್ಯಾರ್ಥಿಗಳು ಕನ್ನಡ ಪುಸ್ತಕ ಬಳಸಲು ಅನುಸರಿಸಬೇಕಾದ ಕ್ರಮ; ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಾಪಕ- ಶೈಕ್ಷಣಿಕ ಅರ್ಹತೆಗಳು ಮತ್ತುಬೋಧನಾ ಸಂವಹನ ಸಾಮರ್ಥ್ಯಮತ್ತು ವ್ಯಕ್ತಿತ್ವ ; ಪಾಠಯೋಜನೆ - ಮಹತ್ವ ರೂಪರೇಷೆಗಳು, ಭಾಷಾ ಪಾಠ ಯೋಜನೆ ರಚನೆಯಲ್ಲಿ ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು; ಅವುಗಳ ಮಹತ್ವ ಮತ್ತು ಪ್ರಾಕಾರಗಳು; ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಬಹುದಾದ ಬೋಧನೆ / ಕಲಕಾ ಉಪಕರಣಗಳು; ಚಿತ್ರಪಟಗಳು, ಚಾರ್ಟ್‌ಗಳು, ಕಪ್ಪುಹಲಗೆ; ರೇಡಿಯೋ; ಧ್ವನಿಮುದ್ರಣ; ದೂರದರ್ಶನ; ಚಲನಚಿತ್ರ; ಕಂಪ್ಯೂಟರ್ ; ಒ ಹೆಚ್ ಪಿ; ಆಧಾರ ಗ್ರಂಥಗಳು; ಭಾಷಾಪ್ರಯೋಗಾಲಯ
7	ಘಟಕ - 6	ತತ್ವಾಧಾರಿತ ನಿಯೋಜಿತ ಕಾರ್ಯಗಳು : (08 ಅವಧಿಗಳು) ಸಂಪನ್ಮೂಲ ಘಟಕ ; ಅಭ್ಯಾಸ ಪುಸ್ತಕ; ನಿಯೋಜಿತ ಕಾರ್ಯಗಳ ಉದ್ದೇಶಗಳು; ಅನುಕೂಲಗಳು; ಪ್ರಾಕಾರಗಳು; ಅನುಕೂಲಗಳು; ಬೋಧನೋಪಕರಣಗಳು; ಕಲಕಾ ಪೂರಕ ಉಪಕರಣಗಳ ಪ್ರಾಕಾರಗಳು, ಮಹತ್ವ; ತಯಾರಿಸುವ ಹಾಗೂ ಯೋಗ್ಯರೀತಿಯಲ್ಲಿ ಬಳಸುವ ಕ್ರಮ, ಬೋಧನಾ ಸಲಕರಣೆಗಳ ಪಟ್ಟಿಗೆ; ಗುಣಲಕ್ಷಣಗಳು, ತಯಾರಿಸುವ, ಬಳಸುವ ಕ್ರಮ (ಈ ಮೇಲಿನ ಎಲ್ಲಾ ಯೋಜನೆಗಳ ತಾತ್ವಿಕ ವಿವರಗಳ ಬಗ್ಗೆ ಬೋಧನೆ ಮಾಡತಕ್ಕದ್ದು)
	ವಿಷಾರ ಸಂಕಿರಣದ ವಿಷಯಗಳು	<ol style="list-style-type: none"> <li>1. ಪ್ರೌಢ ಶಿಕ್ಷಣದಲ್ಲ ಮಾತೃಭಾಷಾ ಶಿಕ್ಷಣ ಮಾಧ್ಯಮದ ಪ್ರಾಮುಖ್ಯತೆ</li> <li>2. ಭಾಷಾ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯಲ್ಲಿ ಸಮೂಹ ಮಾಧ್ಯಮಗಳ ಪಾತ್ರ</li> <li>3. ಶಿಕ್ಷಣದಲ್ಲ ಆಚರಣೆಯಲ್ಲಿರುವ ಭಾಷಾ ನೀತಿಗಳು</li> <li>4. ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲ ಕನ್ನಡ ವ್ಯಾಕರಣವನ್ನು ಪ್ರತ್ಯೇಕವಾಗಿ ಬೋಧಿಸಬೇಕೆ? ಅಥವಾ ಕ್ರಿಯಾತ್ಮಕವಾಗಿ / ಪ್ರಾಯೋಗಿಕವಾಗಿ ಬೋಧಿಸಬೇಕೆ? ಎಂಬುದನ್ನು ಕುರಿತು</li> <li>5. ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಕಲಿಕೆಯಲ್ಲಿ ಪೂರಕ ಸಾಹಿತ್ಯ ಸಾಮಗ್ರಿಗಳ ಅಧ್ಯಯನದ ಮಹತ್ವ</li> <li>6. ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲ ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಬೆಳವಣಿಗೆಯ ಸ್ಥಿತಿಗತಿಗಳ ಒಂದು ಚರ್ಚೆ</li> <li>7. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯಾಭಿರುಚಿ ಬೆಳೆಸುವಲ್ಲ ಭಾಷಾ</li> </ol>

		<p>ಅಧ್ಯಯನದ ಪಾತ್ರ</p> <p>8. ಕನ್ನಡದಲ್ಲಿ ಆಧುನಿಕ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಪರಿಚಯದ ಒಂದು ಚರ್ಚೆ (ಯಾವುದಾದರೂ 2 ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳನ್ನು ಕುರಿತಂತೆ ಅವುಗಳು ಬೆಳೆದು ಬಂದ ದಾರಿ, ಸಾಹಿತ್ಯಿಕ ಲಕ್ಷಣಗಳು, ಪ್ರಸ್ತುತ ಬೆಳವಣಿಗೆಯ ಸ್ಥಿತಿ ಮತ್ತು ಬೋಧನಾ ಕ್ರಮವನ್ನು ಕುರಿತು)</p> <p>9. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯಾಭಿರುಚಿ ಹಾಗೂ ಭಾಷಾ ಪ್ರೇಮವನ್ನು ಬೆಳೆಸುವ ಕಾರ್ಯಕ್ರಮಗಳು ಮತ್ತು ವಿಧಾನಗಳು</p> <p>10. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸೃಜನಶೀಲ ಅಭಿವ್ಯಕ್ತಿ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸುವ ಕ್ರಮ - ಮಾರ್ಗೋಪಾಯಗಳನ್ನು ಕುರಿತು ಚರ್ಚೆ</p> <p>11. ಭಾಷಾಂತರ ಮತ್ತು ರೂಪಾಂತರದ ಪ್ರಾಮುಖ್ಯತೆ - ಎದುರಾಗುವ ಸಮಸ್ಯೆಗಳ ಕುರಿತು ಚರ್ಚೆ</p> <p>12. ಬೇರೆ ವಿಷಯಗಳಲ್ಲಿನ ಬೋಧನೆ - ಕಲಿಕೆಯಲ್ಲಿನ ಮೌಲ್ಯಮಾಪನಕ್ಕಿಂತ ಭಾಷಾ ಬೋಧನೆ ಕಲಿಕೆಯಲ್ಲಿನ ಮೌಲ್ಯಮಾಪನ ಭಿನ್ನವಾಗಿರಬೇಕು - ಒಂದು ಚರ್ಚೆ</p> <p>13. ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಪ್ರಾಚೀನ ಕಾಲದ ಸಾಹಿತ್ಯ ವಿಷಯಗಳ ಬೋಧನೆಯಿಂದಾಗುವ ಅನುಕೂಲಗಳು - ಒಂದು ಚರ್ಚೆ</p> <p>14. ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಪ್ರಯೋಗ, ಸಾಹಿತ್ಯಿಕ ಸೃಷ್ಟಿ ಮತ್ತು ಸಂಸ್ಕೃತಿ ವಿಕಾಸದಲ್ಲಿ ಸಮೂಹ ಮಾಧ್ಯಮಗಳ ಪಾತ್ರ - ಒಂದು ಚರ್ಚೆ</p>
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ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಜಿ ಇಡಿ ಪದವಿ ಸೆಮಿಸ್ಟರ್ ಪದ್ಧತಿ ವಿಷಯ ಸೂಚಿ

ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ ಪಠ್ಯಕ್ರಮ (ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್)

ಕ್ರ ಸಂ	ಸಿಲಬಸ್	
1	ಉದ್ದೇಶಗಳು	<p>ಪ್ರ ಶಿಕ್ಷಣಾರ್ಥಿಗಳೆಲ್ಲ -</p> <ol style="list-style-type: none"> <li>1. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ಬೆಳವಣಿಗೆಯ ವಿಭಾಗ ಕ್ರಮ; ಆಯಾ ಘಟ್ಟಗಳ ಸಾಹಿತ್ಯದ ಗುಣಲಕ್ಷಣಗಳು ಮತ್ತು ಪ್ರಮುಖ ಕವಿಗಳ ಸಾಹಿತ್ಯಿಕ ಕೊಡುಗೆಗಳ ಬಗ್ಗೆ ತಿಳುವಳಿಕೆಯನ್ನುಂಟು ಮಾಡುವುದು.</li> <li>2. ಆಲಸುವಿಕೆ, ಮಾತು, ಓದು ಮತ್ತು ಬರವಣಿಗೆ ಕೌಶಲಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕ್ರಮಬದ್ಧವಾಗಿ ಕಲಿಸುವ ಮತ್ತು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಪ್ರಯೋಗ ಕೌಶಲಗಳನ್ನು ಸಾಧಿಸಲು ಯೋಗ್ಯ ರೀತಿಯ ಬೋಧನಾ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವುದು</li> <li>3. ಗದ್ಯ ಮತ್ತು ಪದ್ಯಗಳ ರಚನಾ ಕ್ರಮಗಳನ್ನೊಳಗೊಂಡಂತೆ ಗುಣಲಕ್ಷಣಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು ಇವುಗಳ ಬೋಧನೆಯ ಕ್ರಮ ಮತ್ತು ಮಾರ್ಗೋಪಾಯಗಳೆಲ್ಲ ಸಾಮರ್ಥ್ಯ ಗಳಿಸುವಂತೆ ಮಾಡುವುದು</li> <li>4. ವ್ಯಾಕರಣ ಮತ್ತು ಪ್ರಬಂಧ ಬೋಧನೆಯ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ಅರಿಯುವುದು ಮತ್ತು ಇವುಗಳ ಬೋಧನಾ ಕ್ರಮ ಹಾಗೂ ತಂತ್ರಗಳೆಲ್ಲ ಸಾಮರ್ಥ್ಯ ಗಳಿಸಲು ತರಬೇತಿಗೊಳಿಸುವುದು</li> <li>5. ಆಧುನಿಕ ಸಾಹಿತ್ಯದ ವಿವಿಧ ಪ್ರಕಾರಗಳನ್ನು ಮತ್ತು ಅವುಗಳ ಸಾಹಿತ್ಯಿಕ ಗುಣಲಕ್ಷಣಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಸಿ ಇವುಗಳ ಬೋಧನಾ ಕ್ರಮದಲ್ಲ ಕೌಶಲ ಬೆಳೆಸುವುದು</li> <li>6. ಭಾಷಾಂತರ ಮತ್ತು ರೂಪಾಂತರದ ಮಹತ್ವಗಳನ್ನು ಅರಿಯುವಂತೆ ಮಾಡುವುದು</li> <li>7. ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಸಾಮರ್ಥ್ಯ ಬೆಳವಣಿಗೆ ಮತ್ತು ವಾಚನಾಭಿರುಚಿಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸುವಲ್ಲಿ ಪುಸ್ತಕ ಭಂಡಾರ ಮತ್ತು ವಾಚನಾಲಯಗಳ ಮಹತ್ವವನ್ನು ಅರಿಯುವುದು</li> <li>8. ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಕೈಗೊಳ್ಳಬಹುದಾದ ಮೌಲ್ಯಮಾಪನದ ವಿಶಿಷ್ಟ ತಾತ್ವಿಕ ಹಿನ್ನೆಲೆಯನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವುದು ಹಾಗೂ ಇಲ್ಲಿನ ಮೌಲ್ಯ</li> </ol>
2	ಘಟಕ - 1	<p>ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ಬೆಳವಣಿಗೆ : (18 ಅವಧಿಗಳು)</p> <p>ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ ಮತ್ತು ಬೆಳವಣಿಗೆಯ ಘಟ್ಟಗಳು - ವಿಭಾಗ ಕ್ರಮ ; ವಿವಿಧ ಘಟ್ಟಗಳ ಸಾಹಿತ್ಯದ ಲಕ್ಷಣಗಳು ಮತ್ತು ಪ್ರಮುಖ ಕವಿಗಳು; ಆಧುನಿಕ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ಪರಿಚಯ ಪ್ರಬಂಧ ; ಕಾದಂಬರಿ ; ಸಣ್ಣ ಕಥೆ, ನಾಟಕ, ಪತ್ರಲೇಖನ, ಹಾಸ್ಯ ಸಾಹಿತ್ಯ, ಆತ್ಮಕಥನ, ಪ್ರವಾಸ ಸಾಹಿತ್ಯ, ಭಾವಗೀತೆ ಮತ್ತು ಭಂಡಾಯ ಸಾಹಿತ್ಯಗಳ ಪರಿಚಯ</p>
3	ಘಟಕ - 2	<p>ಭಾಷಾ ಕೌಶಲಗಳು ; ಆಲಸುವಿಕೆ, ಮಾತು, ಓದು ಮತ್ತು ಬರಹ: (22 ಅವಧಿಗಳು)</p> <p>ಆಲಸುವಿಕೆ; ಆಲಸುವ ಕ್ರಿಯೆಯಲ್ಲಿ ಒಳಗೊಳ್ಳುವ ಕೌಶಲಗಳು, ಮಹತ್ವ, ಆಲಸುವಿಕೆಯಲ್ಲಿ ದೋಷಗಳು - ಉತ್ತಮ ಆಲಸುವಿಕೆ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವ ಚಟುವಟಿಕೆಗಳು</p> <p>ಮಾತುಗಾರಿಕೆ; ಮಾತುಗಾರಿಕೆಯಲ್ಲಡಕವಾಗಿರುವ ಕೌಶಲಗಳು, ಮಾತುಗಾರಿಕೆಯ ಮಹತ್ವ</p> <p>ಉದ್ದೇಶಗಳು; ಮಾತುಗಾರಿಕೆಯಲ್ಲಿ ದ್ವಂದ್ಯಗಳ ಮಹತ್ವ; ಉತ್ತಮ ಮಾತುಗಾರಿಕೆಯ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವ ಚಟುವಟಿಕೆಗಳು</p>

		<p>ಓದುಗಾರಿಕೆ; ಓದು ಕ್ರಿಯೆಯಲ್ಲಿ ಒಳಗೊಳ್ಳುವ ಕೌಶಲಗಳು, ಉದ್ದೇಶಗಳು, ಗಟ್ಟಿ ಓದು, ಮೌನ ಓದುಗಳ ಗುಣಲಕ್ಷಣಗಳು; ಪ್ರಯೋಜನಗಳು; ಓದುಗಾರಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರೋಪಾಯಗಳು, ಓದು ಕಲಿಸುವ ಮತ್ತು ಪದ್ಧತಿಗಳು. ಓದಿನ ಪ್ರಕಾರಗಳು; ಆಕವಾದ ಓದು; ವಿಸ್ತೃತ ಓದು; ಸ್ಥೂಲವಾಚನ; ಸೂಕ್ಷ್ಮವಾಚನ; ಸಹಜ ಓದು; ಅರ್ಥಗ್ರಹಿಕೆ ವಾಚನ - ಅರ್ಥಗ್ರಹಿಕೆ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವ ವಿಧಾನಗಳು/ಕ್ರಮ. ಉತ್ತಮ ಓದುಗಾರಿಕೆಯ ಗುಣಲಕ್ಷಣಗಳು, ಉತ್ತಮ ಓದುಗಾರಿಕೆ ಕೌಶಲದಲ್ಲಿ ಸಾಮರ್ಥ್ಯ ಹೆಚ್ಚಿಸುವ ವಿಧಾನಗಳು / ಕ್ರಮ. ಉತ್ತಮ ಓದುಗಾರಿಕೆಯ ಗುಣಲಕ್ಷಣಗಳು. ಬರವಣಿಗೆ; ಬರವಣಿಗೆ ಒಳಗೊಳ್ಳುವ ಕೌಶಲಗಳು; ಕೈ ಬರಹದ ಮಹತ್ವ; ಕಲಿಸುವ ಉದ್ದೇಶಗಳು; ಒಳ್ಳೆಯ ಕೈಬರಹದ ಗುಣಲಕ್ಷಣಗಳು - ಬೆಳೆಸುವ ವಿಧಾನಗಳು / ಚಟುವಟಿಕೆಗಳು; ಬರವಣಿಗೆಯಲ್ಲಿನ ದೋಷಗಳು - ಪರಿಹಾರ ಕ್ರಮಗಳು /ಚಟುವಟಿಕೆಗಳು. ಶಯಲಯ ಸ್ವರೂಪ, ಶೈಲಿಯಲ್ಲಿ ಒಳಗೊಳ್ಳುವ ಅಂಶಗಳು ದೈನಂದಿನ ಮಾತನಾಡುವ ವ್ಯಾವಹಾರಿಕ ಭಾಷೆಗೂ ಬರಹದ ಭಾಷೆಗೂ ಇರುವ ವ್ಯತ್ಯಾಸಗಳು, ಸೃಜನಶೀಲ ಬರವಣಿಗೆ, ಅಖತ ಅಭಿವ್ಯಕ್ತಿ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವ ವಿಧಾನಗಳು / ಚಟುವಟಿಕೆಗಳು</p>
4	ಘಟಕ - 3	<p>ಗದ್ಯ : ಪದ್ಯ; ಪ್ರಬಂಧ ಮತ್ತು ಸಾಹಿತ್ಯ ಬೋಧನೆ : (21 ಅವಧಿಗಳು)  ಗದ್ಯ ಬೋಧನೆ: ಗದ್ಯ ಸ್ವರೂಪ: ಪ್ರಕರಗಳು; ಗದ್ಯ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು; ಗದ್ಯ ಬೋಧನಾ ವಿಧಾನ/ ಕವ್ಯ ಬೋಧನೆ; ಪದ್ಯದ ಸ್ವರೂಪ ಮತ್ತು ಪ್ರಕಾರಗಳು; ಗದ್ಯ ಪದ್ಯದ ವ್ಯತ್ಯಾಸಗಳು; ಪದ್ಯ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು; ಪದ್ಯಬೋಧನಾ ವಿಧಾನಗಳು ಮತ್ತು ಕ್ರಮ-ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು; ಪದ್ಯ ಬೋಧನಾ ಹಂತಗಳು  ವ್ಯಾಕರಣ ಬೋಧನೆ: ಬಾಳಿ ಬೋಧನೆಯಲ್ಲಿ ವ್ಯಾಕರಣದ ಸ್ಥಾನ; ವ್ಯಾಕರಣ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು; ಬೋಧನಾ ವಿಧಾನಗಳು; ಪಠ್ಯಪುಸ್ತಕಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ ಬೋಧನಾ ಕ್ರಮ, ಪ್ರಬಂಧ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು, ಹಂತಗಳು, ಸಾಹಿತ್ಯ ಬೋಧನೆಯ ಪ್ರಯೋಜನಗಳು</p>
5	ಘಟಕ - 4	<p>ಭಾಷಾಂತರ ಮತ್ತು ರೂಪಾಂತರ: (07 ಅವಧಿಗಳು)  ಭಾಷಾಂತರ: ಅರ್ಥ, ಪ್ರಮುಖ್ಯತೆ- ಉತ್ತಮ ಭಾಷಾಂತರ ಹೇಗಿರಬೇಕು - ತತ್ವಗಳು ಅನುವಾದದ ಹಂತಗಳು  ರೂಪಾಂತರ - ಪ್ರಮುಖ್ಯತೆ, ಭಾಷಾಂತರದ ಗುಣಲಕ್ಷಣಗಳು - ರೂಪಾಂತರದಲ್ಲಿ ಎದುರಾಗುವ ಸಮಸ್ಯೆಗಳು  ಪದಸಂಪತ್ತು / ಶಬ್ದ ಭಂಡಾರ ; ವಿವಿಧ ರೀತಿಯ ಪದಗಳು; ಬೋಧನಾ ಕ್ರಮ- ಪದ ಸಂಪತ್ತು ಬೆಳೆಸುವ ಚಟುವಟಿಕೆಗಳು</p>
6	ಘಟಕ - 5	<p>ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ : (12 ಅವಧಿಗಳು)  ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ; ವಿಶಿಷ್ಟತೆ-ಅಖತ, ಮೌಖಿಕ ಮೌಲ್ಯಮಾಪನ ಘಟಕ ಪರೀಕ್ಷೆ - ಅದರ ಪ್ರಯೋಜನ; ರಚನೆ ಮತ್ತು ನಿರ್ವಹಣೆಯ ಹಂತಗಳು; ಉದ್ದಿಷ್ಟಗಳು ಮತ್ತು ನಿರ್ದಿಷ್ಟ ಆಧಾರಿತ ಪ್ರಶ್ನೆಗಳ ರಚನೆ; ನೀಲ ನಕಾಶೆಯ ಸ್ವರೂಪ - ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಪ್ರಬಂಧ ಮಾದರಿ ಪ್ರಶ್ನೆಗಳು ಹಾಗೂ ಪ್ರಾಮುಖ್ಯತೆ ಪ್ರಶ್ನೆಪತ್ರಿಕೆ ಮತ್ತು ಹಂತಗಳು</p>
	ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳು	<ol style="list-style-type: none"> <li>1. ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕ ವಿಮರ್ಶೆ; 8,9,10ನೇ ತರಗತಿ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ ವರದಿ ಮತ್ತು ನಿರೂಪಣೆ</li> <li>2. ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ; ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ಕವಿಗಳನ್ನು ಕುರಿತು ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮ ರಚಿಸಿ, ನಡೆಸಿ ವರದಿ ಬರೆಯುವುದು</li> <li>3. ಸಂವಹನ ಕೌಶಲಗಳಲ್ಲಿ ತರಬೇತಿ; ಸಂವಹನ ಕೌಶಲಗಳ ಬೆಳವಣಿಗೆಗೆ ತರಬೇತಿ ವಿಧಾನಗಳನ್ನು ಕುರಿತಂತೆ</li> <li>4. ಭಾಷಾ ಕ್ರೀಡೆಗಳು ಮತ್ತು ಚಟುವಟಿಕೆಗಳು; ಅಭಿವ್ಯಕ್ತಿಪಡಿಸಿ ಪ್ರದರ್ಶಿಸುವುದು</li> </ol>

		<p>– ವರದಿ ಸಲ್ಲಿಸುವುದು</p> <ol style="list-style-type: none"> <li>5. ಕನ್ನಡ ಕವಿಗಳು, ಸಾಹಿತಿಗಳು, ವಿಮರ್ಶಕರು, ಪುಸ್ತಕ ವಿಮರ್ಶೆ, ಭಾಷೆ-ಸಾಹಿತ್ಯ ಚಿಂತನೆ ಬಗ್ಗೆ ಪತ್ರಿಕೆ, ನಿಯತ ಕಾಲಕೆಗಳಲ್ಲಿ ಪ್ರಕಟವಾಗುವ ಲೇಖನಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಪುಸ್ತಕ ಮಾಡುವುದು</li> <li>6. ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಕನ್ನಡ ಕೈ ಬರಹದ ಸಂಚಿಕೆ (ಮ್ಯಾಗಜಿನ್) ರಚಿಸಿ ಸಲ್ಲಿಸುವುದು</li> <li>7. ಕನ್ನಡ ಭಾಷೆ ಪಠ್ಯಪುಸ್ತಕಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕವಿಗಳ ಬಗ್ಗೆ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಿ ಚಟುವಟಿಕೆ ಮಾಡಿ ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವುದು</li> <li>8. ಜಾನಪದ ಆಚರಣೆಗಳನ್ನು ಕುರಿತು ವರದಿ ಬರೆಯುವುದು</li> <li>9. ಪತ್ರಲೇಖನ ಕೌಶಲಗಳನ್ನು ಮಕ್ಕಳನ್ನು ತರಬೇತುಗೊಳಿಸಿ ವರದಿ ಮಾಡುವುದು</li> <li>10. ಕನ್ನಡದಲ್ಲು ಗಾದೆಗಳು ಮತ್ತು ನಾಣ್ಯಡಿಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಅರ್ಥ ವಿವರ ಬರೆಯುವುದು</li> <li>11. ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಪಠ್ಯ ಪುಸ್ತಕಗಳನ್ನು ಆಧರಿಸಿ ಇನ್ನಿತರ ಸೂಕ್ತ ಚಟುವಟಿಕೆಗಳನ್ನು ಮಾಡಿಸಬಹುದು</li> <li>12. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅರ್ಥಗ್ರಹಿಕೆ ವಾಚನ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸಿ ನಿರ್ವಹಿಸುವುದು</li> <li>13. ದುಂಡಾದ ಕೈ ಬರಹ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸಲು ಸಹಾಯಕ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸಿ ನಿರ್ವಹಿಸುವುದು</li> <li>14. ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳಲ್ಲಿರುವ ಪದ್ಯಗಳ ಗಾಯನ ಚಟುವಟಿಕೆ</li> <li>15. ಕನ್ನಡದ ಕವಿ ಲೇಖಕರನ್ನು ಸಂದರ್ಶಿಸಿ ವರದಿ ಬರೆಯುವುದು</li> <li>16. ನಿರ್ದಿಷ್ಟ ಸಾಹಿತ್ಯಿಕ / ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸಿ ನಿರ್ವಹಿಸುವುದು</li> <li>17. ಸಾಹಿತ್ಯ ಸಮ್ಮೇಳನಗಳು, ಕಾರ್ಯಾಗಾರಗಳಲ್ಲಿ ಭಗವಹಿಸಿ ವರದಿ ಮಾಡುವುದು</li> <li>18. ಕನ್ನಡ ಜ್ಞಾನಪೀಠ ಪ್ರಶಸ್ತಿ ಪುರಸ್ಕೃತ ಕವಿಗಳ ಸಾಹಿತ್ಯಿಕ ಕೊಡುಗೆಗಳ ಬಗ್ಗೆ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಿ ವರದಿ ಮಾಡುವುದು</li> <li>19. ಭಾವಗೀತೆ, ಜನಪದ ಗೀತೆಗಳ ಸಂಗ್ರಹ – ಗಾಯನ ಮತ್ತು ವರದಿ ಮಾಡುವುದು</li> </ol>
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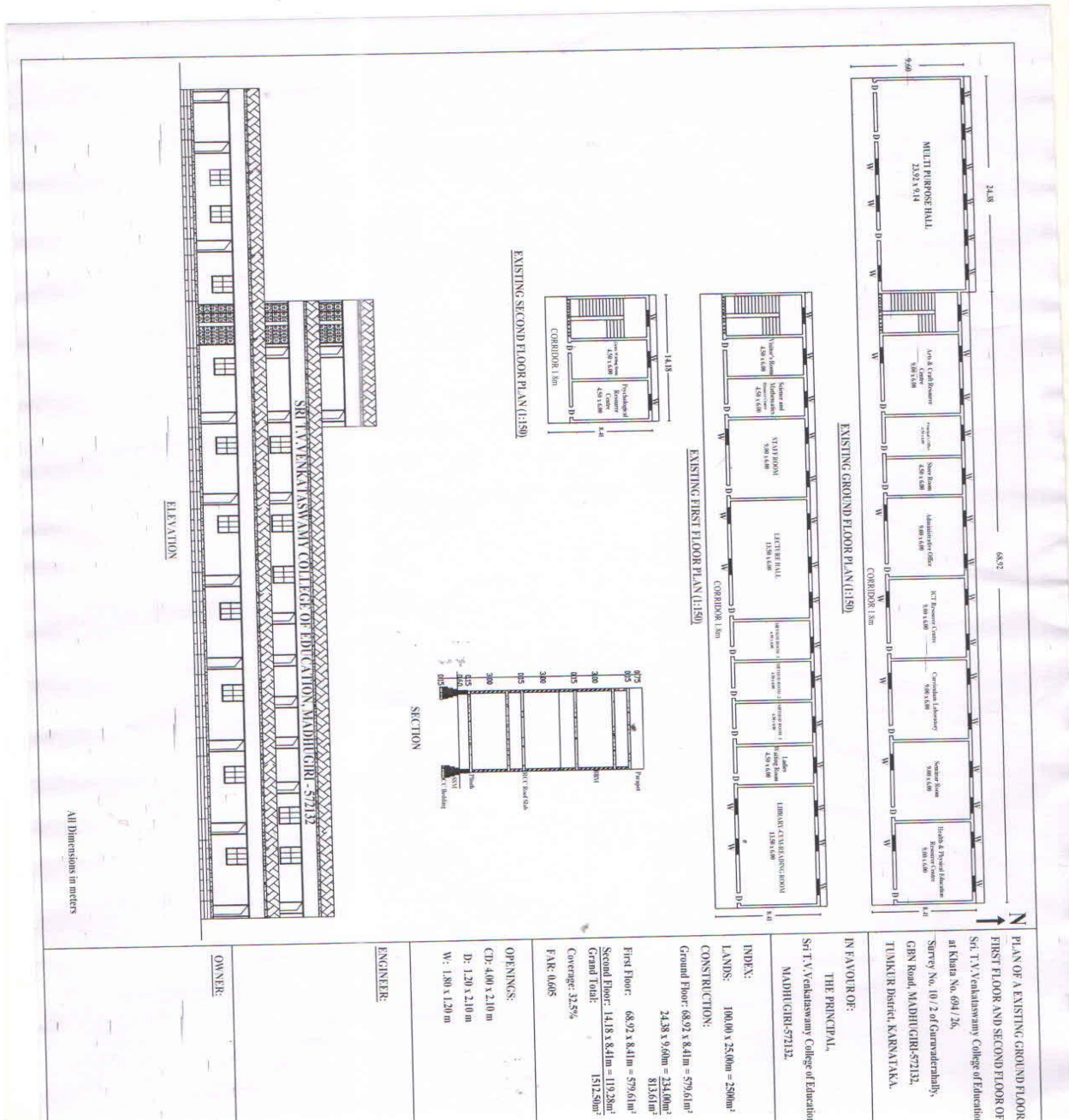
(ಈ ಮೇಲಿನವುಗಳಲ್ಲಿ ಯಾವುದಾದರೊಂದನ್ನು ಆಯಕೆ ಮಾಡಬಹುದು)

ಆಧಾರ ಗ್ರಂಥಗಳು:

1. ಹೊಳೆಯಣ್ಣನವರ, ಕನ್ನಡ ವಿಷಯಾಧಾರಿತ ಬೋಧನೆ, ವಿ ಪಿ ಜಿ ಪಬ್ಲಿಕೇಷನ್ಸ್ 2004
2. ಕೊಂಗವಾಡ, ಬಾಷಾ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ ವಿ ಪಿ ಜಿ ಪಬ್ಲಿಕೇಷನ್ಸ್ 2002
3. ಉಮಾದೇವಿ ಕೆ ಆರ್- ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಭಷಜಾ ಬೋಧನೆ, ಜ್ಞಾನದೀಪಿಕ ಪಬ್ಲಿಕೇಷನ್ಸ್ 2005
4. ಅನಸೂಯ ವಿ ಪರಗಿ , ಕನ್ನಡ ಭಾಷೆ – ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ ವಿವೇಕ ಪ್ರಕಾಶನ 2004
5. ದೇವಿಕ ಜಿ ವಿಷಯಾಧಾರಿತ ಕನ್ನಡ ಚೇತನ ಬುಕ್ ಡಿಪೋ 2003
6. ಕೇಶವ ಮೂರ್ತಿ ಎಸ್ ಕನ್ನಡ ಶಿಕ್ಷಣದ ಕೈಪಿಡಿ ಚೇತನ್ ಬುಕ್ ಡಿಪೋ 1999

7. ರಂಶ್ರೀ ಮುಗಳ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
8. ತ ಸು ಶಾಮರಾವ್ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
9. ಕೆ ಕೆಂಪೇಗೌಡ, ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ
10. ಕೇಶಿರಾಜ, ಶಬ್ದಮಣಿ ದರ್ಪಣಂ
11. ಆರ್ ನರಸಿಂಹಾಚಾರ್, ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ
12. ರಾ ಯು ಧಾರವಾಡಕರ್ ಭಾಷಾ ಶಾಸ್ತ್ರ
13. ಹಂ ಪ ನಾಗರಾಜಯ್ಯ ದ್ರಾವಿಡ ಭಾಷಾ ಶಾಸ್ತ್ರ
14. ಎನ್ ಎಸ್ ಶೇಷಗಿರಿರಾವ್, ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
15. ಎಂ ಚಿದಾನಂದಮೂರ್ತಿ, ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು
16. ಕುವೆಂಪು, ಕನ್ನಡ ಕೈಪಿಡಿ ಭಗ-1 ಮತ್ತು 2
17. ತೀ ನಂಶ್ರೀಕಂಠಯ್ಯ, ಕನ್ನಡ ಮಾಧ್ಯಮ ವ್ಯಾಕರಣ
18. ಡಿ ಎಸ್ ಕರ್ಕಿ, ಛಂದಶಾಸ್ತ್ರ
19. ಟಿ ವಿ ವೆಂಕಟಾಚಲಶಾಸ್ತ್ರಿ, ಛಂದಸ್ಸು
20. ಡಾ ಮಹಬಲೇಶ್ವರರಾವ್, ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ
21. ಓಬಳೇಷ ಘಟ್ಟ ಭಾಷಾ ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ 2004
22. ಡಾ ಕೆ ಎಲ್ ಗೋಪಾಲಕೃಷ್ಣಯ್ಯ, ಪ್ರೌಢಶಾಲಾ ಕನ್ನಡ ಕೈಪಿಡಿ
23. ಬಿ ವಿ ರಮಣ, ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ
24. ರ ಅನಂತರಾಮು, ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ
25. ಪಂಡಿತ ಸಿ ಕೃಷ್ಣ ಕನ್ನಡ ಬೋಧನೆ

### 4.4 Master Plan of the Institution



PLAN OF A EXISTING GROUND FLOOR, FIRST FLOOR AND SECOND FLOOR OF Sri. T.V.Venkataswamy College of Education at Kihna No.694/26, Survey No. 10/2 of Gauradehalahy, CBR Road, MADHIGIRI-57132, TUMAKUR District, KARNATAKA.

IN FAVOR OF: THE PRINCIPAL, Sri T.V.Venkataswamy College of Education MADHIGIRI-57132.

INDEX:  
LANDS: 100.00 x 25.00m = 2500m<sup>2</sup>  
CONSTRUCTION:  
Ground Floor: 68.92 x 8.841m = 579.61m<sup>2</sup>  
24.38 x 9.60m = 234.00m<sup>2</sup>  
813.61 m<sup>2</sup>  
First Floor: 68.92 x 8.841m = 579.61m<sup>2</sup>  
Second Floor: 14.18 x 8.841m = 119.28m<sup>2</sup>  
Grand Total: 1512.50m<sup>2</sup>  
Coverage: 32.5%

FAR: 0.025  
OPENINGS:  
CP: 4.00 x 2.10 m  
D: 1.20 x 2.10 m  
W: 1.80 x 1.20 m

ENGINEER:

OWNER:

4.5 Sample of Student feedback on curriculum and faculty, if any



Madhugiri Education Society ®, Madhugiri  
 SRI T V VENKATASWAMY COLLEGE OF EDUCATION 2014-15

IQAC

Student feedback on B Ed Curriculum General Information

Name of the student: RASHMI . S

Academic Year : 2014-15

Roll No : 14ED4470

Methods :

SN	Curriculum related statement	SA	A	DA	SDA
1	Present B Ed Curriculum is successfully in producing effective teacher		✓		
2	Curriculum has been transacted on sound academic input		✓		
3	Curriculum should strive to bridge theory and practical	✓			
4	Curriculum is helping the trainee in their all-round development of their personality		✓		
5	Practice in teaching has been done on justifiable	✓			
6	Faculty adopted new techniques and strategies in their teaching		✓		
7	Curriculum is suitable for developing professional qualities of teachers		✓		
8	Syllabus is well planned and organized with content and methodology	✓			
9	Curriculum must revise on five years	✓			
10	How the following activities planned and executive				
a	Micro teaching	✓			
b	Communication skill	✓			
c	Practice in teaching	✓			
d	CLC		✓		
e	Excursion		✓		



Madhugiri Education Society ®, Madhugiri

SRI T V VENKATASWAMY COLLEGE OF EDUCATION 2014-15

**IQAC**

**Students Appraisal of Teacher Performance**

Name of the Teacher : <i>G. P. N Sir (Dr. G. P. Nagaraja)</i>	
Subject : <i>physics</i>	Date: <i>30-11-2015</i>
Note : Please evaluate the teacher who has engaged your classes in the following areas. You may put a ✓ mark against the answer which you feel is correct.	
1. How does the teacher respond to your doubts raised in the class	✓ Encourages / Ignores / Discourages
2. What is the teacher's reaction when the students seek his / her guidance and consult him / her while identifying and solving academic problems?	✓ Appreciates / Avoids / Discourages
3. What is the teacher's attitude to slow learners?	✓ Helps / Ignores / Discourages
4. Does the teacher attempt to boost the confidence of the slow learners?	✓ Often / Sometimes / Never
5. What is the teacher's attitude to Bright students?	✓ Appreciates / ignores / Discourages
6. Does the teacher cover all aspects of the given units?	✓ Completely / Partially
7. Does the teacher relates his / her teaching to the University questions?	✓ Often / Sometimes / Never
8. Does the teacher create congenial classroom climate to facilitate the learning process	✓ Yes / No / Difficult to say
9. How often does the teacher use the blackboard?	✓ Often / Rarely / Never
10. How often does teacher conduct test (apart from the centrally organized tests) to find out the students grasp of the portions covered.	✓ Often / Sometimes / Never

11. How prompt is the teacher in his / her correction and evaluation work	<input checked="" type="checkbox"/> Prompt / No so prompt / Inordinately delay
12. How is the teacher's tone?	<input checked="" type="checkbox"/> Audible / Inaudible
13. What is the teachers general relationship with the students?	<input checked="" type="checkbox"/> Cordial / Tolerable / Strained
14. Does the teacher control the class room well and deal with the students maturely and professionally?	<input checked="" type="checkbox"/> Yes / No
15. Is the teacher interested in and enthusiastic about the subject?	<input checked="" type="checkbox"/> Yes / No
16. How is the organization and clarity of presentation	<input checked="" type="checkbox"/> systematic and orderly / disorganized but meaningful / disorganized and meaningless
17. How is the teacher's ability to arouse and maintain interest in the subject matter?	<input checked="" type="checkbox"/> Excellent / Very Good / Good / satisfactory / Poor
18. What is your overall evaluation of the teacher in view of competence Effort, method and teaching effectiveness?	<input checked="" type="checkbox"/> Excellent / Very Good / Good / Satisfactory / Poor

R. pallavi  
Name and signature of the Student

Roll Number<sup>o</sup> 14ED4481




**4.6 Audited income-expenditure statement for the previous financial year**

SRI.T.V.VENKATASWAMY COLLEGE OF EDUCATION  
G.B.N. ROAD, MADHUGIRI - 572132

BALANCE SHEET AS ON 31ST MARCH- 2013

LIABILITIES		AMOUNT	ASSETS		AMOUNT
<b>CAPITAL FUND</b>			<b>FIXED ASSETS:</b>		
Opening Balance	836253		Lab Equipments OB	12419	
Expenses	793396	1629649	Add Previous Year	<u>15000</u>	
				27419	
			Less: Depreciation	<u>2742</u>	24677
			Library Books OB	58938	
			Add: Previous Year	<u>30000</u>	
				88938	
			Less: Depreciation	8894	80044
			Sport Meterials OB	2583	
			Add: Previous Year	<u>4059</u>	
				<u>6642</u>	
			Less: Depreciation	<u>664</u>	5978
			Telephone Deposit		2000
			Madhugiri Education Society OB	150500	
			Add: Previous Year	<u>650000</u>	800500
			<b>Closing Balance:</b>		
			Karnataka Bank		194684
			S.B.M.		521766
			<b>TOTAL</b>	<b>TOTAL</b>	<b>1629649</b>

Complied as per books of accounts

  
Principal  
Sri T.V.V. College of Education  
Madhugiri - 572 132.

For Chartered Accountant

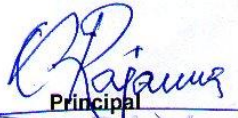


SRI.T.V.VENKATASWAMY COLLEGE OF EDUCATION  
G.B.N. ROAD, MADHUGIRI - 572132


RECEIPTS & PAYMENT ACCOUNTS FOR THE YEAR ENDED 31ST MARCH 2013

RECEIPTS	AMOUNT	PAYMENTS	AMOUNTS
<b><u>TO OPENING BALANCE</u></b>		<b><u>BY REVENUE PAYMENTS</u></b>	
By Karnataka Bank	185409	To Staff Salary ✓	4711111
By SBM	424404	To Printing & Stationary	14248
		To R.R. Fee	8277
		To TA & DA	3380
		To Telephone Charges	1818
		To Bank Charges	226
		To Madhugir Education society ✓	650000
<b><u>TO REVENUE RECEIPTS</u></b>		To Affiliation Fee	77000
By Fees	507670	To Practical & Practice in Teaching Exp	10500
By Bank Interest	22447	To Office Expences	13517
By SC/ST Scholar	227265	To Professional Tax ✓	40550
By CAC	4505	To CLC	14380
By Salary	5580291	TO LIC ✓	408458
By BCM Scholar	4800	To Library	30000
		To University -	94600
		To FW	2840
		To Laboratory	15000
		To Journals	14020
		To Lecturer Fee, P E Director	36000
		To NCTE	40090
		To Physically Handicapped Scholar	2000
		To identity Card Expenses	7145
		To Function Expenses	9162
		To Uniform	13400
		To University Exam Renumeration	5960
		To Midday Meals Exp	12600
		To Sports	4059
		<b><u>BY CLOSING BALANCE</u></b>	
		By Karanataka Bank	194684
		By SBM	521766
<b>TOTAL</b>	<b>6956791</b>	<b>TOTAL</b>	<b>6956791</b>

Complied as per books of accounts

  
Principal  
Sri T.V.V. College of Education  
Madhugiri - 572 132.

For Chartered Accountant



**SRI.T.V.VENKATASWAMY COLLEGE OF EDUCATION**  
**G.B.N. ROAD, MADHUGIRI - 572132**

**INCOME & EXPENDITURE ACCOUNTS FOR THE YEAR ENDED 31ST MARCH - 2013**

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To Staff Salary	4711111	By Salary	5580291
To Professional Tax	40550	By Fee Collection	507670
To LIC	408458	By Bank Interest	22447
To Printing & Stationary	14248	By CAC	4505
To R.R. Fee	8277	BY SC/ST Scholar	227265
To TA & DA	3380	By BCM Scholar	4800
To Telephone Charges	1818		
To Bank Charges	226		
To Affiliation Fee	77000		
To Practical & Practice in Teaching Exp	10500		
To Office Expences	13517		
To CLC Exp	14380		
To University	94600		
To FW	2840		
To Journals	14020		
To Lecturer Fees, PE Director	36000		
To NCTE	40090		
To Physically handicapped Scholar	2000		
To Identity Card Exp	7145		
To Function	9162		
To Uniform	13400		
To University Exam Remuneration	5960		
To midday Meals	12600		
To Depreciation	12300		
To Excess of income over expenditure	793396		
<b>TOTAL</b>	<b>6346978</b>	<b>TOTAL</b>	<b>6346978</b>

Complied as per books of accounts


  
Principal

Sri T.V.V. College of Education  
Madhugiri - 572 132.

For Chartered Accountant



## 4.7A copy of the latest recognition order issued by NCTE



**National Council for Teacher Education**  
(A Statutory Body of the Government of India)  
**Southern Regional Committee**

गुरुर्वृत्तमो धाम  
NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद  
(भारत/भारत का एक विधिक संस्थान)  
दक्षिण क्षेत्रीय समिति

श्री. टी. वेण्कटस्वामी  
No. 63/ST.VVCE/2015-16  
Date: 03/11/15

F.SRO/NCTE/APS03481/B.Ed/KA/2015-2016 / ५५००७२  
Madhugiri.

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

**CORRIGENDUM**

With reference to this office order No. F.SRO/APS03481/B.Ed/KA/2015/66089 dated 30.05.2015 a revised recognition order to **Sri T.V. Venkataswamy College of Education, Madhugiri -572132 Tumkur District, Karnataka**

In page 1 para 4

**INSTEAD OF WORDS**

" **AND WHEREAS**, it has been decided to permit the institution to have two basic units of 50 each students subject to the institution fulfilling following conditions namely,

- i. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- ii. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate(EC), Land Use Certificate(LUC) and the Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- iii. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

**NOW THEREFORE**, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to **Sri T.V. Venkataswamy College of Education, Madhugiri -572132 Tumkur District, Karnataka** for conducting B.Ed programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-16

*Received on*  
*04/11/15*

**MAY BE READ AS**

" **AND WHEREAS**, it has been decided to permit the institution to have one basic unit of 50 students subject to the institution fulfilling following conditions namely,

- (ii). The institution shall submit revalidated FDRs of the enhanced values, in joint account with the SRC before 31<sup>st</sup> September, 2015 failing which the recognition will be withdrawn.

*DM*

Contd...P/2

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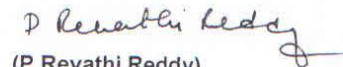
ज्ञान भारती केम्पस रोड, नागरभावी,  
सामने नेशनल लॉ स्कूल, बैंगलूर - ५६० ०७२  
Phone : 080-23185669/70/72 Fax : 080-23185673

Jnana Bharathi Campus Road, Opp. National Law School,  
Nagarabhavi, Bangalore - 560 072.  
E-mail : src@ncte-india.org Website : http://www.srcncte.in

-2-

NOW THEREFORE, in the light of the above and in terms of Section 14(3) (a) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to institution **Sri T.V. Venkataswamy College of Education, Madhugiri -572132 Tumkur District, Karnataka** for conducting B.Ed programme of two years duration with an annual intake of 50 for one basic unit from the academic session 2015-16.

By order,

  
(P.Revathi Reddy)  
Regional Director

To,  
The Principal,  
Sri T.V. Venkataswamy College of Education,  
Madhugiri -572132,  
Tumkur District,  
Karnataka

Copy to:

- 1 The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
- 2 The Principal Secretary (Higher Education) Government of Karnataka, M.S. Building, Dr. Ambedkar Veedhi, Bangalore-560001, Karnataka.
- 3 The Registrar, Tumkur University, Tumkur, Karnataka.
- 4 The Director, DSERT, Ring Road, BSK 2<sup>nd</sup> Stage, Bangalore.
- 5 The Correspondent, Sri T.V. Venkataswamy College of Education, Madhugiri - 572132 Tumkur District, Karnataka
- 6 The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadursbhab Zafar Marg, New Delhi – 110 002.
- 7 Office Order file/Institution file.

  
PRINCIPAL  
Sri T.V.V. College of Education  
Madhugiri

## ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ವಿಶ್ವವಿದ್ಯಾಲಯ ಕಾರ್ಯಾಲಯ, ಜಿ.ಹೆಚ್. ರಸ್ತೆ, ತುಮಕೂರು-572 103

ಸಂಖ್ಯೆ : ತುಬಿ : ಶೈಖ:ಸಂ-77(1):2014-15/2567CA)

ದಿನಾಂಕ : 18.10.2014

### ಅಧಿಸೂಚನೆ

ವಿಷಯ : 2014-15ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ ತುಮಕೂರಿನ ಮಧುಗಿರಿಯ ಶ್ರೀ ಐ.ವಿ.ವೆಂಕಟಸ್ವಾಮಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದ ಸಂಯೋಜನೆಯನ್ನು ನವೀಕರಿಸುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ: (1) NCTE Withdrawal Order No. F.SRO.NCTE/APS03481/BE/KA/2013-14/50355 Dated:05.04.2013  
 (2) ಈ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪತ್ರ ಸಂಖ್ಯೆ:ತುಬಿ:ಶೈಖ:Affil-77:2013-14/2279 ದಿನಾಂಕ 05.08.2013  
 (3) ಲಟ್ ಅರ್ಜಿ ಸಂಖ್ಯೆ 49492-49496/2014 & 49812-49813/2013 and 50291-50297/2013 (EDN-REG-P) ಸಂಬಂಧವಾಗಿ ಗೌರವಾನ್ವಿತ ಉಚ್ಚ ನ್ಯಾಯಾಲಯವು ನೀಡಿರುವ ಆದೇಶ ದಿನಾಂಕ 10.12.2013.  
 (4) ಪ್ರಾಂಶುಪಾಲರು, ಶ್ರೀ ಐ.ವಿ. ವೆಂಕಟಸ್ವಾಮಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮಧುಗಿರಿಯ ಇವರ ಪತ್ರ ದಿನಾಂಕ 21.01.2014.  
 (5) ದಿನಾಂಕ 23.01.2014ರಂದು ನಡೆದ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಮತ್ತು ಸಿಂಡಿಕೇಟ್ ಸಭೆಗಳ ನಿರ್ಣಯ  
 (6) ಈ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆ:ತುಬಿ:ಶೈಖ:Affil-77:2013-14/4452 ದಿನಾಂಕ 23.01.2014  
 (7) NCTE Withdrawal Order No. F.No. APS03481/BE/ KA/2014-15 /58055 Dated:08.05.2014  
 (8) ದಿನಾಂಕ 26.09.2014ರಂದು ನಡೆದ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಮಿತಿ ನಿರ್ಣಯ  
 (9) ದಿನಾಂಕ 27.09.2014ರಂದು ನಡೆದ ಸಿಂಡಿಕೇಟ್ ನಿರ್ಣಯ  
 (10) ಪ್ರಾಂಶುಪಾಲರ ಪತ್ರ ಸಂಖ್ಯೆ: 60/ STVVCE/2014-15 ದಿನಾಂಕ 17.10.2014  
 (11) NCTE, New Delhi Order No. F.No.89-291/2014 Appeal/11<sup>th</sup> Meeting-2014 Dated:15.10.2014  
 (12) ದಿನಾಂಕ 18.10.2014ರಂದು ನಡೆದ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಮಿತಿ ನಿರ್ಣಯ  
 (13) ದಿನಾಂಕ 18.10.2014ರಂದು ನಡೆದ ಸಿಂಡಿಕೇಟ್ ನಿರ್ಣಯ  
 (14) ಮಾನ್ಯ ಕುಲಪತಿಯವರ ಅನುಮೋದನೆ (ಕಂಡಿಕೆ-27) ದಿನಾಂಕ 18.10.2014

*Handwritten signature and date: 20/11/14*

ಉಲ್ಲೇಖ (1)ರಲ್ಲಿರುವ NCTE Withdrawal Order ನಲ್ಲಿ ಸದಲಿ ಕಾಲೇಜಿನ ಮಾನ್ಯತೆಯನ್ನು 2013-14ನೇ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಹಿಂಪಡೆದ ಪ್ರಯುಕ್ತ, ಉಲ್ಲೇಖ (2)ರಲ್ಲಿರುವ ಈ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪತ್ರದಲ್ಲಿ 2013-14ನೇ ಸಾಲಿನಿಂದ ಪ್ರವೇಶಾತಿಗಳನ್ನು ಮಾಡಬಾರದೆಂದು ಸದಲಿ ಕಾಲೇಜಿನ ಪ್ರಾಂಶುಪಾಲರಿಗೆ ತಿಳಿಸಲಾಗಿತ್ತು.

ಮೇಲ್ಕಂಡ ಕಾಲೇಜಿನ ಆಡಳಿತ ಮಂಡಳಿಯವರು ಗೌರವಾನ್ವಿತ ಉಚ್ಚ ನ್ಯಾಯಾಲಯದಲ್ಲಿ ಸಲ್ಲಿಸಿರುವ ಲಟ್ ಅರ್ಜಿ ಸಂಖ್ಯೆ: 49492-49496/2014 & 49812-49813/2013 and 50291-50297/2013 (EDN-REG-P) ಸಂಬಂಧವಾಗಿ ದಿನಾಂಕ 10.12.2013ರಂದು ನೀಡಿರುವ ಆದೇಶವನ್ನು ಹಾಗೂ ಉಲ್ಲೇಖ (4)ರಲ್ಲಿರುವ ಪ್ರಾಂಶುಪಾಲರ ಮನವಿಯನ್ನು ಉಲ್ಲೇಖ (5)ರಲ್ಲಿ ನಡೆದ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಮತ್ತು ಸಿಂಡಿಕೇಟ್ ಸಭೆಗಳಲ್ಲಿ ಮಂಡಿಸಿದ್ದು, ಸಭೆಗಳ ಅನುಮೋದನೆಯಂತೆ, ಉಲ್ಲೇಖ (6)ರಲ್ಲಿರುವ ಅಧಿಸೂಚನೆಯಲ್ಲಿ 2013-14ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ ಸಂಯೋಜನೆ ನವೀಕರಣ ಮಂಜೂರು ಮಾಡಲಾಗಿತ್ತು.

*Handwritten text: No 37/STVVCE/14-15 Date 20/11/2014*

(ಪು.ತಿ.ನೋ)

-02-

ಸದಲಿ ಕಾಲೇಜಿನವರು 2014-15ನೇ ಸಾಲಿಗೆ ಸಂಯೋಜನೆ ನವೀಕರಣಕ್ಕೆ ಪ್ರಸ್ತಾವನೆ ಸಲ್ಲಿಸಿದ್ದು, ಸದಲಿ ಕಾಲೇಜಿಗೆ ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯಿಂದ ಸ್ಥಳೀಯ ಬಿಜಾರಣಾ ಸಮಿತಿಯು ಭೇಟಿ ನೀಡಿ ಪರಿಶೀಲನೆ ನಡೆಸಿ ಸಲ್ಲಿಸಿದ್ದ ವರದಿಯನ್ನು ದಿನಾಂಕ 26.03.2014ರಂದು ನಡೆದ ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯ ಪರಿಷತ್ ಮತ್ತು ಸಿಂಡಿಕೇಟ್ ಸಭೆಗಳಲ್ಲಿ ಮಂಡಿಸಲಾಗಿ, ಸಭೆಗಳು ಸದಲಿ ವರದಿಯನ್ನು ಅನುಮೋದಿಸಿರುತ್ತವೆ. ಸದಲಿ ಕಾಲೇಜಿನವರು 2014-15ನೇ ಸಾಲಿನ ಸಂಯೋಜನೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸ್ಥಳೀಯ ಬಿಜಾರಣಾ ಸಮಿತಿಯು ಬಿಡಿಸಿರುವ ಷರತ್ತುಗಳನ್ನು ಪೂರೈಸಿರುವ ಬಗ್ಗೆ ಅನುಪಾಲನಾ ವರದಿಯನ್ನು ಸಲ್ಲಿಸಿದ್ದು, ಸದಲಿ ಅನುಪಾಲನಾ ವರದಿಯನ್ನು ಸಮಿತಿ ಅಧ್ಯಕ್ಷರು ಅನುಮೋದಿಸಿರುತ್ತಾರೆ.

ಆದರೆ, ಉಲ್ಲೇಖ (7)ರ NCTE Withdrawal Order ನಲ್ಲಿ ಸದಲಿ ಕಾಲೇಜಿನ ಮಾನ್ಯತೆಯನ್ನು 2013-14ನೇ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಮತ್ತೊಮ್ಮೆ ಹಿಂಪಡೆದಿರುತ್ತದೆ. ಸದಲಿ ಬಿಡುವನ್ನು ಉಲ್ಲೇಖ (8) ಮತ್ತು (9) ರಲ್ಲಿ ನಡೆದ ಸಭೆಗಳಲ್ಲಿ ಮಂಡಿಸಿದ್ದು, ಸಭೆಗಳು ಸದಲಿ ಕಾಲೇಜಿನವರು SRC, NCTE, Bangalore ಇವರ ಮಾನ್ಯತೆ ರದ್ದುಪಡಿಸಿರುವ NCTE, New Delhi ಯಲ್ಲಿ ಮೇಲ್ವಿಚಾರಣೆ ಸಲ್ಲಿಸಿರುವುದರಿಂದ 2014-15ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ ಸಂಯೋಜನೆ ತಡೆಹಿಡಿಯುವಂತೆ ನಿರ್ಣಯಿಸಿರುತ್ತವೆ.

ಉಲ್ಲೇಖ (10)ರ ಪ್ರಾಂಶುಪಾಲರ ಪತ್ರದೊಂದಿಗೆ ಕಳುಹಿಸಿರುವ ಉಲ್ಲೇಖ (11)ರ NCTE, New Delhi ಯ ಆದೇಶದಲ್ಲಿ ಉಲ್ಲೇಖ (7)ರ ಆದೇಶವನ್ನು "The order of withdrawal shall remain in abeyance" ಎಂದು ಆದೇಶಿಸಿರುವುದರಿಂದ 2014-15ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ ಸಂಯೋಜನೆ ನವೀಕರಣ ಮಂಜೂರು ಮಾಡುವಂತೆ ಕೋರಲಿರುತ್ತಾರೆ.

ಈ ಮೇಲ್ಕಂಡ ಎಲ್ಲಾ ಅಂಶಗಳನ್ನು ಉಲ್ಲೇಖ (12) ಮತ್ತು (13)ರಲ್ಲಿ ನಡೆದ ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯ ಪರಿಷತ್ ಸಮಿತಿ ಮತ್ತು ಸಿಂಡಿಕೇಟ್ ಸಭೆಗಳಲ್ಲಿ ಮಂಡಿಸಲಾಗಿ, ಸಭೆಗಳಲ್ಲಿ ಸದಲಿ ಕಾಲೇಜಿನ ಸಂಯೋಜನೆ ನವೀಕರಣ ಮಂಜೂರು ಮಾಡಲು ನಿರ್ಣಯ ಕೈಗೊಳ್ಳಲಾಗಿದೆ.

ಮೇಲೆ ವಿವರಿಸಿರುವ ಕಾರಣಗಳಿಂದಾಗಿ, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯಗಳ ಅಧಿನಿಯಮ-2000 ರ 59ನೇ ಪ್ರಕರಣದ (17) ನೇ ಉಪಬಂಧದಲ್ಲಿ ಪ್ರದತ್ತವಾದ ಅಧಿಕಾರದನ್ವಯ ತುಮಕೂರು ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯವು 2014-15ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ ಶ್ರೀ ಐ.ವಿ.ವೆಂಕಟಸ್ವಾಮಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮಧುಗಿರಿ ಇಲ್ಲಿ ನಡೆಸುತ್ತಿರುವ ಐ.ಇ.ಕೆ. ಕೋರ್ಸ್‌ಗೆ 100 (ಒಂದು ನೂರು) ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶಮಿತಿಯೊಂದಿಗೆ ಈ ಕೆಳಕಂಡ ಷರತ್ತಿಗೊಳಪಟ್ಟು ಸಂಯೋಜನೆಯನ್ನು ನವೀಕರಿಸಿ ಮುಂದುವರೆಸಲು ಮಂಜೂರಾತಿ ನೀಡಲಾಗಿದೆ.

**ಷರತ್ತುಗಳು :**

1. ಕಾಲೇಜುಗಳಿಗೆ ಅನ್ವಯವಾಗುವ ಅನುದಾನ ಸಂಹಿತೆಯಲ್ಲಿ ಯಾವುದೇ ಉಪಬಂಧಗಳಿದ್ದರೂ ಕಾಲೇಜಿನ ಮೇಲ್ಕಂಡ ಕೋರ್ಸ್‌ಗೆ ಸರ್ಕಾರವು ಯಾವುದೇ ಅನುದಾನವನ್ನು ಮಂಜೂರು ಮಾಡುವುದಿಲ್ಲ. ಅದನ್ನು ಶಾಶ್ವತ ಅನುದಾನರಹಿತ ಕೋರ್ಸ್‌ನಂತೆ ಪರಿಗಣಿಸತಕ್ಕದ್ದು.
2. ಮೇಲ್ಕಂಡ ಕಾಲೇಜು ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯಿಂದ ನಿಯಮಾವಳಿಗಳ ಉಪಬಂಧಗಳನ್ನು ತಪ್ಪದೇ ಪಾಲಿಸತಕ್ಕದ್ದು.
3. ನಿಗದಿತ ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣಕ್ಕಿಂತ ಹೆಚ್ಚುವರಿಯಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರವೇಶ ಮಾಡತಕ್ಕದ್ದಲ್ಲ.
4. ಜಾಲಿಯಲ್ಲಿರುವ ಸರ್ಕಾರದ ನಿಯಮಾವಳಿ, ಆದೇಶಗಳು ಹಾಗೂ ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯಿಂದ ಅನುಶಾಸನ, ಪರಿನಿಯಮಾವಳಿ ಮತ್ತು NCTE ನಿಯಮಾವಳಿ ಇತ್ಯಾದಿಗಳನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸಬೇಕು.
5. ಸ್ಥಳೀಯ ಬಿಜಾರಣಾ ಸಮಿತಿ ಬಿಡಿಸಿರುವ ಪ್ರತಿಯೊಂದು ಷರತ್ತನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸಬೇಕು.
6. ಕಾಲೇಜು / ಅಡಳಿತ ಮಂಡಳಿಯು ಶೇ.50% ರಷ್ಟು ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯ ಕೋಟಾವನ್ನು (ಎಲ್ಲ ಅನ್ವಯವಾಗುತ್ತದೆಯೇ ಅಲ್ಲ) ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯಿಂದ ನಿಯಮಾವಳಿಯ ಪ್ರಕಾರ ನಿಗದಿಪಡಿಸತಕ್ಕದ್ದು ; ಮತ್ತು ಕಾಲಕಾಲಕ್ಕೆ ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯವು ನಿಗದಿಪಡಿಸಿರುವ ಶುಲ್ಕವನ್ನು ಮಾತ್ರ ವಸೂಲು ಮಾಡತಕ್ಕದ್ದು, ಬಿಲ್ಡಿಂಗ್‌ನಿರತಿಯವು ನಿಗದಿಪಡಿಸಿದ ಶುಲ್ಕ / ಮೊತ್ತಕ್ಕಿಂತ ಬೇರೆ ಹೆಚ್ಚಿನ ಮೊತ್ತವನ್ನು ವಸೂಲು ಮಾಡತಕ್ಕದ್ದಲ್ಲ.
7. ದಿನಾಂಕ : 13.08.1997 ರಂದು ವಿಶಾಖ V/s ರಾಜಸ್ಥಾನ ಸರ್ಕಾರ ಮೊಕದ್ದಮೆಯಲ್ಲಿ ಸುಪ್ರೀಂ ಕೋರ್ಟ್ ನೀಡಿರುವ ತೀರ್ಪಿನನ್ವಯ ಯಾವುದೇ ವ್ಯಕ್ತಿ / ವಿದ್ಯಾರ್ಥಿಯು ಗಲಭೆಯನ್ನು ಉಂಟುಮಾಡುವುದಾಗಲಿ ಅಥವಾ ಕಾಲೇಜಿನಲ್ಲಿ ಮಹಿಳೆಯರ ಮೇಲೆ ಲೈಂಗಿಕ ಕಿರುಕುಳ ನೀಡುವುದಾಗಲಿ ಮಾಡಿದಲ್ಲಿ ಅದು ಸಂಜ್ಞೆಯ ಅಪರಾಧ (Cognizable offence) ಎಂದು ಪರಿಗಣಿಸಿ, ಈ ತರಹದ ಜಟಿಲವಾಗಿರುವ ತೊಂದರಿಂದ ವಿದ್ಯಾರ್ಥಿ / ವ್ಯಕ್ತಿಯ ಪ್ರವೇಶವನ್ನು ರದ್ದುಪಡಿಸುವುದು, ಮತ್ತು ಆ ವ್ಯಕ್ತಿ / ವಿದ್ಯಾರ್ಥಿಯ ಮೇಲೆ ಕಾನೂನು ಲೀತ್ಯಾ ಕ್ರಮ ಜರುಗಿಸತಕ್ಕದ್ದು;

(03ನೇ ಪುಟಕ್ಕೆ ಮುಂದುವರಿದಿದೆ.)

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-03-

- ಮುಂದುವರೆದು, ಕಾಲೇಜು / ಆಡಳಿತ ಮಂಡಳಿಯು ಸುಪ್ರೀಂ ಕೋರ್ಟಿನ ಅದೇಶದನ್ವಯ ಒಂದು ದೂರು ಸಬುತಿಯನ್ನು ರಚಿಸಿ; ಇಂತಹ ಜಟಿಲವಾಗಿರುವ ಸ್ಥಿತಿಗಳನ್ನು ನಿಯಂತ್ರಿಸಲು ಕ್ರಮ ಜರುಗಿಸತಕ್ಕದ್ದು.
8. ಕಾಲೇಜು ಅರ್ಹ ಬೋಧಕ ಮತ್ತು ಬೋಧಕೇತರ ಸಿಬ್ಬಂದಿಯನ್ನು ಸರ್ಕಾರದ ನಿಯಮಾವಳಿ ಮತ್ತು NCTE ನಿಯಮಾವಳಿ ಪ್ರಕಾರ ನೇಮಕ ಮಾಡಿಕೊಳ್ಳತಕ್ಕದ್ದು.
  9. ಬೋಧಕ / ಬೋಧಕೇತರ ನೇಮಕಾತಿಯಲ್ಲಿ ಸರ್ಕಾರ ನಿಗದಿಪಡಿಸಿದ ರೋಸ್ಟರ್ ಪದ್ಧತಿಯನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸತಕ್ಕದ್ದು.
  10. NCTE ಯ ಮತ್ತು UGC ಕಾನೂನು ಶಾಸನಗಳ ಪ್ರಕಾರ ಕಾಲೇಜು/ಸಂಸ್ಥೆಯು ನಿಯಮಾವಳಿಗಳನ್ನು ಆಡಳಿತ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ವಿಚಾರಗಳಲ್ಲಿ ಕಾಲಕಾಲಕ್ಕೆ ತಪ್ಪದೇ ಪಾಲಿಸತಕ್ಕದ್ದು. ಈ ನಿಯಮಗಳನ್ನು ಪಾಲಿಸದಿದ್ದಲ್ಲಿ ಸೆಕ್ಷನ್ 17(1) ರ ಅಧಿನಿಯಮದ ಪ್ರಕಾರ ಸಂಯೋಜನೆಯನ್ನು ಹಿಂತೆಗೆದುಕೊಳ್ಳಲಾಗುವುದು.
  11. NCTE ಯ ಕಾನೂನುಗಳ ಪ್ರಕಾರ ಸಂಸ್ಥೆಯು ತನ್ನ ಅಂತರ್ಜಾಲ ವೆಬ್‌ಸೈಟ್‌ನ್ನು ಹೊಂದಿರಲು ಸೂಚಿಸಲಾಗಿದೆ.
  12. NCTE ಸರ್ಕಾರ ಮತ್ತು ವಿಶ್ವವಿದ್ಯಾಲಯ ಸಂಯೋಜನೆಯ ಅಧಿಸೂಚನೆಯನ್ನು ಹೊಂದಿಸಿದ ನಂತರ ವಿದ್ಯಾರ್ಥಿಗಳ ನೇರ್ಪಡೆ ಮಾಡಿಕೊಳ್ಳತಕ್ಕದ್ದು.
  13. ಕಾಲೇಜು ವಿದ್ಯಾರ್ಥಿಗಳ ಬೆಳವಣಿಗೆಗಾಗಿ ಉತ್ತಮ ಕೋರ್ಸನ್ನು ನಡೆಸತಕ್ಕದ್ದು; ಕಾಲೇಜಿನ ಪ್ರಾಂಶುಪಾಲರು / ಆಡಳಿತ ಮಂಡಳಿಯು ವಿದ್ಯಾರ್ಥಿ / ಬೋಧಕ ವೃಂದವನ್ನು ಸೌಹಾರ್ದಯುತವಾಗಿ ಕಾಣತಕ್ಕದ್ದು.
  14. ಕಾಲೇಜಿನ ಆಡಳಿತ ಮಂಡಳಿಯು ಯಾವುದೇ ವಿದ್ಯಾರ್ಥಿಯ ಅಂಕಪಟ್ಟಿ ಅಥವಾ ಇತರೆ ದಾಖಲಾತಿಗಳನ್ನು ಸದಲ ವಿದ್ಯಾರ್ಥಿಯ ಪ್ರವೇಶವನ್ನು ವಿಶ್ವವಿದ್ಯಾಲಯವು ಅನುಮೋದಿಸುವವರೆಗೆ ಅಥವಾ 6 ತಿಂಗಳ ಅವಧಿಗೆ, ಇವೆರಡರಲ್ಲಿ ಯಾವುದು ಮೊದಲೋ ಅಲ್ಲಿಯವರೆಗೆ, ಖಾಲಿ ಅನಗತ್ಯವಾಗಿ ತಡೆಹಿಡಿಯತಕ್ಕದ್ದಲ್ಲ.
  15. ಕಾಲೇಜಿನ ಆಡಳಿತ ಮಂಡಳಿಯು ಯಾವುದೇ ವಿದ್ಯಾರ್ಥಿಯು ವರ್ಗಾವಣೆ ಪ್ರಮಾಣ ಪತ್ರಬೀಕೆಂದು ಅಪೇಕ್ಷಿಸಿ ಅರ್ಜಿ ಸಲ್ಲಿಸಿದಲ್ಲಿ ಅದನ್ನು ವಿಶಲಿಸುವಾಗ ವಿದ್ಯಾರ್ಥಿಗೆ ತೊಂದರೆ ನೀಡತಕ್ಕದ್ದಲ್ಲ; ಹಾಗೂ ಅವರಿಂದ ಬಾಕಿ ಉಳಿದಿರುವ ಶೈಕ್ಷಣಿಕ ವರ್ಷ / ಸೆಮಿಸ್ಟರ್ ಅವಧಿಗೆ ಮಾತ್ರ ಬೋಧಕ ಶುಲ್ಕವನ್ನು ಪಡೆಯತಕ್ಕದ್ದು. ಹಾಗೂ ಬೇರೆ ಯಾವುದೇ ಮೊತ್ತವನ್ನು ಪಡೆಯತಕ್ಕದ್ದಲ್ಲ.
  16. ಕ್ಯಾಪಿಟೇಷನ್ ಶುಲ್ಕವನ್ನು ಯಾವುದೇ ರೂಪದಲ್ಲಿ ಪಡೆಯತಕ್ಕದ್ದಲ್ಲ.
  17. ಪ್ರವೇಶಾತಿಯಲ್ಲಿ ರೋಸ್ಟರ್ ಪದ್ಧತಿಯನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸತಕ್ಕದ್ದು.
  18. ಸರ್ಕಾರ, NCTE ಹಾಗೂ ವಿಶ್ವವಿದ್ಯಾಲಯವು ಕಾಲಕಾಲಕ್ಕೆ ಹೊರಡಿಸುವ ಅಧಿಸೂಚನೆ, ಅದೇಶಗಳು ಮತ್ತು ಸುತ್ತೋಲೆಗಳನ್ನು ಕಟ್ಟುನಿಟ್ಟಾಗಿ ಪಾಲಿಸತಕ್ಕದ್ದು.

ಅದೇಶದ ಮೇರೆಗೆ

*(Signature)*  
ಉಪಕುಲಸಚಿವರು 18/10

(ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ)

✓

ಪ್ರಾಂಶುಪಾಲರು, ಶ್ರೀ ಐ.ವಿ.ವೆಂಕಟಸ್ವಾಮಿ ಶಿಕ್ಷಣ ಹವಾಖಡ್ಡಿಯ, ಮಧುಗಿರಿ - 572 132, ತುಮಕೂರು ಜಿಲ್ಲೆ

ಪ್ರತಿಗಳು :

1. ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಯವರು, ಶಿಕ್ಷಣ ಇಲಾಖೆ (ಉನ್ನತ ಶಿಕ್ಷಣ), ಬಹುಮಹಡಿಗಳ ಕಟ್ಟಡ, ಡಾ. ಐ.ಆರ್. ಅಂಬೇಡ್ಕರ್ ನಿರೀಕ್ಷೆ, ಬೆಂಗಳೂರು-1.
2. ಅಯುಕ್ತರು / ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಶಿಕ್ಷಣ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು-1.
3. ಕುಲಸಚಿವರು(ಮೌಲ್ಯಮಾಪನ), ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ತುಮಕೂರು
4. ಮಾನ್ಯ ಕುಲಪತಿಯವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಯವರು, ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ತುಮಕೂರು
5. ಕಚೇರಿ ಪ್ರತಿ.



### 4.8 University results for previous academic year

#### SRI T.V.VENKATASWAMY COLLEGE OF EDUCATION, MADHUGIRI Result Sheet of I and II Semester B.Ed., Examination 2012-13

Sl. No.	Reg.No.	Name of the Student	Method Code	Marks in I Sem Max.600	Marks in II Sem Max.800	Grand Total Max.1400	Percentage
1	12ED7001	Anithalakshmi.N.	HK	446	658	1104	78.85
2	12ED7002	Ashwini.D	HK	412	615	1027	73.35
3	12ED7003	Aswathanarayana.Y.H.	HK	454	655	1109	79.21
4	12ED7004	Bhagyalakshmi.N.B.	HK	493	669	1162	83
5	12ED7005	Bhanuprakash.B.V.	HK	476	690	1166	83.28
6	12ED7006	Chandrakala.D.A.	HK	462	678	1140	81.42
7	12ED7007	Chandrashekara.H.G.	HK	468	661	1129	80.64
8	12ED7008	Chandrashekara.V.	HK	459	661	1120	80
9	12ED7009	Chethankumar.M.D.	HK	484	678	1162	83
10	12ED7010	Dayananda.D.	HK	479	652	1131	80.78
11	12ED7011	Dhanalakshmi.V.	HK	473	649	1122	80.4
12	12ED7012	Dileep.G.S.	HK	462	670	1132	80.85
13	12ED7013	Girish.B.R.	HK	451	660	1111	79.35
14	12ED7014	Gopika.J.N.	HK	469	684	1153	82.35
15	12ED7015	Govindaraju	HK	457	663	1120	80
16	12ED7016	Hanumantharayappa.U.	HK	447	667	1114	79.57
17	12ED7017	Jayaraj.K.R.	HK	460	659	1119	79.92
18	12ED7018	Kanharaj.C.	HK	417	631	1048	74.85
19	12ED7019	Kavitha.S.S.	HK	530	726	1256	89.71
20	12ED7020	Jayashree	HK	436	676	1112	79.42
21	12ED7021	Mahendra.M.	HK	449	676	1125	80.35
22	12ED7022	Mallikarjunaiah	HK	479	667	1146	81.85
23	12ED7023	Manjula.A.	HK	448	649	1097	78.35
24	12ED7024	Manjula.K.C.	HK	534	738	1272	90.85
25	12ED7025	Manjula.P.	HK	458	660	1118	79.85
26	12ED7026	Manjunathaswamy	HK	442	621	1065	76.07
27	12ED7027	Narasimhamurthy.D.P.	HK	472	670	1142	81.57
28	12ED7028	Narayanappa.S.H.	HK	470	650	1120	80
29	12ED7029	Nareshbabu.K.	HK	469	647	1116	79.71
30	12ED7030	Naveenkumar.R.T.	HK	442	659	1101	78.64


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31	12ED7031	Nethravathi.R.	HK	385	636	1021	72.92
32	12ED7032	Padma.N.	HK	450	692	1142	81.57
33	12ED7033	Pallavi.V.R.	HK	446	662	1108	79.14
34	12ED7034	Radhika.B.A.	HK	472	703	1175	83.92
35	12ED7035	Rajalakshmi.P.	HK	437	690	1127	80.5
36	12ED7036	Rajanna.K.	HK	416	655	1071	76.5
37	12ED7037	Rakesh.H.N.	HK	367	595	962	68.71
38	12ED7039	Rashmi.D.A.	HK	424	673	1097	78.35
39	12ED7040	Ravikumar.S.	HK	478	700	1178	84.14
40	12ED7041	Rekha.	HK	480	666	1146	81.85
41	12ED7042	Saritha.D.R.	HK	510	719	1229	87.78
42	12ED7043	Savitha.D.N.	HK	486	695	1181	84.35
43	12ED7044	Savithamma	HK	450	630	1088	77.71
44	12ED7045	Shakunthala.K.B.	HK	474	685	1159	82.78
45	12ED7046	Shivaraju	HK	416	655	1071	76.5
46	12ED7047	Shruthi.M.	HK	457	653	1110	79.28
47	12ED7048	Shylaja.M.R.	HK	432	659	1091	77.92
48	12ED7049	Siddagangamma.E.	HK	391	625	1016	72.57
49	12ED7050	Siddaraju.G.	HK	463	692	1155	82.5
50	12ED7051	Sumithrahanumanthaiah	HK	445	682	1127	80.5
51	12ED7052	Taswmiya Parveen	HK	410	632	1042	74.42
52	12ED7053	Thyagaraju.N.	HK	439	666	1105	78.92
53	12ED7054	Vedhavathi.V.	HK	463	708	1171	83.64
54	12ED7056	Yashodamma	HK	446	667	1113	79.5
55	12ED7057	Yashoda.R.	HK	490	707	1197	85.5
56	12ED7058	Geetharani.H.	HE	487	696	1183	84.5
57	12ED7059	Ramya.G.	HE	509	733	1242	88.71
58	12ED7060	Ramya.T.N.	HE	478	684	1162	83
59	12ED7061	Wasimkhan.K.F.	HE		580		Fail
60	12ED7062	Harish.T.	CB	428	689	1117	79.78
61	12ED7063	Thriveni.N.V.	CB	475	690	1165	83.21
62	12ED7064	Anasuya	PM	481	698	1179	84.21
63	12ED7065	Aswini.R.	PM		647	647	NCL
64	12ED7066	Bhagyasree.S.N.	PM	452	668	1120	80
65	12ED7067	Dhanalakshmi.S.	PM	446	665	1111	79.35
66	12ED7068	Divyashree.H.	PM	485	654	1139	81.35
67	12ED7069	Haseeba Kausar	PM	471	680	1151	82.21
68	12ED7070	Jayachandra.S.	PM	446	682	1128	80.57
69	12ED7071	Jeelanpasha.A.	PM	464	667	1131	80.78

SELF-APPRAISAL REPORT

70	12ED7072	Jyothi.G.	PM	440	653	1093	78.07
71	12ED7073	Kalavathi.H.R.	PM	475	672	1147	81.92
72	12ED7074	Kavya.M.D.	PM	507	721	1228	87.71
73	12ED7075	Kumar.S.	PM	449	624	1073	76.64
74	12ED7076	Madhuri.B.S.	PM	486	664	1150	82.14
75	12ED7077	Manasa.K.S.	PM	500	695	1195	85.35
76	12ED7078	Praveen.H.G.	PM	471	688	1159	82.78
77	12ED7079	Radhika.K.	PM	448	638	1086	77.57
78	12ED7080	Ramesh Babu.R.	PM	473	643	1116	79.71
79	12ED7081	Ravikumar.M.D.	PM	442	678	1120	80
80	12ED7082	Ravi.S.N.	PM	452	672	1124	80.28
81	12ED7084	Shivakumara.L.	PM	441	670	1111	79.35
82	12ED7085	Shruthi.G.	PM	427	615	1042	74.42
83	12ED7086	Sushma.K.	PM	482	674	1156	82.57
84	12ED7087	Sushma.K.L.	PM	418	482	1100	78.57
85	12ED7088	Tejaswini.S.	PM	445	689	1134	81

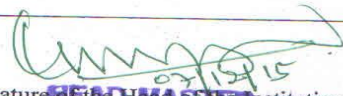
**4.9 Sample of feedback on Practice Teaching by Teacher Educators, by Peers and Staff of Practice teaching schools**



Madhugiri Education Society © Madhugiri  
 Sri.T.V.Venkataswamy College of Education, Madhugiri  
 I.Q.A.C.  
**FEEDBACK FROM PRACTICE TEACHING SCHOOL HEAD**

YEAR: 2014-15

	Excellent	Good	Satisfactory
College is Co-operative with school	✓		
Teacher trainees behaviors	✓		
Teacher trainees teaching skills		✓	
Unity among teacher trainees	✓		
Overall impression about the teaching practice programme	Satisfactory; and also Good.		



Signature of the Head of the Institution  
 Sri T.V. Venkataswamy College of Education  
 Madhugiri - 572 132

Narvenkumar H.

14E04488

9th

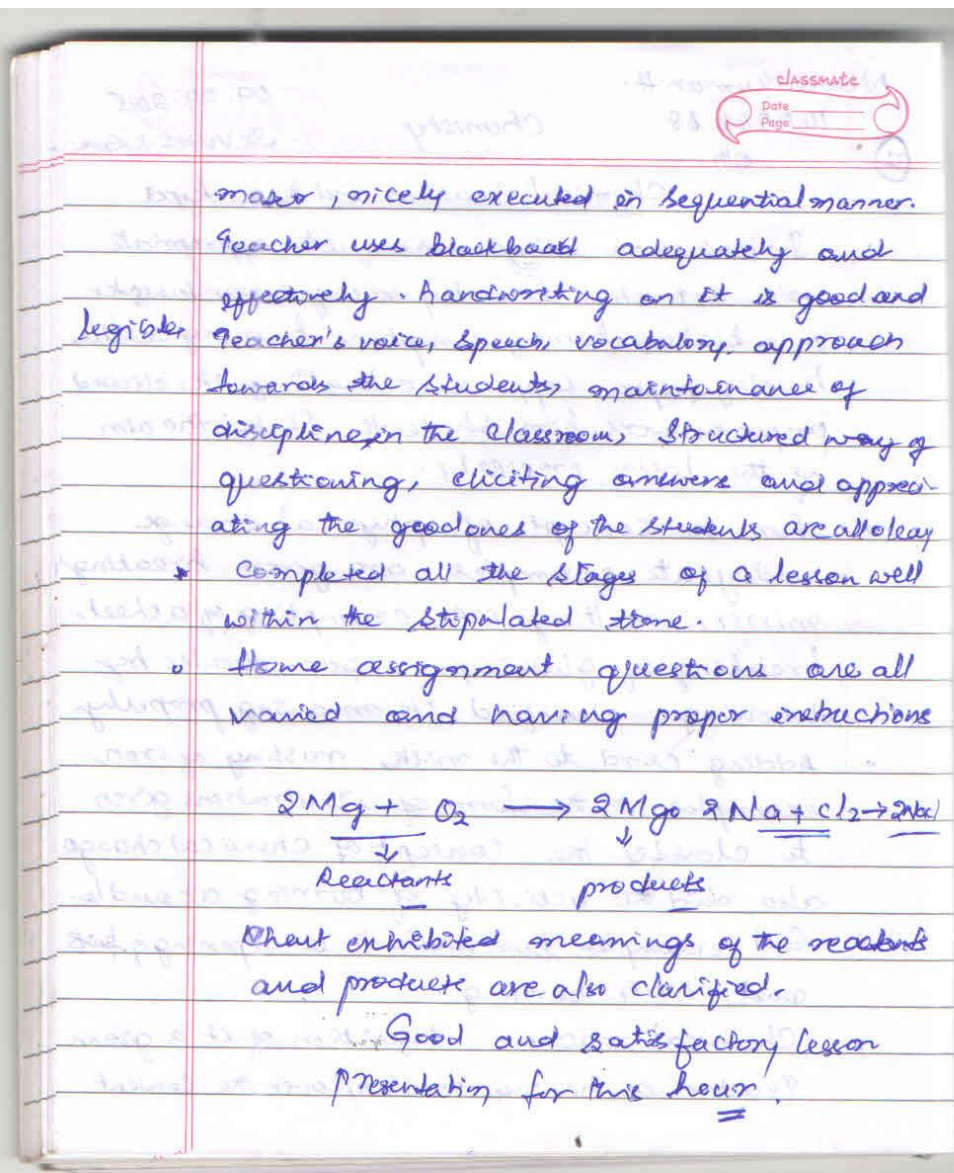
Chemistry

classmate

09.09.2015

Page  
SKVUHS-16-G02Chemical Reaction and their types

- Introduction stage was quite appropriate with activities done by adding colour to water in a beaker, burning camphor, burning candle, burning paper, copper wire heating etc, elicited proper answers from students. Stated the aim of the lesson precisely.
- For the concept of physical change adequate examples are given breaking mirror, melting ice, crumpling of a sheet, breaking of glass cup, sugar molecules by dissolving. clarified its meaning properly.
- Adding curd to the milk, rusting of iron, examples in the form of illustrations given to clarify the concept of chemical change also did the activity of burning a candle.
- Got examples from student as ripening of fruits and L.D.G. burning.
- Chemical reaction definition of it is given Teacher is having mastery over the content





**Madhugiri Education Society @, Madhugiri**  
**SRI T V VENKATASWAMY COLLEGE OF EDUCATION 2014-15**

**IQAC**  
**Practice Teaching Feedback Form**

**Feedback from Trainees on effectiveness of Practice Teaching**

S N	Particulars	Excellent	Good	Satisfactory
1	Demonstration lessons given by faculty for preparing practice teaching	✓		
2	Supervision and guidance by faculty	✓		
3	Co-operation given by Head and Staff of the Practice Teaching School	✓		
4	Place and location of the school	✓		
5	Facilities given in the practice teaching school		✓	
6	Guidance and correction by the faculty for preparation of lesson plans	✓		
7	Organization of the practice teaching by the in charge faculty	✓		
8	Co-operation among the trainees during practice teaching	✓		
9	Time duration given for practice teaching	✓		
10	Overall impression about the practice teaching	✓		

*R. Pillai*  
 Name and Signature of the student  
 Reg No: 14ED4481

## 5. The Best Practice :

### 5.1 Title of the Practice – Composting

**Context** – Composting is an activity organized for the student teachers of our institution. It is the institution initiative under the flagship of the IQAC's advisory committee of the institution to promote compost use to develop gardening. The main purpose to design this programme is to reach out and every student teacher to ensure that student teachers are competent and regular uses of compost in their native place and surrounding village farmers.

#### Objectives:

- To create awareness and interest among the student-teachers about the significance use of compost/
- To promote the development of compost among the student teachers in their surrounding village farmers.
- To enable the student teachers to \_\_\_\_\_ the maximum benefit of raw materials available for composting in college.
- To enable the student teachers to develop dignity of labour among themselves.

#### Practice :

- Compost of the academic year 2014-15 was organized in our institution on \_\_\_\_\_  
The Principal inaugurated the activity. The expert of this field gave orientation about the significance of compost and its process.
- All the student teachers were distributed among the four groups. Each group is comprised of 25 student teachers and one teacher educator as the mentor of the group.
- Once in a week one group of student teachers visited the site of cubic \_\_\_\_\_ from 4.30PM to 5.30 PM for further proceedings.
- Suitable sized cubic compost file measuring 5'X5"X5" was digged on one corner of the campus.
- Student teachers are instructed to collect fallen dead leaves, shredded twigs, animal manures, clippings of lawn in the college campus
- Student teachers who are residing hostels and private rooms are instructed to collect kitchen scraps of plants.



- Awareness is developed among the student teachers to identify raw materials as yard waste, organic matter, soil type in the campus.
- Training was provided to the student teachers about the process of developing compost in layers.
- Used the compost for the plants grown in the campus and also in the garden.
- The excess compost which was donated to the farmers of the neighbouring village and highlighted about the significance of it.

**Obstacles Faced:**

- Lack of availability of raw materials throughout the year
- Compost cannot be obtained sufficiently during summer season
- Non-availability of student-teachers during some sessions (practice teaching, educational tour and community living camp)

**Strategies to overcome the obstacles:**

- During the availability of raw materials compost process was conducted
- Relevant measures were taken to produce compost during summer season
- Non-teaching staff members are initiated and engaged during some sessions of the college for compost in the campus.

**Impact:**

The student teachers were benefitted in developing awareness and significance about compost and training in preparation of compost.

The students are also developed dignity of labour and use of waste materials for the benefit of humanity.

**Resource required:** Experts, active participation of student teachers and teacher educators, raw materials for compost.

Contact person for further details Dr G P Nagaraja

## 5.2 Title of the Practice : Student Support

**Context:** Sri T V Venkataswamy College of Education with a motto “Quest for humane excellence” desires to train competent teachers by providing varied learning experiences and constant motivation.

The student who join the B Ed course are from diverse background, hence there is lot of individual differences that exist in the classroom. So to overcome some of the best practices.

### Objectives:

- To develop self-esteem in every teacher trainee and equip them to be competent teacher
- To tap the innate abilities of individual student teacher and do nurture them.
- To bring about the attitudinal changes for better adjustment in the changing scenario of the education system.

### Practices:

- We take initiative to identify the talents of the student teachers in the beginning of the academic year by organizing induction and talents search expo.
- The institution provides orientation about the course, curricular aspects and activities to be done throughout the year.
- The institution provides various opportunities to teacher trainees for taking part in various curricular and co-curricular activities to the maximum strength.
- Formation of the student council on opportunity would be given to the student teachers to select their leaders and council members to carryout, organize various activities about various co-curricular activities throughout the academic year.
- The institution encourages the students to avail ICT integrated teaching-learning process. Also training is given to them in using various electronic gadgets such as LCD projectors, OHP, Computer etc.
- The students are trained in the use communication, micro-teaching, life-skills and made to try out during practice teaching programmes
- The student-teachers are provided training in collection of relevant instructional materials in their concerned subjects and is being displayed in the notice board as a reward.
- The continuous and comprehensive feedback is followed right from the beginning of the academic year to the end of the academic year to mentor the student progression.

**Obstacles:**

The obstacles faced to adopt the best practices are

- The diverse backgrounds of the student-teachers like urban, rural, married, unmarried, different linguistic background, varied age groups, time gap between graduation and the B Ed course.
- The other obstacles faced are in regard to taking initiatives and responsibilities in the student council because of the marital status and the time gap in the education, age and language problem.
- The students from the rural background are not familiar with the use of computers, hence find it difficult to apply their technical skills in learning, due to lack of exposure to ICT integrated service.

**Strategies adopted to overcome the obstacles:**

- The students are divided into small groups by the college authorities irrespective of caste, colour, creed, religion, region, culture. So that student from diverse backgrounds can mix up well with their classmates.
- The constant motivation by the faculty members and also their participation in some of the cultural programmes motivates the students who are from different age group to participate in most of the activities.
- The self-esteem of students is boosted by giving them positive feedback by the faculty members and their friends after every academic and co-curricular activities.
- Students who have inhibitions to operate computer are individually trained and encouraged to use ICT.
- Students are provided training in relevant instructional skills and are encouraged to use it for classroom teaching during practice teaching session.

**Impact of the Practices:**

The impacts of the practices are having significance result and satisfaction.

- We are able to move towards achieving our vision and mission in developing the self confidence among competent teachers.
- These is a significant change in the attitude of the teacher trainees coming from diverse backgrounds towards the teaching profession.
- There is a cordial relationship existed among the student-teachers and teacher educators.

- The students are able to recognize their abilities and use them for their personal and professional growth.

**Required Resources:**

- Faculty members who are dedicated, motivated and co-operative in carrying out the various activities.
- Allotment of time to accommodate various co-curricular activities in the time table.
- Students willingness to participate in organizing extracurricular activities.

**Incharge of the context :** D R G P Nagaraja



ESTD-1977

Madhugiri Education Society (R)

Ph : 08137- 282487  
A.O. Office : 282441

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**SRI T.V.VENKATASWAMY COLLEGE OF EDUCATION**

(Affiliated to Tumkur University)

**G.B.N.ROAD, MADHUGIRI-572132. TUMKUR DIST.**

Email : Principalstvce@gmail.com Website : www.stvcemadhugiri.com

Ref.No : 45/STVCE/15-16

Date..... 9/7/15

To,  
The Academic Consultant,  
Central Application Processing Unit (CAPU),  
National Assessment and Accreditation Council (NAAC),  
Po Box No: 1075, Nagarabhavi,  
Bangalore-72.

Sir,

Sub:- Submission of Institutional Eligibility for Quality  
Assessment (IEQA)

Ref:- Your officer letter No. ~~IV/44~~ CAPU/SR/ KACOTE  
23418/IEQA/Cycl-1/2015 Dtd: 13<sup>th</sup> January, 2015.

With reference to the above subject, I wish to inform you that we have uploaded the IEQA on 07<sup>th</sup> July 2015. And now submitting the hard copy of Institutional Eligibility for Quality Assessment (IEQA) for your kind consideration and needful action.

Thanking you sir,

Yours faithfully,

  
(Dr.RAMESHA NAIK.D.)  
PRINCIPAL  
Sri T.V.V. College of Education  
Madhugiri.

Track ID-KACOTE23418

College Name-SRI T V  
VENKATASWAMY COLLEGE  
OF EDUCATION

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IEQA SUBMISSION DATE-07/07/2015

**INSTITUTIONAL ELIGIBILITY FOR QUALITY ASSESSMENT(IEQA)  
QUESTIONNAIRE**

1 COLLEGE DETAILS			
Name of the college	SRI T V VENKATASWAMY COLLEGE OF EDUCATION	Year of establishment	1983
Location of the college	RURAL		
2 ADDRESS			
Address	GBN ROAD, MADHUGIRI, TUMKUR DIST	City	Madhugiri
State	Karnataka	Pin Code	572132
Website	www.madhugirieducationsociety.com	E-Mail	principalstvce@gmail.com
Phone STD Code	08137	Phone No	282487
Fax STD Code	0	Fax	0
3 HEAD OF THE INSTITUTION			
Name	Dr. RAMESHA NAIK D	Designation	PRINCIPAL
Status of appointment	PERMANENT		
4 CONTACT DETAILS OF HEAD OF THE INSTITUTION			
Phone std code	08137	Phone number	282487
Fax std code		Fax	
Mobile	+919449201051	E-Mail	dmrgtpura@yahoo.co.in
5 DOES THE COLLEGE HAS ITS OWN SEPARATE AND INDEPENDENT BUILDING FOR RUNNING TEACHER EDUCATION COURSES	Yes		
6 NAME OF THE UNIVERSITIES TO WHICH THE COLLEGE IS AFFILIATED OR CONSTITUENT			
University	Other	Other	
Nature of relationship with the university	AFFILIATED	If affiliated, status of affiliation	TEMPORARY
7 COLLEGE FUNCTIONING			
Type of college	CO-EDUCATION	Time of functioning	DAY COLLEGE
status of ncte recognition	yes	Management	PRIVATE
8 MANAGEMENT/TRUST DETAILS			
Name of the Management	MADHUGIRI EDUCATION SOCIETY	Recognition under Uge Act.1956	NEITHER 2f NOR 12B
9 MANAGEMENT/TRUST OF THE COLLEGE IS REGISTERED UNDER			
Trust	no	Society's registration Act of 1960	yes
Relevant Act of the respective state Govt.	yes	Any other (please specify)	
10 CAMPUS INFORMATION			
(a) No of classrooms with floor area of more than 500 sq. ft. each	01		
(b) No of classrooms with floor area less than 500 sq. ft. each	03		
(c) Whether the institution has multipurpose hall of an area more than 2000 Sqft.	yes		
(d) Library cum reading room	yes		
(e) Principal's Office	yes		
(f) Administrative office	yes		
(g) Store room	yes		
(h) Open space for lawn, gardening	yes		
(i) Staff room	yes		
(j) Parking	yes		
(k) Visiting room	yes		

Track ID-KACOTE23418

College Name-SRI T V  
VENKATASWAMY COLLEGE  
OF EDUCATION

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(l)Girls' common room	yes
(m)Canteen	yes
(n)Separate toilet facility for boys & girls	yes
(o)ET/ICT Resource Centre	yes
(p) Psychology Resource Centre	yes
(q)Art and work experience Resource Centre	yes
(r)Health and Physical rooms	yes
(s)Library Resources ( for Different level of Courses)	no
(t)Safety measures (Fire Extinguishers, etc)	yes
(u)Hostel for Boys	yes
(v) Hostel for Girls	yes
(w)Mess facility	yes
(x)Soft drinking water facilities	yes

11 NUMBER OF PROGRAMS OFFERED BY THE COLLEGE				
	Teacher Education	Physical Education	NCTE Recognized	Others
UG	1	0	1	0
PG	0	0	0	0
UG & PG (Integrated Programme)	0	0	0	0
M. Phil. / Ph.D.	0	0	0	0
Certificate, UG-Diploma PG-Diploma	0	0	0	0
GRAND TOTAL	1	0	1	0

12 PROGRAMMES OFFERED BY THE COLLEGE			
B. Ed.	yes	M. Ed.	no
B. P.Ed.	no	M. P.Ed.	no
OTHERS			

13 TOTAL NUMBER OF STUDENTS									
	UG		PG		M.Phil/Ph.D		Value Added Courses(Certificate/Diploma)		
	Male	Female	Male	Female	Male	Female	Male	Female	
General	2	8	0	0	0	0	0	0	0
SC/ST	18	15	0	0	0	0	0	0	0
OBC	25	32	0	0	0	0	0	0	0
Total	45	55	0	0	0	0	0	0	0
Grand Total	100								

14 PASS PERCENTAGE IN UNIVERSITY EXAMINATION (LAST TWO BATCHES)						
	Year of entry: (Batch- I)			Year of entry: (Batch- II)		
	UG	PG	TOTAL	UG	PG	TOTAL
Admitted to the programme	80	0	80	88	0	88
Appeared for the final year examination	79	0	79	86	0	86
Passed in the final exam	76	0	76	86	0	86
Passed in first class	64	0	64	83	0	83
Ranks (among University Top 10), if any	1	0	1	0	0	0

15 NUMBER OF TEACHING, TECHNICAL AND ADMINISTRATIVE STAFF						
	Permanent		Temporary		Total	
	Male	Female	Male	Female	Male	Female
Teachers with PG	4	2	0	0	4	2
Teachers with M.Phil.	3	1	0	0	3	1
Teachers with Ph.D	2	0	0	0	2	0
Teachers with NET/SLET	0	1	0	0	0	1
Technical staff	0	0	0	0	0	0
Administrative staff	2	2	0	0	2	2
Support staff	3	0	0	0	3	0

Track ID-KACOTE23418

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Total no. of teachers	9	4	0	0	9	4
<b>16 SUPPORT SERVICES</b>						
Number of books	6913					
Number of titles	3000					
Number of journals	25					
Number of reference books	621					
Number of e-resources	106					
<b>17 UNIT COST OF EDUCATION</b>						
Unit Cost=Total annual expenditure divided by no. of students enrolled	63527.0					
Unit cost calculated excluding salary component	4857.0					
<b>18 MENTION FIVE ACADEMIC MILESTONES OF THE COLLEGE</b>						
First	BOOK PUBLICATION BY STAFF - 2010					
Second	BOOK PUBLISHED BY STAFF AT INTERNATIONAL LEVEL - 2014					
Third	ROAD SAFETY WEEK PROGRAMME - 2015					
Fourth	AWARD OF PH.D. DEGREE TO THE STAFF - 2015					
Fifth	BOOK PUBLICATION BY STAFF AT INTERNATIONAL LEVEL - 2015					
<b>Section 2: Institutional Data Questionnaire</b>						
1. The Institution has in place a functional Internal Quality Assurance Cell (IQAC) for ensuring continuous quality improvement and monitoring the quality of the academic and administrative activities	YES					
2. Library with reading room facilities for students and faculty with seating capacity of 25% of the students on rolls	YES					
3. Library has at least 1000 titles & 3000 Books	YES					
4. Institution provides financial concessions/assistance to at least 5% of the students excluding the government scholarship being received by SC/ST students	YES					
5. The Institution has a mechanism for counseling and guidance	YES					
6. The institution has a mechanism for addressing grievances of the students and staff	YES					
7. An annual academic calendar is prepared and implemented by the institution	YES					
8. ICT skills component is a compulsory constituent/Programme for all students	YES					
9. Access to internet facility is available to staff and students in the Institution	YES					
10. A minimum of three hours per week computer access is provided to Individual student in the institution	YES					
11. The institution has provision for promoting research	YES					
12. Institution has a mechanism for seeking regular feedback from students regarding teaching- learning process	YES					
13. Students are placed for practice teaching in more than one type of school i.e. Govt./ Private/ Public/ Special/ Boys/ Girls/ Co-education schools	YES					
14. There is a special provision for developing communication Skills among students	YES					
15. Number of Extension and outreach activities are organized by the institution every year	>4					
16. Percentage of teachers using audio-visual aids (ICT) including computer aided teaching	>20%					
17. Number of Journals in Education subscribed (Only those related to Education)	>10					
18. Faculty benefited from professional development programmes organized by UGC, NCERT/RIE, SCERT, NCTE and others	>50 %					
19. Number of teachers including Principal with Doctoral or equivalent qualification	<50 %					
20. Percentage of practice teaching schools with which the college has an enduring (continued) arrangement for more than three years	>80%					
21. Number of practice teaching schools associated with the institution for practice teaching	11-20					
22. Percentage of maintenance expenditure to the total annual budget for infrastructure (Average of the last two years)	>4 %					
23. Percentage utilization of projected budget (Average of last two years)	>75 %					
24. Number of lessons given by a student- teacher under practice teaching in two school subjects	< 40 lessons					
25. Percentage of student teachers assigned to a practicing school (recognized) for ensuring optimum availability of school time	> 20%					
26. Number of workshops organized on teaching aid preparation ICTs (audio, video, CDs VCDs etc) per school subject	> 2					
27. Number of teaching skills practiced	6-8					
<b>Certificate</b>						
This is to certify that the information given in the IEQA application is true to the best of my knowledge and ability and if the same is found to be false or misleading, I authorize NAAC to initiate any action which it deems fit including withholding the outcome of the Peer Team Visit.						

  
 PRINCIPAL 09/09/15  
**SRI T.V.V. College of Education**  
**Madhugiri.**







PHYSICS LAB



PHYSICS LAB



COMMUNICATION SKILLS



MICRO TEACHING SKILLS



ABDUL KALAM FUNCTION



GIRLS AWARENESS PROGRAMME



MOCK PARLIAMENT



SPORTS MEET



TEACHING PRACTICE



VIVENKANADA JAYANTHI



EDUCATIONAL EXCURSION



LIFE SKILLS



KANAKA JAYANTHI & RAJYOTSAVA



AWARENESS PROGRAMME (AIDS)



TEACHER'S DAY



NATIONAL LEGAL AWARENESS PROGRAMME



INTER-COLLEGE SPORTS MEET



SWACCHATHA ANDOLAN



NATIOANAL ROAD SAFETY AWARENESS



SKILL TRAINING PROGRAMME



PRACTICE IN TEACHING



FEEDBACK SESSION