EXECUTIVE SUMMARY

B.L.D.E.Association's, J.S.S.College of Education was established in 1980. The College is named after a great saint, seer and philosopher, his Holiness Jnanayogi Shri Siddeshwar Swamiji. The College was affiliated to Karnataka University, Dharwad and recognized by N.C.T.E. in 1983. Presently, it is affiliated to Rani Channamma University, Belagavi. It is permanently affiliated to Rani Channamma University (RCU), Balagavi and included under Section 2(f) and 12 (B) of the UGC Act.

The College has self financed Post Graduate M.Ed. programme besides B.Ed. programme. It has qualified, experienced and permanent staff with 90% Ph.D. holders in B.Ed. The College has K.S.O.U. Mysore Two years distance education M.Ed course with 125 programmes, and IGNOU Study Center for imparting Distance Education for the disabled students, housewives and working people who want to improve their qualifications for promotions.

The building of the College stands on a wide expanse of 6.5 acres of land in the midst of Bijapur. (Annexure-9) The main building consists of ground floor with first and second floor. The hallmarks of this temple of learning are classrooms, subject wise labs, language lab, computer lab, library, sports room, staff room, administrative block. In addition, the college has a vast playground with six tracks measuring 9500sq.mtrs for outdoor sports activities. Further, the College has the facility for indoor games and open space for morning prayer. It shares other facilities with B.L.D.E. Association's sister institution's in the campus.

The College has a transparent admission process and follows Government of Karnataka Reservation policy. It adheres to Parent University's curriculum and Academic Calendar. The recruitment of teaching staff is made as per the guidelines of the State Government and U.G.C. norms. The Institute's faculty members are trained by N.C.T.E. It is governed and well managed by pro-developmental B.L.D.E.Association.

The College has identified 16 Practice Teaching Schools in and around Bijapur. The student – teachers engage 24 lessons in a year. The student-teachers get experiential learning in these practice teaching schools. They develop knowledge and skills through micro and macro teaching, use of smart board, PPT presentation and other multi media teaching aids. The University curriculum, academic training, community orientation programmes develop intellectual capital among the student-teachers.

The extension activities carried out such as a Blood Donation Camp, Free Medical Check-up, Awareness on Aids, Health and Hygiene, Population Problems, Environment , Citizenship Training Camp, Literacy survey have helped in bringing social awareness in the community and contributed to community development. These activities have developed social responsibilities, citizenship values, dignity of labour, togetherness, equity, principle of inclusiveness, sharing and caring attitude for the poor among the students.

The Bijapur district is backward in literacy, education, income, health, economy, human development index. The UGC has also recognized the fact of its backwardness. Facing these challenges , the institute is making efforts to ensure access, equity, gender relevance and thrust to uplift the disadvantaged students. The College is sustaining and enhancing quality by transparency in admission, examination, teachers and programme evaluation by the stake holders. The thrust on the use of ICT, focus on learner-centric methods, access to the library and internet empower the students. The institute has decentralized administration through its established IQAC. It implements curricular, co-curricular and extension activities such as Conferences, Seminars, Workshops, Teacher and Student Training programmes to enhance quality in the Institute. In the last 32 years the College is marching ahead from strength to strength in curricular, teaching-learning, research output, extension alumni student support activities and innovative practice by fine tuning its programmes to the needs of the students and society.

SWOT ANALYSIS

- ❖ The institute proposes to enlist the strengths, weakness, opportunities and threats
- ❖ The institute by accepting the challenges needs to overcome them in future plans.

Strengths:

- ❖ B.L.D.E. Association is guiding force behind the quality education.
- ❖ Highly qualified and experienced faculty. 90% of faculty (B.Ed) confirmed with Ph.D. Degree.
- ❖ Tuned vision, mission and objectives
- ❖ Excellent examination results
- ❖ Adequate infrastructure.
- ❖ Reputed teacher education institution recognized by experts.
- ❖ 16 practice teaching schools
    a) 3 Practicing schools in the campus
    b) 13 Practicing schools outside the campus
- ❖ M.Ed regular course and M.Ed distance mode course of KSOU, Mysore.
- ❖ IGNOU Regional Center
- ❖ Active linkages with local, state and national bodies.
- ❖ Grant-in-aid from May-2009.
- ❖ Publication of Research Articles and books by the faculty.
- ❖ Published Research Journals
- ❖ ICT based teaching
- ❖ Achievement in sports events
- ❖ Campus is free from ragging and drug addiction
- ❖ Transparency in admission and examination

WEAKNESSES:

- ❖ E-administration
- ❖ Digital library

OPPORTUNITIES

- ❖ To establishing Research Center
- ❖ To apply for Major and Minor UGC projects
- ❖ To have linkages with International Organizations
- ❖ To introduce Add-On-Courses

THREATS

- ❖ Mushrooming of new B.Ed colleges
- ❖ Less number of English medium students

Keeping SWOT analysis in mind, the college desires to fine tune all the existing systems and process to maximize the output in terms of quality and relevance in Higher Education.

B.L.D.E. Association's JSS College of Education, Bijapur
Overall Progress of the Institution in the last five years

Curricular Aspects		
Particulars	**Till 2007**	**2007-2012**
Course type	Semester system in M.Ed	CBCS and Grade system
Intake of students (M.Ed)	25 Seats	40 seats
Co-curricular activities	Held few	Held subject wise activities
Teaching-Learning & Evaluation		
Academic calendar	Not planned properly	Well designed and planned
Use of multi-media	20%	80%
Evaluation of teachers by students	Not evaluated	Evaluated
Evaluation of teachers by Management	Not evaluated	Evaluated
Papers presented by the staff at National Seminars/Conferences	10	94
International conferences	02	34
Papers presented by the students	Nil	06
Research, Consultancy & Extension		
No. of Ph.D holders at B.Ed	50%	90%
No. of Ph.D holders at M.Ed	Nil	04 Members pursuing
Publication of journals	Nil	Published Journal B.L.D.E.A's Journal of Education & Research.
Articles published in		
National journals	13	19
International journals	Nil	09
Publication of books	02	05

Books edited	03	06
Consultancy		
Honorary	Nil	5 staff provided consultancy
Extension services	05	12
Recognition of the staff	No one received	02 staff members received recognition.
Infrastructure and Learning Resources		
Books	14000	16200
INFLIBINET membership	Not subscribed	Subscribed
Installation of software	Not installed	Installed NEWGENLIB
Internet Access to the Students	Limited Access	Open Access
Access to E-journal	No provision	Provided
Issue of books to the students	Manuel	Computerised
Bar-coding of books	Not coded	Coded
Seed money from the Management to pursue Research	Nil	Rs. 50,000
LCDs	Nil	02
No. of Computers	14	25
LAN facility	--	Installed
Built up area of the college	1800 sq.mtrs	2218 sq.mtrs
Building for M.Ed	Shared	Independent building
Student Support and Progression		
Equity	13.6% -SC 1.6 % -ST 4% -OBC 50.6% -Women (last 3 years)	15.33% -SC 3 % -ST 60.33% -OBC 43% -Women (Last 3 years)
Mentor system	Was not organised properly	Active
Remedial & bridge courses	Not held	Held
Alumni Association	Not registered	Registered

Health centre	Not established	Established
No. of programmes organised by Alumni	Were few	Held 01 state level workshop and 03 University level workshop
No. of University blues	Nil	01
Achievement in sports	Nil	has increased
Inter-collegiate sports and cultural activities	Nil	Organised
Extension activities	Were few	Community based many programmes organised
Governance & Leadership		
IQAC	Not established	Established
MIS	Not implemented	Implemented
Seminars (National)	01	01
Conferences (National)	--	01
Workshops (State Level/University level)	--	04
Innovative Practices		

- Ensuring quality initiatives
- Involving all stake holders
- Thrust to Value Education, National Development, Patriotic, Social Values and Global Competencies
- Innovations in practice teaching

Criterion - I

Curricular Aspects

Curricular Design and Development

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

- To train student teachers in cognitive skills
- To empower the student teachers with pedagogical principles for implementing them in schools.
- To enable the student teachers to be role models
- To develop socio- cultural values in the society
- To prepare the student teachers to face the challenges of modern times
- To collaborate with Government and Non-Government organizations in community welfare activities.

Major considerations addressed through the objectives are:

Intellectual Domain:

- The Parent University curriculum of Karnatak University, Dharwad and Rani Channamma University, Belgavi, have the relevant subjects like PSFE, ULM, SST, ET, Computer Education, EEI, UPHA, EM, C and E, MOT-I and II at B.Ed. level. PSFE, AEP, MERES, AIT, TTB, OEC at M.Ed. level to develop intellectual capacity among the student teachers.
- The use of innovative teaching/learning process through ICT, Simulations, field works, projects and etc develop knowledgeable student teachers.

Academic and Training:

- The contemporary curriculum of the University Develop confidence in students as future teachers.

- The student-teachers are well trained and sent to the practice schools to give lessons. This develops competency and self confidence among the students.

- The students are also encouraged to use PPT in their practice teaching lessons which expose them to ICT.

Access to the Disadvantaged:

- Access is ensured to the disadvantaged group/SC/ST/ OBC and Economically backward students as per the Govt. of Karnataka Reservation Policy in letter and spirit. The percentage of SC is 16, ST is 02, OBC is 69 in the 2011-12

- The institution provides equal opportunities to women in admission process. The % of women in the year 2011 -12 is 42 %.

- The Institution provides hostel facility to girls.

Self development:

- The curricular, co-curricular and extra curricular activities like seminars, conferences, speech competitions, singing competitions, role plays, sports and games and etc., help in the all-round development of the students.

Community, National Development, Ecology, Environment and Value Orientation

- The extension and outreach programmes like free medical check-up camps, blood donation camps, creating awareness about HIV/Aids and etc, address various social issues in the community

- Further, programmes like literacy drive, health and hygiene will contribute in the development of community

- Training the student-teachers in cognitive skills and empowering them with pedagogical principles will aid in the National Developments.

- Guest Lectures organized by the institution to sensitize the changes in the ecology and environment and the present day Global Scenario. Further, these lectures will inculcate social, moral and ethical values among the students.

Employment:

- The Institutes B.Ed and M.Ed are professional courses which are gateway to employment. Thus, these courses address employment issues.
- The curriculum of the Universities, syllabus of the practice teaching schools expose the students to the Global trends.
- Usage of Internet by the students will also help in understanding the Global Scenario and demands.

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

The Parent Universities design and prescribe the curriculum of the teaching programme. Therefore, there is a little scope for change in curriculum design. However, many of the teachers as BOS members make appropriate inclusion in the syllabus.

- The teachers also attend syllabus workshop and are instrumental in revising syllabus as per the needs of the society.
- Feedback from students is obtained in a prescribed proforma on the curriculum. The data is analysed by IQAC and the outcome is made available to the concerned authorities.
- Feedback from Alumni is used by the BOS members in the development of curriculum.
- Oral feedback is taken from the parents and community in an informal way.
- Oral feedback from the employers is collected and taken into consideration while designing the syllabus.
- Academic experts and peers express their opinions about curriculum in their guest lectures, inaugural and valedictory functions. Their views are also taken into consideration and discussed in BOS meetings.
- In addition, the teachers also orally interact with practice teaching school teachers about the students' competency in employment field.

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

The institute follows Parent Universities Curriculum which is relevant to Regional /National and Global trends.

- The various papers like 1) Philosophical and Sociological Foundations of Educations 2) Population Education have relevant topics like LPG, WTO, Environment, Population Studies meet the present needs of the Global issues.

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

- The prescribed syllabus has papers like Education Technology and Computer Education which bears thrust on national issues like environment, value education and ICT.
- Syllabus at the practice teaching schools also focuses on National issues like Environment, Population, Importance of Computer Education, Indian agriculture and ecology.
- Further, the students are exposed to modern teaching aids like LCD, Smart board, Audio-Visual equipments in their practice teaching sessions.

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

Yes,

- The institution designs the academic calendar, question papers with the help of ICT.
- The faculty members make use of Smart board, Projectors, LCDs, Laptops in teaching-learning process.

1.2 Academic Flexibility

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

The teachers make use of ICT and other Audio-Visual equipments in the classrooms.

- The teachers also make use of charts, graphs, models, specimens, newspaper cuttings in their teaching methodology.
- In addition, the teachers in order to make the concept clear use interactive methods, seminars, questionnaire method, Group discussions and role plays in the class room.
- These innovative practices by the teachers give the first hand experience to the student who later on make use of them in their practice teaching lessons.
- Thus, teaching becomes a reflective practice among the students.

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 syllabus of the Universities have adequate flexibility and scope of having practical components and provides different learning experiences to the students.

- The practical components like seminars, role plays, guest lectures, debate elocution, essay writing provide ample learning experiences for students in the campus.
- Students visit to historical places, health centres, slums, villages and schools for collection of data enrich learning experiences in such off -campus activities.

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

The Institute holds various curricular, co-curricular and extra-curricular activities for the over all development of Students' personality.

Communication Skills:

- To develop communication skills in mother tongue and in English Group discussions the college holds debates, elocutions, quiz, story telling, drama, skits, role plays and classroom seminars. Further, in order to develop writing skills essay competitions are held.
- The College Magazine also provides an opportunity to develop writing skills.
- Language lab is also used to develop proficiency in English language.

ICT skills:

- The Institute has Computer lab in which 18 computers provide basic computer operating principles like MS-Office and other soft skills to the students.

Community Orientation and Social Responsibility:

- The Institution through community orientation programmes like Awareness on Aids, Health and Hygiene, Blood Donation and etc., develop the sense of social responsibility among students and dignity of labour.

Personality development:

- The guest lectures and Workshop held on personality development create awareness among the students the importance of personality in the present scenario.

The above mentioned soft and life skills mould the students into a responsible citizen.

4) How does the institution ensure the inclusion of the following aspects in the Curriculum?

    i. Inter disciplinary / Multi disciplinary

    ii. Multi skill development

    iii. Inclusive education

    iv. Practice teaching

    v. School experience / internship

    vi. Work experience / SUPW

    vii. Any other (specify and give details)

i. Inter disciplinary/Multi-disciplinary: The Institute ensures the inclusion of inter disciplinary exercises and programmes in the curriculum through subjects like ICT, Statistics, Personality Development, Evaluation , Population Education, Health and Physical Education etc.

ii. Multi skill development: The Institute provides provision for developing multi-skills such as Micro-teaching, Innovative teaching, ICT, Personality Development, Soft Skills, Communication Skills and Life Skills.

iii. Inclusive Education: The Institute caters inclusive education by data collection, survey, projects, dissertations and assignments.

iv. Practice teaching: The College has identified 16 practice teaching schools wherein students teach 24 lessons, of which 8 lessons are in first semester and 16 in second semester for practice teaching. They also conduct various curricular and co-curricular activities in these schools.

v. School experience/Internship: The student teachers will have real school experience in practice teaching schools. It is one way of internship to the students.

vi. Work experience/SUPW: The students are trained to design low cost teaching materials like chalks, candles, files making and book binding which give them work experience.

vii.   **Community Service:** The students are oriented in community service like Literacy Survey, Blood Donation Camp, Cleaning the Campus and Streets, AIDS and Health and Hygiene Awareness programmes, visit to the Prisons and Religious Institutions. These programmes develop sense of responsibility, citizenship and sharing and caring attitude among the students.

1.3 Feedback on Curriculum

1) How does the institution encourage feedback and communication from the students, Alumni, Employers, Community, Academic peers and other Stake holders with reference to the curriculum?

Students' feedback is an integrated driving force in the development of the institution. The Institute encourages the stake holders for their feedback to assist the institution for curriculum development process.

- The quality of the curriculum is assessed on the basis of feedback received from students during their study.
- Feedback is also collected from Alumni Association about the progress of the college.
- Feedback is also taken from Parent Teacher Association.
- The collected feedback is analysed by IQAC and sent to the Management for corrective measures.

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

Yes,

- The Institution collects the feedback in the form of questionnaires and then they are analyzed by IQAC and inferences are forwarded to the University for consideration, for improvement in curriculum to the Global needs.
- The analysis and out come of feedback is a useful base and input for the revision of curriculum.

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

- The institute has four faculty members on Board of Studies (BOS).
- The BOS members communicate to the affiliating University and try to incorporate and bring necessary changes in the syllabus.

1.4 Curriculum Update.

1) Which courses have undergone a major 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 Parent University revises the syllabus keeping in mind the needs of the society.

- Syllabus revision of B.Ed and M.Ed courses is a regular feature of the Parent Universities.
- However, syllabus revision in M.Ed course is made in the year 2011-12.
- Presently, the Institute has adopted Rani Channamma University, Belagavi, syllabus from the academic year 2011-12 onwards.
- In addition, the teachers being BoS members make appropriate inclusion in the syllabus keeping in mind the needs of society.

Details of major changes in the syllabus

B.Ed Course

KUD	RCUB
I Semester : ED 4 Section –1 : Skills and Strategies of Teaching.	I Semester : ED 3 Section – 1: Development of Education system in India.
II Semester : ED 1 Section – 2 : Education in Emerging India	II Semester : ED 1 Section – 2 : Secondary Education in India
External + Internal marks of MOT 50+25=75	External + Internal marks of MOT 80+20=100 Students' attendance 3 marks for each paper except MOT preparatory examination for each having 3 hours duration.

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

- The teachers as BOS members communicate to the affiliating University and try to bring necessary changes in the syllabus.
- Teaches have also made representation to BOS to bring changes in the syllabus.
- Formal and informal input from students and practice teaching schools is obtained.
- The data is analysed by IQAC and outcome is made available to the teachers for needful action. The teachers in turn as BOS members and by representation to the University required changes in the syllabus.

1.5   Best Practices in Curricular Aspects

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

The institute sustains and enhances quality by:

- IQAC.
- Attending syllabus workshop.
- Holding State/National Level Seminars/Conferences and Remedial Classes.
- Linkages with various institutes/schools.
- Increase in the number of M.Phils/Ph.Ds
- Teaching-learning through ICT
- Organizing Personality Development programmes/workshops

2) **What Innovations/Best practices in 'Curricular Aspects' have been planned/ implemented by the institution?**

- In order to meet the global trends, the Institution provides additional multi-skill development programmes to its students such as Personality development programme, Talent's Day, Peer sharing sessions, Creative teaching, Question Banks and use of material aids.

- Emphasis on usage of Computer and Internet availability to both staff and students.
- Use of Multi-media tools in teaching.

Best Practice

Title of the Practice: "Induction Programme".

Objectives of the Practice

1. To explore the knowledge theory and practice of B.Ed curriculum.
2. To create awareness among student teachers regarding curriculum design.

Need Addressed and the Context

The induction programme helps the students from theory to practical teaching orientation.

Description of the Practice

- The institution prepares time table for induction programme.
- Accordingly, the teachers follow the time table and orient the students about the Syllabus, Curricular and Co-curricular activities, Facilities, Subject clubs, Cells, Best practices and Practice teaching.

The Resources

Human Resource:

All the faculty members are motivated to provide information and act as resource persons.

The Impact/Outcome

It provides holistic picture of B.Ed curriculum

1) **What are the main evaluative observations/suggestions made in the first assessment report with reference to Curricular Aspects and how have they been acted upon?**

Evaluative observations	Acted upon
I) There is a need to orient the faculty and students about the importance of the mission, objectives and values.	The vision/mission/values of the Institution are disseminated to the stake holders through college website and prospectus. Further, these statements are displayed in the library/principal's chamber/passage. In addition, the students are made aware of these statements during morning prayer. The Institute's academic calendar with curricular and co-curricular activities and the University curriculum orient the vision and mission statements of the institute.
II) Faculty may discuss the Add-on features of the curricula.	Workshop on personality development and ICT held by the institute are the Add-on features of curricula.
III) The institution is yet to establish a formal mechanism for assessing students' knowledge and skills soon after admission.	This institution conducts content review programmes in their respective methods to assess the knowledge and skills after taking admission.
IV) The faculty is yet to take initiative for developing updated course outline for each paper.	Faculty members have taken initiation in this regard.
V) The feedback taken from the students is yet to be systematically used for the improvement of the programme.	The curriculum feedback taken from the students for the year 2009-10 and 2010-11 is analysed by IQAC and necessary changes have been made in the curriculum by the BoS members.

VI) The college does not offer any Add-on programmes for the overall personality development of students.	The college has organized personality development and communication skills in English, Trained the students in basic computer operating principles, and projected them as leaders in various activities of the campus. The college has organised Yoga Camp for 8 days. Further, the curricular and co-curricular activities have helped the students in the development of personality.
VII) The M.Ed full time course should offer more optional papers , so that the student teachers can have choice to choose their interest area .	The institution offers three optional papers for M.Ed full time course, as per the norms and regulations of the University. Thus, student-teachers have an opportunity to choose their interest area for M.Ed. course.

2) **What are the major quality – Sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

- Organised workshop on Personality Development Skills.
- Trained the students in basic computer operating principles.
- Held induction programme.
- Organised extension activities to inculcate values among the students.
- Feedback from students, alumni, community and peers is collected and analysed.
- Linkages with Institutes and Schools.
- Efforts by the BOS members to bring change in the curriculum.

Criterion - II

Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

The Institute ensures transparency in the admission process.

- It follows the admission procedures of the Parent University and the Government of Karnataka.

- The intake for B.Ed. is 100 and for M.Ed is 40 students.

- The seat sharing till the Grant-in-Aid 2009 was as follows: 50% of the candidates were selected through CET held by the Government of Karnataka. 50% of the students were admitted under Management quota through entrance test and interview. A merit list of Management seat was prepared and displayed on the notice board.

- After Grant-in-aid in 2009, the ratio of Government quota and Management quota is 75% and 25% respectively.

- The Institute follows State Government Policy, NCTE and Parent University admission procedures regarding eligibility criterion.

- The cut off percentage for SC/ST/Category-I and Physically Challenged is 45% and 50% for I/IIA/IIB/IIIA/IIIB/GM students respectively.

- Thus, the Institute adheres to Government as well as Regulatory Bodies admission procedures.

Equity:

- Equity is ensured through Karnataka Government Reservation Policy.

- In the year **2010-11** the number of women candidates is **29 (35%)**.

- In the year 2010-11 the number of SC/ST candidates is **14 (17%).**

Access:

- Access is facilitated to the Socio-economically weaker section by adhering to Government reservation Policy.

- The Management also prepares merit-wise list under its quota keeping in mind disadvantaged community.

Transparency:

- The Institute follows transparency in the admission process by notifying the Government and Management candidates list indicating percentage of marks and reservation category.
- The college strictly follows reservation policy of the state Government.

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

   The Institute ensures wide publicity in a planned way:

   a. Admission notification is published in leading Regional/National Newspapers in English and Kannada languages.

   b. Admission notification is hosted on college website w**ww.bldeajssbed.org**

   The following information is provided to prospective students about the programme

   - Letters are written to the Principals of Degree Colleges regarding admission process.
   - Publicity is also made through Pamphlets.
   - Prospectus which contains details regarding process of admission, eligibility and support facilities etc.,
   - By Alumni and Parents.

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

   - The admission is monitored through Admission Committee with the Principal of the College as the Chairman and Senior Faculty Members as the Members of the Committee.
   - The Committee holds entrance test for Management Quota and prepares a merit list which is displayed on the notice board.

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

Strategies adopted by the institution to retain diverse student population:

- The college provides scholarship to the economically and socially diverse group.
- Awards and rewards are given to this group.
- Dress code is practiced in order to show togetherness and oneness among the students.
- Follow bi-lingual method of instruction (English and Kannada) in theory classes.
- Linguistically minority practice teaching students are offered different languages like Kannada, English, Marathi and Urdu.
- All National Festivals are celebrated and various cultural events are organized in the college to create understanding about the cultural diversity in our society.
- Physically challenged students are provided with special facilities in library and assigned nearby practicing schools for teaching.
- Financial assistance is provided to poor students.
- Guest lectures are arranged on various religious days to highlight the importance of religion in one's life.
- Special provisions are made to the women by providing hostel facility, ladies room, gym and other recreational games.
- Provision is also made to the students of Hindi, Marathi and Urdu by inviting guest lectures on these subjects in practice teaching. Thus, care is taken to the linguistic minority students.

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

Yes.

The Institute makes provision to assess students' knowledge and skills before the commencement of teaching programme for B.Ed and M.Ed. courses.

- Induction tests
- Orientation programmes
- Talent's Day
- Bridge Course
- Degree Content Based Test
- Informal Interaction
- Previous performance of the students in their degree examination.

2.2. Catering to Diverse Needs

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

The Institute ensures creating an overall environment conducive to learning and development of the students through following activities.

- Mentoring system.
- Guidance and counselling.
- Formation of Houses under the supervision of Faculty Members.
- By Awards and Rewards.
- Holding Curricular and Co-Curricular activities throughout the year.
- Organizing Workshops, Seminars, Cultural programmes, Sports and Games.
- Providing incentives to Sports persons.
- Morning prayer for the students.
- Creative assembly for M.Ed. students.
- Student-Centric Teaching Method.
- Access to the Library and Internet.
- Use of ICT in teaching

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

   Diverse learning needs of the students are catered through the following ways:

   - Remedial classes.
   - Informal personal counselling.
   - Bilingual Teaching.
   - Groups of Slow Learners and Advanced Learners are identified and their needs are attended.
   - Offering various Elective/Optional for M.Ed. and B.Ed.
   - Providing simple Course Materials.
   - Access to Library and Internet.
   - Projecting them as House leaders.
   - Encourage to participate in Inter College Sports and Cultural Competitions.
   - Additional book facilities are extended to the Advanced Learners.
   - Establishment of Prevention of Sexual Harassment Cell.
   - Women students are counselled on domestic, financial, personal and health issues through Ladies club.

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 Institute has various activities in the curriculum wherein the students understand the role of diversity in teaching learning process.

   - Induction programme.
   - Simulated Teaching.
   - Micro-Teaching.
   - Macro-teaching.
   - Innovative Teaching.
   - Practice Teaching.
   - Different Activities are carried out in the practice teaching schools by the trainees.
   - Visit to residential schools.

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

- The college has well qualified, experienced staff with 90% Ph.D. holders to handle the courses.
- By delivering guest lectures in schools and colleges.
- Access to Internet.
- Faculty members have undergone training programmes like, Guidance and Counselling, Women Studies, Life Skills, ICT/ Computer Training.
- Faculty members are encouraged to attend Seminars and Conferences.
- Organizing Faculty Development Programmes like State and National level Workshops and Conferences.
- Use of ICT in teaching.
- Encourage to take research and write research articles.

  Thus, all these activities help the teachers to cater to the needs of diverse needs of student-teachers.

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 situations?**

- Pre-practice teaching training is provided to the student teachers through the micro-teaching session. Micro-teaching helps the student teachers to master various teaching skills.
- Practice Teaching Programme is organized in schools with different socio-economic and academic background.
- Workshops on Lesson Planning and Writing of Behavioural Objectives help the student teachers to develop knowledge and skills related to diversity.
- Students are encouraged to prepare and use PPT in their methods of teaching.
- Demonstration lessons are conducted by experts, method masters and past students.
- Use of smart board in the method of teaching.

- Case studies, assignments, preparation of teaching aids, classroom seminars, data gathering, laboratory activities and psychological tests are conducted to develop knowledge and skills.

All these activities develop knowledge and skills related to diversity and inclusion and they are effectively used by the student-teachers in classroom situations.

2.3 Teaching–Learning Process

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.)

The Institution engages students in 'active learning' through the following activities:

Library:

- Library has open access system (OPAC).
- Providing 6 books to each student.
- Visit to library is compulsory and attendance register is maintained.
- Book Bank facility is extended to the students
- Various Magazines and Journals are provided.
- Students are encouraged to write the review on the books read by them.
- Access to internet in the library.

Website:

- Students have an access to the Computer Laboratory and Library to browse and download the Study Materials from the Internet.
- Students are trained in ICT.
- PPT presentation is mandatory.
- Students have created E-mail Ids.
- Students frequently use their E-mails.
- Students make use of Smart Boards.
- Most of the students are members of social sites.

Focus groups:

- Advanced Learners are given challenging assignments
- They are entrusted with giving Demonstration Lessons to the Peers.
- Students are given the role of anchoring and organizing the Programmes.
- Projecting them as team leaders.

Individual Projects

- Selected students prepare Self Instructional Materials (SIM) and Linear and Branching Programme.
- The students also prepare Low Cost Teaching Aids.
- They are assigned to take up Action Research Project.

Simulation and Peer Teaching:

- Each student gives 6 micro teaching lessons in simulated conditions.
- They also give 02 innovative lessons, one of which is technology integrated lesson and the other one is concept attainment model of teaching.

Role Plays:

- The students participate in role plays such as Mock- parliamentary Session and Mock Polling with EVM.
- The students prepare Lesson Plans on role playing model of teaching.

Block Teaching:

- Block Teaching is practiced

2. **How 'learning' is made student-centred? 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?**

   Process of learning is made student-centric by following methods and approaches:

   - Classroom discussions where teacher and students freely engage in interactions.
   - Students are encouraged for participatory learning activities. Opportunities are provided for development of skills through Group Discussions and Seminars.
   - Practical based and task based assignments are undertaken by students.

- Students carry out Small Educational Research Survey and Case Studies etc.
- Students are actively involved in community work programmes.
- Students prepare teaching aids like improvised apparatus, models, charts, OHP sheets, PPTs.
- Attending Personality Development Programme and ICT Training.
- Visit to educational institutions are organized to enrich their learning experiences.
- ICT enabled teaching.

The above activities develop intellectual capacity and contribute to self-management and skill development.

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

The following instructional approaches and experiences are provided to ensure effective learning:

- OHP Transparencies and audio-visual aids are used in the classrooms to make the lesson more effective and interesting.
- Assignments are given to the students.
- Demonstration method is adopted.
- Group discussions are organized.
- Class-room website method is used.
- Interactive sessions are held in the classroom.
- Practicing teaching in simulated conditions using OHP, Slide Projector, LCD Projector and Interactive White Board are used.
- Students make use of concept attainment model in simulated condition is carried out by student teachers in practice teaching.
- Brain storming technique of teaching.
- Team Teaching.
- Preparing and using self instructional material (SIM).
- Follow project method of teaching.

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,

- A workshop on models of teaching was organized to provide training to B.Ed. and M.Ed. students by Dr. Srikantha Swamy, Research Officer, Christ University, Bangalore.
- Accordingly, the students follow concept attainment model in simulated conditions.
- Each student give one lesson in concept attainment model.
- As per the University requirement, each B.Ed. student has to give innovative lesson in each method. In one method the student teacher has to write the lesson plan on concept attainment model and give the lesson in simulated conditions.
- M.Ed. students present Seminars on models of teaching belonging to four families.

5. Do 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.

Yes,

As per the University requirement each students has to give micro-teaching lessons prior to practice teaching programme. The students practice the following 6 micro-teaching skills:

- Skill of Introducing the Lesson.
- Skill of Explanation.
- Skill of Questioning.
- Skill of using Blackboard.
- Skill of Illustrating with Examples.
- Skill of Stimulus Variation.

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

    -   The student teachers are oriented on writing lesson plans.

    -   A workshop on "Lesson Plan" is organized wherein all the staff present a theoretical explanation regarding various dimensions of lesson plan.

    -   Two demonstration lessons in each method are given by the faculty, senior teachers and past students of practicing schools.

    -   Students are allotted lessons in schools.

    -   Each student is required to give 4 lessons in each method in I-Semester. In the first phase of teaching only one lesson in each method is given by student in one week. The same is observed by the teacher educator. In the concluding session, the performance of teaching is analysed and feedback is given to the students for corrective measures.

    -   In the second phase of teaching, students give remaining three lessons in each method after writing lesson plans and getting approval from the respective method-master.

    -   During this intensive teaching session, each student gives one lesson   per day as per   school time-table. They are observed by teacher-educators and school teachers. Everyday a discussion is held where their strength and weaknesses are analysed and suggestions are given for improvement.

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

    As per the University requirement, each student has to give 16 lessons i.e. 8 lessons in each method during II-Semester. Out of these, student gives 6-8 lessons as   stray   lessons.   Remaining   lessons   are   allocated   for   Block-teaching programme.

    Block-teaching is the duration of training where student-teachers are assigned the responsibilities of regular school teachers. After announcement of groups and schools they have to undertake block-teaching. The students themselves prepare the time-table as per the school time-table with the help of method master. The prepared time-table and request letter are sent to the practice teaching schools.

Students are instructed to seek the units from school teachers. The students take the units in such a way that they can give unit lessons in each method.

After writing lesson plans and unit test and achievement test, the students are sent to schools. During Block-teaching, student-teachers are engaged in the following activities:

- Conducting the assembly session.
- Giving their respective lessons.
- Notifying and conducting cultural activities and sports activities.
- Holding Bhatia test of intelligence, RPM and HSPQ.
- Preparing manuscript magazine with the help of school students.
- Conducting unit and achievement tests.
- Organizing and conducting valedictory function where the students prepare invitation cards, programme list, distribute prizes and release manuscript magazine. Lastly, they hold cultural programmes.

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

Yes,

- The time- table is prepared in accordance with practicing schools.
- The students are provided with detailed instructions regarding selection of unit, length of unit and other preparations with the help of method master and respective school-teacher.
- Further, the students are guided by the school teacher to seek units and teaching aids etc.,

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

The student teachers are prepared to cover the diverse learning needs of the students in schools in the following ways.

- Lesson plans are prepared as per the academic level of learning of practice teaching school students.

- Selection of teaching method and use of teaching method is done as per the needs of the students.
- Socio-economic status and gender issues are considered in teaching. .
- Interactive activity is used.
- The student teachers are prepared to make use of Multimedia tools to make the teaching learning process enjoyable.
- In addition, they also advise the use of graphs, charts and maps to heterogeneous groups.

    Thus, the Institute prepare competent student teachers to address the needs of the school students.

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

    Student teachers are encouraged to use technology such as:
- Audio-Visual aids.
- Power point presentations, mobile phones, smart boards, OHP, Computer, Internet, LCD projector and slide projector etc.

2.4   Teacher   Quality

1. What is the ratio of student-teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?
- The college has 16 identified practice teaching schools.
- The ratio of student teacher is 1:11.
- The decision has been taken on number of method masters.

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

a. Feedback on Theoretical Learning:
- Tests and assignments are conducted periodically.
- Feedback on their performance is intimated.
- Improvement is suggested through using library resources, preparing learning points and examination skills.
- Remedial classes are conducted and personal counselling is done.

b. Feedback on Practice Teaching:

- Discussion is held on each practice teaching day.
- The method master gives feedback to students regarding their lessons.
- Each minute aspect/ skill of teaching is identified and the lesson is criticized.
- The observations of the lesson are written on the back page of lesson plan.
- The peer members of the group also participate in the discussion.
- The student-teacher is asked to improve on specific aspects.
- The lesson is observed by the school teacher is discussed and suggestions are made for the improvement.

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

- Student teachers are updated on the policy directions and educational needs of the schools through Government notifications and newspapers.
- Meetings are convened from time to time to update the policy matters of DIET.
- In the I-Semester before the commencement of practice teaching, the Heads of practice teaching are invited to the college. A meeting is held in the lecture hall. The heads of the schools provide information about their respective schools and needs of their schools.

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

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

- Discussion with the heads and teachers of practicing schools.
- Using library resources like magazines and journals.
- Organizing, attending and presenting paper at workshops/ seminars/ conferences.
- Use of internet.
- Acting as resource persons to schools/colleges.
- By being membership to various Academic Bodies/Organizations.

- Participating in programmes organized by DIET and CCRT.
- Through electronic and print media.

  Thus, the students and teachers keep pace with the developments in education.

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

The BLDE Association and the college motivate and encourage its faculty to participate and organize in various academic activities.

- All the members are motivated to pursue and complete Ph.D. / M.Phil.
- Faculty members are encouraged to undergo faculty development programmes of UGC–ASC, CCRT India, Orientation programmes and Refresher courses.
- Encouraged to participate and present papers at National/ International Conferences/Seminars/ Workshops.
- To publish Research Articles in renowned journals and writing books.
- Faculty members of the college act as resource persons in various academic activities conducted by other colleges, University, DIET and SSC.
- Time-to-time promotions are given on the basis of their performances.

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

Yes,

- Ph.D. awardees are felicitated.
- Promotions are given on the basis of performance.

2.5 Evaluation Process and Reforms

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

- The institution regularly collects feedback from the students.
- A proforma is provided to the students to collect information regarding the evaluation of the course, the curriculum, teaching methods and environment of the college infrastructure and access to technology.
- Formal and informal discussions during the meetings of college union secretaries, PTA meetings are taken into consideration for improvement.
- The necessary facilities are provided in the college for effective student learning after the feedback.
- Students are encouraged to use technological devices like internet, OHP, Slide projector, LCD, Smart board at the time of giving seminar and innovative teaching and practice teaching.
- Grievance cell addresses the grievances of the students.
- Barriers to learning are identified through suggestions box and measures are taken to redress them.
- The institution has a Ladies Cell through which the barriers of teaching-learning, personal and health issues are discussed.

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

Internal Assessment

- Each theory paper is of 100 marks wherein 20 marks are for IAS and 80 marks for Semester end examination.
- Further 10 marks are allotted for test and 10 marks for assignment.
- In MOT paper, theory is for 75 marks wherein 25 marks are for IAS and 50 marks for semester end examination, of the 25 IA marks 10 marks are for test, 10 marks for assignment and 5 marks for participation in group activities.
- Each theory paper is of 3 hours duration whereas IA test is for one hour duration.

- IA test of 25 marks are reduced to 05 marks.
- Surprise tests are also held.
- Thus, the students are evaluated 06 times in each semester with continuous evaluation in practice teaching.
- Apart from these evaluations the students are also awarded grades for SUPW/CTC/Sports and Games etc, activities.

Internal Assessment Components and Marks

a. Theory

I-Semester

Paper	Test-1 Marks	Assignment-1 Marks	Participation in Group Activities	Total Marks
Ed$_1$ S$_1$	10	10	---	20
Ed $_2$ S$_1$	10	10	---	20
Ed$_3$ S$_1$	10	10	---	20
Ed$_4$ S$_1$	10	10	---	20
Ed$_5$ –MOT-1	10	10	5	25
Ed6-MOT-2	10	10	5	25
Ed$_9$ – CE	10	10	---	20

II-Semester

Paper	Test-1 Marks	Assignment-1 Marks	Participation in Group Activities	Total Marks
Ed$_1$ S$_2$	10	10	---	20
Ed$_2$ S$_2$	10	10	---	20
Ed$_3$ S$_2$	10	10	---	20
Ed$_4$ S$_2$	10	10	---	20
Ed$_5$ –MOT-1	10	10	5	25
Ed6-MOT-2	10	10	5	25
Ed$_{10}$ – OPT – 2	10	10	---	20

b. **Practice Teaching**

The activities and the allotment of marks for Practice teaching in each Method of Teaching School Subjects (Ed$_7$ & Ed$_8$) are as follows:

Sl. No.	Particulars	Semester – I		Semester – II	
		Marks		Marks	
1	Micro teaching under simulated conditions(3 skills without overlapping)	9 (3x3)			
2	Lesson Planning	8 (4x2)	(4 lessons) (2 best lessons to be considered for evaluation)	16 (4x4)	(8 lessons) 3 best + 1 criticism lesson to be considered for evaluation)
3	Lesson Teaching (Including Teaching Aids)	8 (4x2)	(4 lessons) (2 best lessons to be considered for evaluation)	16 (4x4)	(8 lessons) 3 best + 1 criticism lesson to be considered for evaluation)
4	Innovative Teaching (simulated) 1. Model of Teaching or 2.Integrating Technology in Teaching			8 (1x8)	One lesson
5	Unit Plan			10	
6	Resource Unit/Instructional Kit/ Work book/ Working models *			20	
7	Construction of Achievement Test (50 items)			20	
8	Administration of Achievement Test and Interpretation of Test Scores			5	
9	Observation Record (Minimum of 30 lessons)			5	
	Total	**25**		**100**	

c. Community Orientation and Co-Curricular Activities

In addition to the above practice teaching components, each student teacher participates in the following activities (Ed_{11}) and submits a report in respect of each item:

- Socially Useful Productive Work (SUPW)

- Co-curricular Activities (CCA)

- Physical Education / Games (PE/G)

- Citizenship Training Camp (CTC): The CTC aims at fostering qualities like collective work, co-operative living, fellow feeling, like-minded towards rural culture etc. among student teachers. The college arranges such activities in CTC that foster the above orientations. The CTC is exclusively held at a rural place by the college during first or the second semester.

These activities are graded as A, B, C, D, and E and the grades for these activities are shown in the marks card. The grade elaboration is as follows:

A – Excellent

B – Good

C – Average

D – Fair

E – Poor

Scheme of Examination

(Term end evaluations)

There is a University Examination at the end of each semester.

B.Ed. Course Scheme of Examination:

I-Semester

Sl. No.	Paper	Paper Title	Instructional Hours per Week	I.A.	University Examination	Total
1	Ed$_1$ S$_1$	Philosophical and Sociological Foundations of Education	4	20	80	100
2	Ed$_2$ S$_1$	Understanding Learning and Motivation	4	20	80	100
3	Ed$_3$ S$_1$	Educational Technology	4	20	80	100
4	Ed$_4$ S$_1$	Skills and Strategies of Teaching	4	20	80	100
5	Ed$_5$ MOT-1	Methodology of Teaching – 1	3	25	50	75
6	Ed$_6$-MOT-2	Methodology of Teaching – 2	3	25	50	75
7	Ed$_7$ – PT-1	Practice Teaching – 1		25	-	25
8	Ed$_8$ – PT-2	Practice Teaching – 2		25	-	25
9	Ed$_9$ – CE	Computer Education	4	20	80	100
	Total		**26**	**200**	**500**	**700**

II-Semester

Sl. No.	Paper	Paper Title	Instructional Hours per Week	I.A.	University Examination	Total
1	Ed$_1$ S$_2$	Education in Emerging India	4	20	80	100
2	Ed$_2$ S$_2$	Understanding Personality and Human Abilities	4	20	80	100
3	Ed$_3$ S$_2$	Educational Management	4	20	80	100
4	Ed$_4$ S$_2$	Curriculum and Evaluation	4	20	80	100
5	Ed$_5$_ MOT 1	Methodology of Teaching – 1	3	25	50	75
6	Ed$_6$ – MOT 2	Methodology of Teaching – 2	3	25	50	75
7	Ed$_7$ – PT-1	Practice Teaching – 1		100	50	150
8	Ed$_8$ – PT-2	Practice Teaching – 2		100	50	150
9	Ed$_{10}$ – OPT-2	Any one of the subjects mentioned below: 1. Value Education 2. Environmental Education 3. Population Education 4. Human Rights Education 5. Action Research 6. Guidance and Counseling in School 7. Educational Planning and Finance 8. Quality Assurance in Education 9. Health and Physical Education	4	20	80	100
	Total		**26**	**350**	**600**	**950**

The composition of theory and internal assessment for each paper is 80 and 20 marks respectively except in the case of MOT wherein it is 50 and 25 marks respectively.

Practical Examination

- The University conducts practical examination in teaching one lesson in each of the subjects of practice teaching offered by the student under MOT-I and MOT-II at the end of the second semester. Each lesson is observed fully and assessed by internal and external examiners.

- Thus the performance of the student in I and II-Semesters is assessed both internally and externally.

Theory Examination – Question Paper Pattern

Pattern of Question Papers for B.Ed. papers Ed_1, Ed_2, Ed_3, Ed_4, Ed_9 and Ed_{10} (duration of examination-3 hrs)

Section	No. of questions to be answered	Marks per question	Total marks	Nature of objectives to be covered
A	12 Questions out of 15 questions to be answered	5	60	Knowledge / Understanding / Comprehension type questions. Each should answer in not more than one page.
B	2 Questions with internal choice	10	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages
		Total	**80**	

For B.Ed. papers Ed$_5$– MOT– 1, and Ed$_6$– MOT– 2 (duration of examination- 2 hrs)

Section	No. of questions to be answered	Marks per question	Total Marks	Nature of objectives to be covered
A	5 Questions out of 8 questions to be answered	2	10	Secondary School subject - Methodology of Teaching application type questions. Each should be answered in not more than one page.
B	4 Questions out of 6 questions to be answered	5	20	Knowledge / Comprehension type questions on theory of methodology. Each should be answered in not more than 1 page
C	2 Questions with internal choice	10	20	Understanding/ comprehension analysis. Synthesis, Evaluation type questions on theory of methodology. Each should be answered in about 2 to 3 pages
		Total	50	

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

- Class tests are conducted and results are communicated to the students and suggestions are made for improvements.
- Internal tests are held every semester and results are displayed on the notice board. Students with low performance are provided with suitable remedial teaching.
- After practice teaching lesson, discussions are held and suggestions are made.
- During micro-teaching, feedback is provided to the students through the supervisors, peers and mechanical devices.

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

- Assessment and evaluation of class tests and assignments are done by the teaching staff, results are maintained in the computer.
- Results of IA's are maintained in the computer.
- Feedback is provided by mechanical devices.

2.6. Best Practices in Teaching-Learning and Evaluation Process

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

- OHP and IWB, LCD Projector are regularly used by all the faculty members during theory classes and workshops.
- Students are trained in Concept Attainment model of teaching.
- Students are trained to use Interactive White Board.
- Students visit residential schools like, Sainik School, Jawahar Navodaya Vidyalaya, Kendriya Vidyalaya and Murarji Desai Residential Schools, where they study in detail the structure, functioning and development of the school.
- The Institution organizes from time to time State and National Level Workshops and Conferences so as to enable the staff and students to acquaint themselves with recent developments in the field of education.
- ICT Integration for Qualitative Improvement of Teacher Training Programme is held.
- Providing Comprehensive School based Experiences to Student Teachers.
- Classroom website is used.

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

The college adopts new methods and approaches for transacting curriculum.

- The faculty members make use of instructional approaches like team teaching, SIM, Programmed instruction material, use of Question Bank for setting the question papers etc…
- Technological devices like – OHP, LCD, Slide Projector and Interactive White Board are used in the teaching-learning process.
- Students use computers and Internet for preparing their assignments and project works. They also prepare CDs to be used while practice teaching.

BEST PRACTICE – I:

Title of the practice:

"ICT Integration for Qualitative Improvement of Teacher Training Programmes"

Need Addressed and the Context

Teachers spend most of their classroom time on input and output phase and thus get less time for process phase. Use of ICT integration help in the process phase. Digital content, animations and videos make lessons rich and interesting. Students understand things easily. Today's need is pooling of learning resources, e-content, open source material on net for free use to teachers and students. It is in this context that the institution decided to extensively use ICT in all its processes and deploy the required technology.

Objective of the Practice

- To create general awareness among prospective teachers about ICT.
- To develop competence in ICT and its use in teaching-learning.
- To encourage prospective teachers in using ICT for improving classroom strategies.
- To inculcate enquiry (searching) tendency for their professional development.

Description of the Practice

The ICT integration begins with the ICT Literacy Hunt programme for the newly admitted students. Initially the students are identified and grouped into two major categories i.e. ICT literate and ICT non-literate. Students are also listed on the basis of computer access at home, near by Cyber cafe, or access to computers in the neighbourhood community resource centres. The students are finally divided into groups on the basis of their teaching subjects. Each teaching subject group is further divided into smaller working groups of 15-20 students and care is taken that at least one ICT literate student is included in each group. One week generic ICT training programme is provided to all students. After that, two days' condensed ICT training is provided for the ICT illiterate group. Subject teachers orient the students about writing behavioural objectives, teaching methods, evaluation and integration of ICT in all phases of teaching and learning i.e. input, output and process. When microteaching starts, the micro lessons are recorded and used for feedback purposes. As recording of all micro lessons is not possible, it is done randomly or as needed using video camera, mobile cam, etc. A demonstration of the digital material available in library and also select Internet access is organised. It is after this exposure and orientation; the students start to plan their demonstration lessons with ICT integration. Some of these demonstration lessons are also recorded for feedback purposes. Teaching subject clubs organise competitions in preparation of transparencies, power point presentations, preparation of models, gathering relevant data from internet resources, learning objects, e-content development competition etc. Mobile ICTs are used in practice teaching at schools.

In addition, You-Tube video related to education, exposure is also provided to students. Students are motivated to attempt ICT integration during teaching practice in the schools for which OHP, Laptops and slide projector, mobile and LCD projector, and interactive white board are made available to the students. Conducting quizzes using ICT is compulsory for every student. Emphasis is laid on the development of learning resources and e-contents for ICT integration in teaching learning. Students are encouraged to use digital material and encyclopaedias available in the library in their teaching practice lessons. However, the use of ICT integration during teaching practice in schools has been a challenge due to low deployment of technology in schools and many other reasons.

Obstacles faced and strategies adopted to overcome them:

Initially the use of ICT integration for qualitative improvements of a teacher training programmes faced hurdles.

❖ Lack of exposures to ICT teaching-learning.

❖ The students had poor knowledge of use of ICT such as computers, LCD projects, Smart board, Internet etc.

The institute adopted several strategies to overcome these obstacles, workshop was conducted on ICT teaching-learning.

The students were trained in basics of computer. The college conducted training in integrating You-tube videos in teaching-learning. They were also trained in PPT preparation and presentation.

The Impact and Outcome

One main hurdle is that majority of the students admitted in B.Ed. have poor knowledge of ICT. In one year course of B.Ed. where normally only 15% of the enrolled students are ICT literate, most of the time is spent on ICT literacy training. Added to this the content knowledge of teaching subjects is also poor and this takes away some more time to improve. The course being of one year duration it needs lot of additional efforts and time beyond the regular schedule to achieve the objectives. The B.Ed. syllabus provided by the affiliating university has included ICT literacy and included ICT inputs in various teaching subjects. Availability of electricity and the required technology is also a problem particularly in practice schools. Some teacher educators also need training in ICT integration. However, the outcome of the efforts is that, many students get good placement due to their exposure to ICTs. The faculty of the college also has developed some software in their Ph.D. studies in the school subjects of biology and geometry which has earned considerable reputation and recognition to the Institution, in the university level.

The Resources

Financial resources for providing training to staff and technology deployment are generated by the institution and BLDE Association's some financial grants are received by UGC under the plan grants for equipment purchase. However, much has to be invested on improving the bandwidth, as the present bandwidth is not sufficient

for the institution. Faculty development programmes are organised from time to time. Training and workshops by experts from specialized institutions are organised in the institution from time to time. Institution motivates teachers to attend conferences, seminars and workshops external to the institution for enrichment and exposure to new developments.

Best Practice – II

Title of the Practice: **"Providing Comprehensive School Based Experiences"**

Practice teaching is an integral part of B.Ed. programme. Keeping this in mind the institution plans carefully the practice teaching sessions to be undertaken by student teachers throughout the year. For this purpose the college has selected 16 reputed practice teaching schools. These schools are located in different areas of Bijapur city. One school is located in slum area, the schools have different management systems such as government and aided. Four of these are girls' schools, one Boys' school and others are coeducational. Our students can give lessons in different languages like Kannada, English, Urdu and Marathi.

Need Addressed and the Context

The purpose of practice teaching is to provide first hand experiences in teaching to school students. As such the student teachers have to be trained in all the required dimensions of teaching profession. Along with instructional functions, the students should have training in activities like conducting assembly, preparing charts, models etc. in organizing sports and games activities, conducting and evaluating tests… etc. Today's teacher has manifold responsibilities of developing all round personality of the students, keeping this requirement in mind the institution organizes practice teaching sessions.

Objective of the Practice

The objectives of the practice are as follows:

- To train student teachers to use different methods of teaching.
- To enable the student teachers to prepare and use charts, models, and improvised apparatus.
- To enable the student teachers to construct balanced question papers.
- To train the student teachers in organizing and conducting tests.
- To enable the student teachers to prepare time table.
- To enable the student teachers to conduct psychological tests.
- To train the student teachers to organize and conduct sports and games.
- To train the student teachers to organize and conduct cultural and literary programmes like speech and essay competitions, singing competitions etc.
- To train the student teachers to organize and conduct functions.

Description of the Practice

Student teachers are required to give 24 lessons (8 lessons in the I-semester and 16 lessons in the II-semester). During I-semester students are provided with pre-practice teaching experience in the form of micro-teaching, Students practice 6 skills in their respective 2 methods. After micro-teaching sessions, a workshop on lesson planning is held where each aspect of lesson planning is explained to students. Demonstration lessons in all the methods are given by faculty members and also by the past students. In the next phase students are allotted to different practicing schools. In the I-semester students concentrate on their instructional role. Their lessons are observed by faculty members and school teachers. During II-semester students are oriented in preparing resource unit, unit plans, unit test and achievement test. Block teaching programme provides an opportunity for students to take up responsibilities of regular teachers. Along with giving lessons student teachers take-up other curricular and co-curricular activities. They select students for conducting psychological tests like, Bhatia's test, RPM test and HSPQ. etc. They implement unit plan and construct question papers to conduct unit tests and achievement tests. They notify the students about organizing various sports and cultural activities and

according hold them under the guidance of method master and school teachers. They prepare invitation cards; invite guests for the valedictory function. They themselves organize and conduct this function. Thus the student teachers are trained in all the dimensions required of a good teacher.

The Impact / Outcome

The Institution plans and implements practice-teaching sessions keeping in mind the requirement of an effective teacher. The result of this is evident in the fact that majority of our students secure jobs in government and private schools, there is demand from schools for our student-teachers to be recruited as teachers.

The Resources

The physical infrastructure of the practice teaching schools are utilized by student teachers during practice teaching. There are class rooms, laboratories, libraries and play grounds necessary for practice teaching. The students make use of all the available teaching aids like maps, science equipments and sports materials. Financial resources needed to organize function, distribute prizes, conducting tests are contributed by the student-teachers themselves.

Human resource in the form of method masters and school teachers are essential for planning and implementing teaching activities. Method master guide the student-teachers in selecting units, writing lesson plans and preparing teaching aids. They also help the student-teachers to prepare unit and achievement tests, conduct cultural activities and function. The school teachers observe some lessons; provide teaching aids available in their schools.

1. **What are the main evaluative observations/ suggestions made in the first assessment report with reference to** *Teaching Learning and Evaluation* **and how have they been acted upon?**

Evaluative observations	Acted upon
The college calendar needs improvement	Well planned college calendar is prepared indicating curricular and co-curricular activities for the academic year.
The M.Ed. programme needs improvement based on job profile of teacher educator.	The weightage to theory and practical's is specified by the University. The M.Ed. students are provided with the opportunity of carrying out the duties of B.Ed. Lecturers. This includes their participation in micro-teaching workshop, lesson plan workshop, observing lessons in practice teaching schools etc.
Curriculum transaction is by and large lecture based, information oriented interactive and cooperative group learning techniques need to be used by the faculty	For curriculum transactions different methods of teaching are adopted by the faculty members. They use ICT devices, small group interactions, panel discussions, Smart board, slide projector, brain storming and demonstrations etc
Theory transaction may highlight pedagogic implications as a regular feature	Efforts are made to reflect theory transactions in pedagogy by using ICT devices, Audio-Visual techniques, cooperative learning, team teaching and individualized instructional techniques.

Practice teaching time table indicates that 16 lessons (4 in each period) in 3 hours duration in each school. It needs greater attention and systematic planning	Practice teaching sessions are carefully planned, 10 to 12 students are allotted for each school and time table is prepared as per school time table. In first phase of teaching only one lesson is allotted in one period. In the subsequent phases in each period one or two lessons are allotted which are observed by the method master and the school teacher
Trainees are yet to be exposed to learner centered teaching techniques	Presently, students are encouraged to use learner centred teaching techniques such as, Inductive, Deductive, Demonstration, Concept mapping and Laboratory method.
M.Ed. programme does not have programme objectives.	The University has clearly specified well designed programme objectives.
Evaluation techniques need a variety to do justice to these objectives	The institute uses different evaluation techniques for assessing M.Ed. Students. They include assessing assignments, seminars, preparing learning materials and internal tests. University has adopted CBCS for M.Ed. course.
ICT facilities need to be used more frequently by the students	The students make extensive use of ICT devices like Computer, Internet, LCD and Interactive White Board (IWB). Students make use of OHP, LCD, Mobile phones and Interactive white Board while giving lessons.
The faculty needs to switch over to the use of ICT for storing information regarding student assessment.	Tests and assignment results are maintained in the computer by the faculty.

Enrichment of class lectures and to prepare course outlines in CD.	Faculty members make use of OHP Transparencies, PPT-CDs, CD-ROM, Slides, online internet with LCD projector and interactive white board and have prepared CDs also.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Quality sustenance and enhancement measures include the following:

- Establishment of IQAC Cell in September 2007.
- Feedback on teaching learning process is collected at the end of the course from the students and their suggestions are implemented.
- Faculty members are encouraged to attend faculty development programmes.
- Enhanced ICT facilities for teaching learning i.e. online internet with LCD projector and interactive white board.
- Encouraged the faculty to publish articles, books and to organize State and National Level Seminars and Conferences.
- Increase in the number of Ph.D. /M.Phil.
- The faculty act as guide to the Research Scholars.
- The management provides "Seed Money" to carry out Minor Research Projects.
- Established INGOU Regional Centre.

    The Institution is publishing a Journal entitled "B.L.D.E.A's Journal of

3.1 Promotion of Research

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

The institution motivates its teachers to take up research in the following ways:

- The Management makes efforts to promote research culture among the staff and students by providing incentives like "Seed – Money".
- The college promotes faculty participation in research activity by providing the laboratories, library, computers and internet facilities.
- Teachers are encouraged to register for Ph.D and M.Phil.
- Provision for leave to pursue research.
- The institution encourages its faculty members to attend research related workshops, seminars and conferences.
- College promotes to participate and present paper by the teachers and students at National and State level seminars.
- Institution has applied for Research Center at Rani Channamma University, Belgavi.
- Institution motivates the teachers to apply for UGC sponsored MRPs.
- Encourages to assign live projects to the students.
- To publish research papers in the referred journals.
- To motivate them to be research guides.

2) What are the thrust areas of research prioritized by the institution?

The following are the thrust areas of the research prioritized by our institution:

- Research related to Educational Administration.
- Teacher Education.
- Secondary Education.
- Primary Education.
- Women Education.
- Research related to Psychological perspectives.

- Research related to Educational Technology and Information Communication.
- Special Education.
- Guidance and Counselling in education.

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

Yes,

- The Institution encourages the action research.
- Action Research is one of the optional subjects for the B.Ed course.
- Students have undertaken action research projects guided by our staff members.
- During the block teaching programme students undertake action research on school subjects and other school related problems.

Details of some of the Action research undertaken by staff and students

- Title of the problem: "Effect of Technology on Enthusiasm for Learning Science"
- Technology plays an important role in developing interest for learning science.
- Title of the problem: "Improving Computational Skills using Vedic Mathematics"
- **Outcome:** It shows that vertical cross wise sutra of Vedic system could be practiced to improve the speed and accuracy of the students in doing calculations. It is the primary objective of the mathematics. It helps to calculate 10-15 times faster and increases concentration.
- Title of the problem: "Using Concept Maps in Biology Lessons"
- **Outcome**: Concept map evaluation showed a steady increase in the quantity and quality of the information on the concept map.

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

The details of the Conferences/ Seminars/Workshops attended by the faculty members in the last five years are as follows:

Details	Number
International Conferences/ Seminars	34
National Conferences/ Seminars	94
Workshops	15
Symposia	05

The details of the Conferences/Seminars/Workshops organized by the faculty in the last five years are as follows :

DETAILS	NUMBER
National Conference	01
National Seminar	01
Workshops	05
State level workshop	01

National Conference/Seminar:

- The Institution has organized National Conference on "Technology Mediated Learning for Professional Development of Personnel at Teacher Education Level" on 21st – 22nd August 2010.

- The Institution has collaborated with S.B. Arts and KCP Science College, Bijapur in organizing UGC sponsored National Seminar on the topic "Challenges in Higher Education: Curriculum Development and Examination Reforms in Global Context" on 8th & 9th April 2011.

State Level Workshop:

- One Day State Level Workshop was organized on "How to Write Research Articles and Innovative Teaching" on 28-7-2010.

Workshops:

- The Institution has organized workshop on Personality Development and Life Skills on 25-08-2007.

- A workshop on "Micro Teaching for D.Ed college Lecturers" was organized in collaboration with DIET Bijapur, from 15-02-2008 to 19-02-2008

- One day workshop on "Effective Communication Skills" was organized for B.Ed college lecturers of Bijapur and Bagalkot districts on 18-3-2008.

- One day workshop on "Psychological Tests and Experiments" was conducted for B.Ed college Lecturers of Karnataka University, Dharwad on 29-04-2009

- The college has organized workshop on "Intended Tenth Standard Question Paper for Secondary School Teachers". The resource person was Dr.S.Shrikanth Swamy, the Chairman of Question paper review committee appointed by Government of Karnataka.

3.2   Research and Publication Output

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

The details of the instructional and other materials developed and used by the institution for enhancing   the quality of teaching during the last three years are as follows:

Usage of Labs:

The well equipped laboratories like Science laboratory, Psychology laboratory, Education Technology laboratory, Language laboratory and Computer laboratory help the students to understand the practical applications in the curriculum.

Audio and Video Aids :

The institution has audio and video aids for teaching-learning processes.

- Students and teachers use Interactive Board for teaching.

Instructional materials developed:

- Developed Self Instructional Material (SIM).

- Computer Assisted Instructional material developed.

- Created website.

- Students prepare flex teaching aids, CDs for their lessons

- The teachers and students prepare the transparencies for the classroom teaching.
- The teachers and students prepare Power Point Presentation for classroom teaching.
- College is publishing biannually BLDEA's Journal of Education and Research.

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

   The Institution has necessary facilities within the institution for the development of related instructional materials to enhance quality teaching. They are:

• Computers.	• LCD Projectors.
• Internet Connectivity.	• Interactive Board.
• Over Head Projectors (OHP).	• Audio Video Cassettes and CD's.
• Well stacked Library.	• Slide projector.
• Multi-purpose Hall.	• Photocopy machine.
• Well Equipped Laboratories.	

   - The above mentioned facilities are used to develop effective instructional materials for enhancing quality of teaching and in practice teaching.
   - Students are allowed to browse internet to know the latest development of instructional materials.
   - Subject experts from outside also teach the students to prepare teaching-learning materials.
   - CD's prepared by teachers and teacher educators are made available to the students.

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

   The institution has developed the following ICT / technological instructional materials during the last five years.

   - Self-Instructional Materials (SIMs).
   - Printed Materials (Transparencies).
   - Low cost teaching Aids.

- Audio – Visual Materials.
- Multi-media Materials.
- Computer aided instructional materials.
- Power Point Presentation using LCD Projector
- Question Bank.

4. **Give details on various training programmes and / or workshops on material development (both instructional and other materials)**
   a) **Organized by the Institution.**
   b) **Attended by the Staff.**
   c) **Training provided to the Staff.**

   a) **Training Programmes organized by the Institution:**
   - Workshop on "How to Write Research Articles and Innovative Teaching" for teacher educators and M.Ed. (P.G) students.
   - The Institution organized National Conference on "Technology Mediated Learning for Professional Development of Personnel at Teacher Education Level" on $21^{st} – 22^{nd}$ August 2010.
   - A Workshop on "Micro Teaching for D.Ed college Lecturers" was organized in collaboration with DIET Bijapur, from 15-02-2008 to 19-02-2008.
   - One day workshop on "Psychological Tests and Experiments" was conducted for B.Ed college Lecturers of Karnataka University Dharwad on 29-04-2009

   b) **Training Programmes attended by the Staff :**
   - Dr. V.D. Aiholli has participated in writing SIMs to M.A. (Education) course, held at Kuvempu University, Shivamoga.
   - Dr. A.V. Bamagond has participated as Resource Person in writing 'Training Module' on the subject Guidance and Counseling in Education, organized at CTE, Jamakhandi.
   - The following faculty members
     i) Dr. V.D. Aiholli , ii) Dr. A.K. Geetha iii) Dr. M.B. Kalamadi
     iv) Dr. A.V. Bamagond v) Dr. B.Y. Khasnis have set Question Bank project organized by Staff Selection Commission, Govt. of India, Bangalore.

c) **Training Programmes undergone:**

- Training has been provided to the staff on- "How to Use Interactive Board"
- Tally, Computer Training and English Communication Training has been provided to the non-teaching staff.
- Faculty members attended Faculty Development Programme on -'Getting Ready for Reaccreditation' organized by A.S.P. College of Commerce, Bijapur.

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

List of the journals in which the faculty members have published papers in the last five years:

- Edutracks.
- GCTE   Journal of Research and Extension in Education.
- Research Analysis and Evaluation.
- Orient Journal of Law and Social Sciences.
- Edu Search.
- Journal of Educational Studies.
- Shodha Sameeksha Aur Mulyankan.
- Dimensions of Education.
- Shikshan Soudh

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

- Prof. M. S. Hiremath has been awarded 'Shree Guru' Prashasthi from the organization Vijay Prakashan, Nalatawad, Tq: Muddebihal, Karnataka, for his outstanding performance in the education field as a teacher.
- Dr. V. D. Aiholli has been certified as "Ideal Chairman" from Karnataka University, Dharwad for Smooth conduct of Central Evaluation of B.Ed exam.

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

- Under the guidance of Dr. V.D. Aiholli , DIET, Govt of Karnataka, Bijapur has completed research project 'NPEGEL', in the year 2007-08.

- Staff members have applied for Minor and Major Research Projects under UGC XI plan.

- Faculty members have undertaken Research Projects financed by B.L.D.E. Association, Bijapur.

3.3. Consultancy

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

05 faculty members are engaged in honorary consultancy services.

The following staff members have provided honorary consultancy to different institutions like -

1) Dr. V.D. Aiholli to

- Sarva Shikshan Abhiyan (SSA) Z.P. and DDPI, Bijapur

2) Dr. M.B. Kalamadi to

- REMS, DIET, Bijapur

3) Prof. M.S. Hiremath to

- S.V. Sangha College of Education, Nalatwad.

- Smt. Rajeshwari Karpuramath D.Ed. College, Bijapur

4) Dr. A.V.Bamagond to

- IL and FS - Education and Technology Services Ltd., Bangalore.

- The ISSN marked Journal 'Shikshan Saudha' published by Vidyanidhi Prakashan, Gadag.

5) Dr. G.R. Angadi to

- IL and FS - Education and Technology Services Ltd., Bangalore.

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

Yes,

Faculty members of the institute are competent to undertake the consultancy.

Sl.No	Staff	Area
1	Dr. Jagadeesh . B	- Communication skills
2	Dr. V. D. Aiholli	- Sarva Sikshana Abhiyana, Primary Education and Secondary Education.
3	Dr. A. K. Geetha	- Psychology
4	Dr. M. B. Kalamadi	- Curriculum, Adolescents' problems, Mental Ability, General Intelligence.
5	Prof. M. S. Hiremath	- Educational Administration.
6	Dr. A. V. Bamagond	- Life Skills, Guidance and Counselling , Creativity, Intelligence, Research consultancy
7	Dr. B. Y. Khasnis	- Micro-teaching, Graphical Representation, Writing items on General intelligence and mental ability, Development of Educational Software
8	Dr. G. R. Angadi	- Life Skills, Micro-teaching, Innovative Teaching And Achievement Test, Development of Educational Software
9	Dr. M. B. Kori	- Skills and Strategies of Teaching.
10	Prof. Vijayakumar Palled	- Techniques of Evaluation.

- The consultancy services available in the college are hosted in college website and informed to the parents, alumni, Govt and NGOs.

3. How much revenue has been generated through consultancy in the Last five years? How is the revenue generated, shared among the concerned staff members and the institution?

The faculty members are engaged in free consultancy.

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

Not applicable as faculty members are engaged in free consultancy.

3.4 Extension Activities

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

The institution organizes various activities. They are:

- Blood Donation Camp organised in association with Lion's Blood Blank and Family Planning Association of India, Bijapur and donated 30 units of blood.

- Free Medical Check-up Camp was held to the slum dwellers on 20-04-2011 and 125 patients benefited from it.

- Visited local jail Darga and special lecture was organized to prisoners on values.

- Organized Yoga Camp from 05.04.2011 to 11.04.2011. All the staff and students actively participated and 100 members from the community also participated.

- AIDS Awareness programmes are organized every year.

- The students participated in the Anti-Corruption rally.

- Contributed Rs. 5000/- to the flood and Tsunami victims by the staff and students.

- The college organized workshop to High School Teachers on the topic "Intended 10th Standard Question Paper for Secondary School Teachers". 100 teachers participated. The resource person was Dr. S. Shrikanthaswamy, the Chairman of Question paper Review Committee appointed by Government of Karnataka..

- The college organized the workshop on 'Effective Communication Skills' on 18th March 2008, for teacher-educators of Karnataka University, Dharwad. 50 teachers benefited from the workshop.

- The college organized the State Level Workshop on "How to Write Research Articles" and "Innovative Teaching" for the B.Ed. college lecturers of Karnataka University, Dharwad on 28.07.2010. it was attended by 100 B.Ed lecturers.

- Workshop on "Personality Development and Life skills" was organized on 25.08.2007.

- One day workshop was conducted on "Psychological Tests and Experiments" for B.Ed. College lecturers of Karnataka University, Dharwad on 29.04.2009 in collaboration with Alumni.

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

List of programmes where the institution benefited from the community.

Community participation in Institutional Development.

- Various programmes launched under the auspicious of Kannada Sahitya Parishat, Ramkrishna Academy, Spandana Sahitya Balaga and endowment lectures have benefited the institution in enrichment of cultural awareness, Kannada literature, higher education, social, moral and spiritual values.

- Further, seminars and workshops organized by FPAI, State Human Rights Council (NGO) Red Cross, Adoption of High School have brought awareness in Human Rights Violation, population explosion, importance of social service, problems of adolescence and problems of slum children.

Institution-Community Networking:

The programmes carried out such as blood donation camp, free medical check-up, anti-corruption rally, yoga camp, visit to local jail, AIDS awareness with community networking have helped in bringing social awareness in the community and contribute to community development.

Institution-School Networking:

The institution has linkages with 16 practice teaching schools which have helped our student teachers in teaching skills, experience in teaching and playing the role as organizers of various cultural programmes in the school. It also helps in getting the feedback of the students' performance in the teaching.

The objective of the institute is to give back to society that nurtures and support us.

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

   - The college has envisioned to take up a project called "Achieving Literacy" in a near by village.
   - To bring Environmental Awareness among the community members.
   - To Organize Legal Awareness Camp for women in slum area.
   - To Organize "Child Rights" programme.
   - To Arrange training programme on- How to Use Interactive Board to High School Teachers.

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

   Yes,

   Faculty members have carried out survey on health and population and it is in progress.

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

   The extension activities carried out by the institution 'Citizenship Training Camp' (CTC) in the villages and slums develop social responsibilities, dignity of labour, importance of aforestation and Health and Hygiene. In addition, it inculcates sharing and caring for the downtrodden and principle of inclusiveness and equity. Further, they will get life experience and realize real-life situations in them.

3.5   Collaborations

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

The institute has formal and informal linkages with National organizations.

Family Planning Association of India: (FPAI)

- Arranged guest lectures on Health and Hygiene in collaboration with FPAI. The programmes brought awareness among the students on importance of hygiene, adolescent problems, population explosion, AIDS awareness etc.

Red Cross Society

- Blood donation camps have helped the local blood banks in saving many lives. It has created sense of noble sacrifice among the students.

All India Association for Educational Research: (AIAER)

- The linkage with this association has helped the teachers in attending and presenting papers at National and International Conferences and Seminars.
- In addition, subscription to the Journal of the Association has updated the knowledge of the teachers.
- Further, the linkages with UGC, NCTE, CCRT and NCERT have helped in faculty development programmes.

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

The college do not have formal linkages with International organization. However, a young International Scientist Prof.Chandrashekhar Biradar from Oklahama University, USA, delivered a talk on "Observing Earth from Space".

3. How did the linkages if any contribute the following?

- **Curriculum Development**
- **Teaching**
- **Training**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Student Placement**

Curriculum Development:

The association with various organizations have helped the institute's faculty members (as BoS Members) in bringing changes in curriculum.

Teaching:

Organizing guest lectures, attending and presenting papers in Seminars and Conferences have helped faculty members in their teaching methodologies.

Training:

- The college has organized various training programmes to high school teachers and B.Ed college lecturers.
- It has helped the teachers to develop organizational skills in them.

Practice Teaching:

- The College students have benefited from practice teaching schools.
- It has made the student teachers competent in teaching skills.

Research:

The Staff has undertaken Minor Research Projects financed by BLDE Association. It has developed Research Culture in the campus.

Consultancy:

- Honorary consultancy is carried out by the faculty members.
- This has helped in updating their knowledge and developed expertise in them.

Extension:

The extension activities done by the Institute have developed network with community and enriched socio-cultural values among the teachers and students.

Publications:

- A faculty member has worked as Editor-in-Chief to Kannada Sahitya Parishad.
- A faculty member is an Editorial Board Member of ISSN marked Kannada Journal 'Shikshan Soudha'.

Student Placement:

The linkages with various organizations/schools have helped in the placement of the students. Thus the linkages with various organizations have brought value-oriented changes in the institute.

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

The Institution has linkages with the school sector to assist and develop the following activities.

- The institution organizes every year co-curricular activities in the practice teaching schools such as debate, quiz, essay singing etc.
- The college organized the Inter-School Football competition to the practice teaching schools.
- The college honors the retired head masters of practice teaching schools.
- The institution organized workshop to high school teachers on the topic "Intended 10th std. question paper for secondary school teachers. 100 teachers were participated. The resource person was Dr. S. Srikantha Swami, who is the chairman of question paper review committee appointed by Govt. of Karnataka.
- At the end of the Academic year college gives award of cash prizes to each student of practice teaching schools who stands first to their school.

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 interacting regularly with practice teaching schools in designing lesson plans, time-table. In addition, organize co-curricular activities and develop creative talents among the students.
    - The Institute gets regular feedback from heads/teachers of the schools and accordingly corrective measures are taken in their teachings.

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

    The members of the faculty have rapport with the school faculty and discuss the course programmes well in advance. Every effort is being taken to improve the competencies of the student teachers.

    - The faculty members act as resource persons to schools/colleges.
    - Faculty members also attend faculty development programmes organized by other colleges.

3.6   Best Practices in Research, Consultancy and Extension

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

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

    Research:

    - 90% B.Ed. staff are Ph.D holders and they are also M.Phil holders.
    - 90% M.Ed. staff are pursuing Ph.Ds
    - Faculty members are encouraged by the Association to obtain Ph.Ds.
    - Cooperation is extended to the staff who is pursuing Ph.D by adjusting teaching schedule.
    - 04 faculty members are Research Guides to Distance Mode Universities.

- Ph.D. holders guide M.Ed students in dissertation.
- The student-teachers are encouraged to write Research Articles in the Journals and present papers at various International, State and Regional Level Seminars.
- Institution provides well equipped laboratories, advanced technological amenities to the faculty to pursue research.
- Faculty members have published many articles concerned to Regional and Global problems in National and International Journals
- Institute is publishing – B.L.D.E.A's Journal of Education and Research.
- The Institute has applied for Research Centre in Parent University.

Consultancy:
- Duty leave is granted for the purpose of consultancy and extension work.
- Staff members are motivated to provide consultancy services to Governmental organizations (GO's) and Non-Governmental Organizations (NGO's).

Extension Activities

The college through 'CTC' and various clubs have carried out many community oriented programmes such as Blood donation camps, AIDS and population awareness programmes, health and hygiene and Yoga camp.

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

Best Practice - I

Title: "Research Based Survey for Addressing Societal Issues"

The Institute is a well established teacher training institution in the north part of Karnataka with research oriented faculty. Research works/programmes are organized to develop research qualities among student teachers and expose them to the world of research.

Objectives of the practice

- To develop and instill research culture among students.
- To provide excellent opportunities for the perspective teachers- ability to solve the problems.

Need address and context

In any professional teacher training education programme, the theory learnt by the student has to be tried out in the real life situation. Research is undertaken with the purpose of providing experience to the students to develop competencies, professional attitudes, research qualities, importance of various research field and working with community.

Description of the practice

The institution at the first semester divide the students into four houses namely Takshasheela, Vikramsheela,Nalanda and Vishwabharati. In the three days 'Citizenship Training Camp' students have to conduct Research based survey on issues like.

- Environmental awareness.
- Population and health survey
- Educational and social survey.
- Literacy survey.

All the four houses conduct the survey in the rural area. Each house has a teacher guide. The students interact with village people and collect the data and analyze and prepare a brief report.

Obstacles:

It is found that some of the villagers are reluctant in giving the necessary information to the students.

Impact/Outcome:

The effort made by institution for in house research activities is to encourage the quality of research and overall knowledge enhancement of students towards research. This also exposes the students to real life situations. In this approach students involve in identifying the problems, analyzing the causes and finding the solutions objectively. This helps spirit of inquiry among the students.

<p style="text-align:center">**Best Practice – II**</p>

Title: "A Way to Enhance Scientific Approach – Projects"

Objectives of the practice:

- To enable the student – teachers to be original and explorative in their ideas.
- To facilitate the excellent opportunities for the prospective teachers – to update their scientific and technical skills.
- To develop data collection, analysis of data and analytical skills.

Need address and context:

At under-graduate level, students generally acquire only limited knowledge through lectures in classrooms, practical in laboratories and reference work in libraries. This does not expose students to real life situations. Hence, the adoption of scientific techniques, for acquiring knowledge becomes essential for students. So, initiatives were taken to include project activities in respective methods. In any teacher education programme, the theoretical knowledge has to be translated into practical life situations.

Description of the practice:

During the B.Ed. course the student teachers prepare the projects in their methodology of teaching subjects. Students' areas of interest are identified at the beginning of the course and during the practice teaching. Keeping this, the students are allotted with projects. Students are provided with necessary information to carry out the project. The students collect the information through library references and internet. Then they prepare the projects in a systematic way and use them while giving lessons. The projects prepared are on subjects like Mathematics, Physical Science, Biological Science and Geography, Kannada, and History:

Projects

- Indian scientists
- Our Universe
- Number system
- Life history of Mathematicians
- Life history of Bio scientists

- Exponents
- Recent development in Biological Science
- Metric length
- Logarithms
- History of Mathematics
- Survey of importance of local history
- Literary contributions of local poets

The impact/outcome:

This practice helps the students to develop skills like collection, analyzing and interpretation of data. It also gives in-depth knowledge in respective areas.

<p align="center">**Best Practice - III**</p>

Title: "Extension Services for Addressing Societal Needs."

Need address and context:

In spite of several programmes in the colleges, efforts towards extension activities for the welfare of the society is also looked upon such as in health check-up for slum dwellers, Yoga camp for urban people, value added talk to the prisoners, blood donation camp, AIDS awareness programmes to villagers, street plays on health and hygiene and etc are addressed.

Objective:

The main objective of the extension services is to orient the students in community services, and develop competency among student teacher educator.

Description of the practice

A free medical check-up camp was organized to slum dwellers of Darga. Shri B.M.Patil Medical College doctors were invited to render the service. More than 100 people were treated in the camp.

Yoga and pranayama was organized in the institution. All the participants were provided certificates at the end of the course

During citizenship training camp, along with the visit to District Jail Bijapur, a value added talk by Shri Shanta Mallikarjun Swamiji was organized for the prisoners.

A blood donation camp by students and staff was organized in collaboration with Lion's blood bank. More than 18 students donated their blood to save lives. AIDS awareness programmes and street plays regarding health and hygiene were organized by institution for the benefit of the villagers.

The impact/outcome:

This best practice can be regarded as "Institutional Valuable Extension Service". Students and staff have taken up this work with a sense of dedication, social commitment and service to all. This service has enabled the student teachers to get an opportunity to understand the cross section of the society.

The resources:

Financial: Institution provides financial assistance for all the above listed activities.

Human: Students and staff involve in implementing these practices.

Additional Information to be provided by Institution

opting for Re-accreditation/Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research, Consultancy and Extension and how have they been acted upon?

Evaluative Observation	Acted upon
Does not have any on going Research Projects	• Staff have applied for Major and Minor Research Projects to UGC. • 05 Staff have undertaken research projects financed by B.L.D.E. Association, Bijapur.
None has received awards or professional recognitions.	• Prof.M.S.Hiremath has received "Shree Guru" Prashasthi from Vijaya Prakashan, Nalatawad. • Dr.V.D.Aiholli has received 'Ideal Chairman' award from KUD.
Does not provide consultancy	• Staff members are engaged in honorary consultancy.

Not published print instructional and self learning material	• Staff members have published print materials and self instructional materials.
Community engagement needs to be addressed in a more meaningfully by basing it on community needs and aspirations.	• Community based programmes are organized. Some of them are Blood donation camp, Free Medical Check-up, Value based Lecture to Prisoners, Surveys and AIDS Awareness programme.
The mission statement of the college mentioned research that needs to be reflected in house activities and programmes.	• Research based in-house activities and programmes have been organized. They are Surveys, Projects, Measurement of Intelligence and Personality assessment tests.

2. **What are other quality sustenance and the enhancement measures under taken by the institution since the previous assessment and accreditation?**

Research:

- 04 faculty members have completed Ph.D in last five years and 06 faculty have completed M.Phil.
- Teachers are encouraged to pursue research.
- All the teachers have published Research Articles in Reputed Journals.
- All the teachers have presented papers at National and International Conference/Seminars.
- Organized National and State Level Conferences and Workshops.
- Published B.L.D.E.A's Journal of Education and Research.
- 04 teachers are guide to M.Phil students.
- Applied for Research Center at Rani Channamma University, Belgavi. In this regard college has submitted required information along with fee 1,25,000/-
- Faculty have undertaken Research Projects.
- In house research activities are carried out.

- 05 books are published by the faculty.
- 06 books are edited by the faculty.
- Applied for UGC sponsored MRP.
- Live projects assigned to students.

Extension:

The institute has carried out extension and outreach programmes such as blood donation, free medical check-up camp, AIDS and Health and Hygiene awareness and Yoga Camp.

Consultancy:

Faculty members are engaged in honorary consultancy services in following areas.
- Life Skills.
- Psychological Tests.
- Micro-Teaching.
- Methods of teaching.
- Innovative techniques.
- Guidance and counselling.
- Special education.
- Techniques of evaluation.
- Writing items on mental ability and intelligence.

Criterion – IV

Infrastructure and Learning Resources

4.1 Physical Facilities

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

Yes, The college is located in the sprawling campus of 6.5 acres in the heart of the city with a spacious play ground. The main building consists of ground floor and two other floors. The total built up area is 2218.20 Sq. mtrs. It has invested Rs. 80,00,000/- for developing infrastructure of the college.

- Science laboratory
- Educational Technology laboratory
- Psychology laboratory
- Computer laboratory
- Language laboratory
- 07 class rooms.
- Guidance and counselling cell
- Teaching Aids room
- In addition library, Principal chamber, multipurpose hall, staff room and administrative office are located separately.
- The provision is made for the Ladies, Gents room and general recreational hall.
- Separate cubicles for all the staff members.
- IQAC
- Vehicle parking facility opposite to the main building.
- Ladies hostel measuring 5746 sq.ft is built under U.G.C. IX plan and grant received from U.G.C. is 6,50,000/- and Management spent Rs.10,56.075/- (Total amount 17,06,075/-).
- The BLDE Association has invested Rs.80,00,000/- amount for developing the infrastructure of the college.

The below table shows the amount sanctioned by U G C under XI plan in the year 2011-12.

Sl.No	Particulars	Amount sanctioned	Remarks
1	Construction of Women hostel(Extension)	₹33,000,00/	Amount yet to be realised
2	Additional assistance to college	₹15,000,00/	Amount yet to be realised
3	Flood lighting of Volley ball /Basket ball court	₹20,000,00/	Amount yet to be realised
4	Merged schemes i. Common room and toilet room for women. ii. Book journal and equipments. iii. Career and counselling cell.	₹2,000,00/ ₹3,000,00/ ₹2,50,000/	Amount yet to be realised
5	General development grant	₹5,50,000/	Amount yet to be realised

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

In view of meeting, the need of augmenting infrastructure to keep pace with academic growth the institution has a proposed plan as follows.

- To Construct 06 rooms of (30 X 40) opposite to the main building and research centre.
- To purchase necessary furniture for the classrooms.
- Expansion and enrichment of library facilities.
- Introduction of OPAQUE system in library and E-library facility.
- Procurement of sports materials as per the growing needs of academic growth.
- Institutional plan enclosed in Annexure-9.

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

The following infrastructure facilities are presently available in the institution.

- The college play ground has 6 lanes of which of each lane is 1.22 meters area with 200 meters track.
- The total area of the play ground is 9500 sq mtrs.

Sports Facilities

- **Out door Games:**

  200 mtrs Track and Long Jump Pit, Shot-Put and Discuss Throw, VolleyBall, FootBall, Tennikoit, ThrowBall, Ball Badminton, Kabbaddi, Kho- Kho, Soft(Base)Ball, Cricket and Cycling.

- **Indoor Games:**

  Carrom, Chess, Table Tennis.

- **Yoga**

  Provision for yoga is also made in the open space.

- **Mass P-T**

  Main Drum, Side Drum, Buggule, Traingle, Marcholice, Flute.

- **Recreation**

  Flying Disc (Plastic), Lagori, Skipping, Musical Chair and funny Games.

- **Gym:-** Is shared with BLDE A's Arts and Commerce college for women.

- **Co-curricular Activities:-** The institute has a seminar hall with 100 capacity for co-curricular activities.

4. **Give details on the Physical infrastructure shared with other programmes of the institution or other institutions of the parent society or University.**

   Physical infrastructure is shares with the Parent Society and its sister institutions.

   - Gymnasium for ladies (B.L.D.E.A's Arts and Commerce College for Women)
   - Gymnasium for gents (B.L.D.E.A's Medical College)
   - Canteen (B.L.D.E.A's Arts and Commerce College for Women)
   - Playground (B.L.D.E.A's SS High School)
   - Hospital facility (B.L.D.E.A's Shri BM Patil Medical Hospital)
   - Laboratory facility (B.L.D.E.A's SS High School A, SS High School B, B.L.D.E.A's Girls High School).
   - The Institute also shared Gym/Play ground/NRI Guest House/Lawn Tennis for various programmes as and when necessary.

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)**

Health and hygiene care for staff and students:

The institute has adequate facilities on the campus and off- campus to ensure health and hygiene.

- Separate wash room for men and women.
- Ladies room for women student.
- Canteen and Gym is shared with B.L.D.E.A's Arts and Commerce College for Women.
- A room for health check-up with First aid facilities is available.
- The institute provides 150 capacity hostel facility for women with 42 rooms. It has recreational hall with TV / Carom / Chess.
- Heath and Hygiene of the Staff and students is taken care by B.L.D.E.Association's, Shri B.M.Patil Medical College which is housed in main campus.
- Further, the Medical College provides all diagnostic facilities.
- It also provides Ambulance service.

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 hostel facility for ladies only. The ladies hostel is well equipped accommodating 2-3 students in a room. There are 42 rooms with recreational facilities including sports, games and health care facility.

4.1 Maintenance of Infrastructure

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

   - **Building** -
   - **Laboratories** -
   - **Furniture's** -
   - **Computers and Equipments -**
   - **Transport/ Vehicle** -

The B.L.D.E.Association's, 'Construction Cell' carries out the maintenance of the building.

Details of maintenance of all the above are projected in the enclosed balance sheet (Annexure-26, 27)

Year	Building	Laboratories	Furniture	Computers and Equipments	Transport /Vehicles
2007-08	-	-	-	-	-
2008-09	-	-	-	-	-
2009-10	₹30,00000	-	₹20,000	-	-
2010-11	-	₹12,000	₹25,000	₹25,000	
2011-12	-	₹19,000	₹80,000	₹30,000	

The following amount is spent during the last five years..

1. Building -   ₹42,00000/-
2. Laboratories-   ₹1,42,0000/-(ET Lab)
3. Furniture-   ₹5,16,830/-
4. Computers and Equipments   ₹1,28,797/-

Details of maintenance of all the above are projected in the enclosed balance sheet.

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

- The infrastructure facilities established by the College are optimally utilized for Curricular, Co-curricular and Sports activities during working hours.
- The available infrastructure is also used for contact programme and counselling of KSOU and IGNOU's Induction Programme and Counselling as and when required.
- Competitive examinations are also conducted.
- The Seminar hall is used by other institutions of B.L.D.E. Association's for various functions.

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

- The college campus is surrounded by lush green environment with tall and shade giving trees.
- The institution makes comprehensive plan for tree plantation and campus cleanliness.
- It is the first priority to keep the campus clean and free from any kind of pollution.
- The environment issues are given the first priority to maintain its originality and grandeur.

4.3 Library as a Learning Resource

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

Yes,

- The institution has a qualified librarian with required technical and others to support the library.
- The library staff procure books recommended by the staff members.
- Further, they maintain the books, journals and computers and monitor other library materials.

The library has stacked sufficient number of Books, Journals, Magazines and Audio-Visual, Software materials.

The following are the details of learning resource materials.

Particulars	Numbers
Books	**16200**
• Text Books	1118
• Reference Books	5800
• Others	9282
• Books Title	8081
• Magazines	03
Journals Subscribed	
• Indian Journals	18
• International Journals	03
• Back volumes of Journals	150
E-information Resources	
• CD's/DVD's	15
• Video Cassettes	30
• Audio Cassettes	15
• Software New-Gen-Lib software	01
• Reprography	01

- Broadband with 100Mbps Speed Internet facility.

- 04 computers are made available to the staff and students.

Yes,

- The institution has a mechanism to look into all matters relating to the maintenance and development of library.

- There is special library Advisory Committee to monitor the day to day working of the library.
- It includes the requisition of library books from the faculty and recommendation of the necessary books to be purchased periodically. It also recommends subscriptions of the journals and magazines for the library.
- The committee appoints a library stock verification committee to look into availability of books in library and accessibility of the library study materials to the students.
- The committee reports the matter to advisory committee.
- The committee also receives the grievances of students regarding library working.
- The Committee after proper consideration issues suggestions to the library.

  Committee Constitution:

  1) Dr. Jagadeesh .B   Principal
  2) Dr. G. R. Angadi   Lecturer
  3) Sri. M. A. Maidargi   Librarian
  4) General Secretary   Students Representative
  5) Library Secretary   Students Representative

  The functions of the library committee are-

  - Advises the librarian at the time of purchase of books, journals, periodicals, magazines etc… to enrich the Library.
  - Checking the records prepared by the librarian.
  - Framing rules and regulations of the library.
  - Solving the problems of students and staff, if any.

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

Yes,

- The library is partially computerized, with new-gen-lib software.
- All the books and materials are bar-coded and numbered for the effective use and easy accessibility for staff and students.

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 library has 04 computers for maintaining the records of the library with internet facility.
- 02 are available for students in the reading room.
- Students have access to the internet/computer every day.
- The staff uses the facility as and when required.
- The library has reprographic facility for students.
- There is a good collection of educational CDs and other necessary course materials for M.Ed. and research activities.

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

The Institution/library has subscribed for INFLIBINET.

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

- The library remains open from 10am to 6pm on all working days except Sundays and Gazetted holidays.
- On Saturday from 8 am to 1pm. During the examination time, the library working hours are extended.

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

- The library displays the titles of the new arrivals on the library notice board.
- It also makes a special arrangement for keeping the new arrivals in a separate rack.
- The open access system helps them to know new arrivals.

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

Yes,

- The library has book bank facility for all the students.
- There is a separate section of the book bank scheme.
- Each student is allowed to borrow 4 reference books for the academic year till the completion of exams.
- SC/ST students are entitled to receive 6 books from the book bank.

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

- The library ensures special facility to the physically challenged persons.
- They are issued more books.
- Special chairs and tables are provided and are marked with "**For physically challenged**".

4.4 ICT as Learning Resources

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

- The institution has made facility of ICT like Computer laboratory, hardware, software, LAN, internet connectivity and access to audio-visual materials.
- In addition, to B.Ed. and M.Ed. students, teachers of D.Ed. College of the same parent institution make use of the facility.
- Students and staff of SS High School 'A' and 'B' and Women's college make use of the facility when needed.
- The following optimum use of facility is extended in the items shown as below.

  1) Interactive board.
  2) Computer laboratory.
  3) General lecture hall with ICT facility.

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

- There is a provision in curriculum for imparting the computer skill to all students.
- Students of B.Ed have a compulsory paper on Computer Education/ICT in Education.
- In addition, the practical training of 2 hours is given to students/week in a computer laboratory.
- The curriculum incorporates the fundamentals of computer for students as below.
  - Skill of using MS-Office.
  - Skill of using Internet.
  - Skill of browsing the information.
  - Creating E-Mail ids.
  - Sending and receiving the e-mails.
  - Skill of preparing the PPTs.
  - Application of ICT in Education.
  - Use of multimedia for teaching.

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

The following ICTs are used in course of teaching as a part of curriculum transactional process.

• OHP	• Smart Board
• Slide Projector	• Internet
• PPTs	• CD-Roms
• LCD Projector	• Youtube videos etc

- Students are trained and encouraged to make use of ICT facilities in innovative and practice teaching.
- Students of M.Ed. are encouraged to use ICT facility in preparing PPT through interactive board in interactive session.

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

- Students are encouraged by the faculty to make use of computer, LCD projector, OHP, Smart Board and CDs for developing their lesson plans.
- The technology is also adopted for preparation of classroom/practice teaching/teaching aids.

4.5 Other Facilities

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

- The institution makes optimal use of instructional infrastructure both for its use and to other institutions as well.
- The BLDE Association's sister institutions like D.Ed. College, BLDEA's Girls High School, SS PU College and SS High School 'B' make use of our instructional infrastructure in their teaching and training programmes.
- Apart from the institutional facility sharing by academic institutes the same benefit is extended to various community programmes like
  - ❖ High School Teachers
  - ❖ PU College Lecturers

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

Following Audio-visual facilities are available with the college to provide varied learning experiences and practices to the students

• OHP	02	• Slide Projector	02
• LCD Projector	02	• Smart Board	01
• Radio	02	• Camera	01
• Tape Recorder	01	• 16mm Projector	01

• Color TV	01	• Mike	01
• CD Player	01	• Recorder	01
• MP Player set	02	• Mega Phone	01
• Computers	02	• Generator	01
• Audio CD's	10	• Servo Voltage Stabilizer	01
• Audio Cassettes	25	• Digital voice recorder	01
• OHP Transparencies	100	• Transparencies	100

- The student teachers use these facilities during assembly, educational programmes, movies, presentations, co-curricular activities and etc.
- Further, students use these device at micro and macro teaching classes.
- Guest speakers also use these facilities.

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 Lab - It has all basic components related to Physics, Chemistry and Biology.
- Psychology Lab - It has miscellaneous psychology tests and extra. (Intelligence, aptitude, attitude, memory test etc….)
- Language Lab - It has equipment for language learning.
- Computer Lab - It has 26 computers with internet facility.
- SUPW - Preparing Chalks, Candles etc…. file, book binding facilities.
- Sports and Games - Indoor games (Chess, Carom etc…) and Outdoor games (Badminton, Cricket, Valley Ball etc)
- The institution ensures maintenance of all the equipments from time to time.
- These laboratories are looked after by the faculty members and updated regularly.

4. **Give details on the facilities like multi purpose hall, workshop, music and sports, transports etc. available with the institution.**

The institution has the following facilities:

- Multi Purpose Hall – for events, activities, competitions and cultural foundation.

- Musical Instruments and sports facilities are available in the college.

- Workshop for -   1) Candle making   2) Binding of books and files

5. **Are the class rooms 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 modern technologies like OHP, Slide projector, LCD projector, Internet Connection and interactive white board.

4.6   Best Practices in Infrastructure and Learning Resources.

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

- The faculty members use Multi-media tools in teacher education/training.

- The faculty member has developed an independent classroom website providing instructional material for the use of students and faculty as well. The address of URL is http://sites.google.com/site/drgrangadi

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

The following innovative practices related to the use of ICT which contribute to quality enhancement are given as under:

- Teaching through interactive board.

- Teaching through Power Point Presentation.

- Teaching through OHP slides.

3. What innovations/best practices in Infrastructure and Learning Resources are in vogue or adopted/adapted by the institution?

- Spacious campus with sufficient facilities.
- Computer lab with internet facility open on all working days.
- Sufficient books, National and International Journals, Bar-coding, Open access to the library.
- Excellent indoor and out door sports facilities.
- Training to promote E-Resource and ICT.
- According to NCTE norms the institute has teaching learning resource facilities such as Science lab, Psychology lab, ICT, Playground facilities.

BEST PRACTICE – I

Title:

"The Physical Infrastructure of the Institution is Suitable and Adequate for Effective Implementation of the Programme."

The Context:

In any professional Teacher education programme different activities are held where they play an important role. To conduct these activities adequate and well furnished infrastructure is necessary as per the norms of NCTE. The college is adequate and well equipped labs. The B.Ed course syllabus consists of four general papers and many methods. A simultaneous bilingual teaching is practiced.

Objectives:

- ❖ To execute the work in a systematic way.
- ❖ To conduct activities according to plan.

The Description of the Practice

The College infrastructure consists of:

- Lecture halls
- Method rooms
- Science lab
- Well furnished and rich library
- Psychology lab
- E.T. lab
- Sports room

- Computer lab
- Administrative block
- Staff cubicles
- Ladies room
- Language lab
- Guidance and counselling cell
- Recreation hall

The Impact/Outcome: Infrastructure helps to organize and execute the plan properly. The infrastructure is used optimally.

Additional information to be provided by Institutions opting for Re-accreditation/ Re-assessment.

1) What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

Evaluative Observation	Acted upon
1) Research centre to be established	Applied for Research Centre.
2) Practice teaching time is allotted is quite low.	Practice teaching time is prepared as per University/NCTE allotted days.
3) Inter library loan with other college	The college library has linked with other libraries. Books are exchanged as and when necessary.
4) Subscription of Journals is quite low.	Subscribed 21 Journals including 3 foreign Journals.
5) Reference section is to enriched. There were 3800 books	The institute has added 3200 books to reference section.
6) Faculty members as well as students have to be present in the library during Library period.	1) Faculty members and students make use of library resources, during library period. 2) Attendance register is maintained.

7) Yearly issue of books is quite low.	The average issue of books is increased.
8) The library does not have E-information resources.	The library is now equipped with E-information resources and internet facility.
9) No of books on research should be increased	There is an increase in the number of Research books.

1) What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

The Quality sustenance and enhancement measures are…

- Open access facility in the library.
- Increase in number of books, periodicals, Journals and computers.
- New software introduced-New ZenLib.
- Enhancement in laboratory facilities.
- Institution is having membership with INFLIBNET.
- Established computer lab with 26 computers.
- Establishment of Hi-Tech class room.
- Additional sports facilities and programmes.
- Establishment of Health Centre.
- Well equipped labs.

Criterion – V

Student Support and Progression

5.1 Students Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional educational programme (student pre -requisite knowledge and skill to advance) to completion?

- An Entrance Test is conducted by the institution which assesses the academic competency of the management quota students.

- Talents Day is held at the beginning of the academic year wherein students display their lateral talents.

- Induction programme is organized, where the profile of the institute is disseminated. Further, it gives the following information to the students .
  - ❖ Achievements of the Institution and its tradition.
  - ❖ Availability of infrastructure.
  - ❖ Course outline as prescribed by the University and importance of the course.
  - ❖ Library and ICT resources.
  - ❖ Provision for sports and games.
  - ❖ Provide information about clubs, various support wings and cells.
  - ❖ B.Ed. and M.Ed courses are gateway to employability.

- Students' performance is assessed through their participation in class tests, surprise tests, course tests, seminars and micro teaching, innovative teaching, practice teaching for skill development. Thus, the students receive appropriate academic and professional advise before the commencement of the course and necessary skill for the advancement and completion of the programme.

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

The Institute ensures healthy relationships between the student teachers and the faculty; and the students and office staff.

- The academic staff offers conducive and cohesive environment with all students and emotionally safe environment has been provided over the years.

- Free access to all the facilities available is given for the development of the teacher trainees.

- Institution provides opportunities for the growth of knowledge without imposing any hurdles.

- Certificates will be issued to the students whose attendance is 100%

- Institute awards certificates, endowment and cash prizes to the students who excel in curricular, co-curricular and sports.

- The Institution provides drinking water facilities, toilets, parking and recreational facilities for the satisfaction of students.

- Efforts are made to develop self confidence, personality and skill development through practice teaching.

- The institute motivates students to take up creative writing and publish the same in the college Magazine.

- Stress is given to the improving of writing skills.

- Institution gives opportunity to B.Ed. and M.Ed. students for exploration of knowledge through guest lectures, seminars, group discussion, brain storming, team teaching, research oriented projects, surveys etc…

- Transparency in IA evaluation system.

- Conducting co-curricular activities like community and social services.

- Good learning resources like library and well equipped labs help in teaching-learning process.

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

Table showing B.Ed., Drop out Rate in the last five Years

Years	2007-08	2008-09	2009-10	2010-11	2011-12
Male	1	2	1	03	--
Female	--	01	--	01	--
Total %	01 %	03 %	01%	05%	NIL

Table showing M.Ed., Drop out Rate in the last five Years

Years	2007-08	2008-09	2009-10	2010-11	2011-12
Male	--	--	01	--	--
Female	--	--	01	01	--
Total%	--	Nil	06%	04%	--

- The reason for the dropout is due to –
  - ➢ Socio-economic conditions.
  - ➢ Women students getting married.
  - ➢ Seeking jobs.

- To reduce the drop out rate the Institution has taken up the following steps -
  - ➢ Providing financial assistance to the poor students.
  - ➢ Convincing the parents and family members about the advantages of B.Ed/ M.Ed courses and immediate placement in Govt. and Private schools.
  - ➢ Counselling is offered by the mentors to the women students to continue education even after the marriage.

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students

During the last three Years   SLET/NET appeared and qualified list.

Exams	SLET		NET		KES	
Years	Appeared	Qualified	Appeared	Qualified	Appeared	Qualified
2008-09	---	---	10	01	--	--
2009-10	---	---	12	02	16	04
2010-11	18	Results to be declared	09	01	--	--

- The faculty and the Management keep on updating the students on the job opportunities available to them through News papers, employment news, magazines.
- To enable the students to compete for the job, the Institution has made special provision for giving training in mental ability by inviting the qualified guest lectures.
- Placement cell gives information about the competitive examinations, jobs and demands for the teachers at various schools.
- Counselling is given to the students to pursue higher education.

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

The table showing % of students opting for higher studies and joining teaching profession:

	B.Ed			M.Ed.		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of students joined for Higher Studies	25%	22%	21%	--	3%	3%
Number of students joined Teaching Profession	60%	54%	56%	60%	42%	28%

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 institution? If Yes, give details on the same.

After completion of B.Ed. graduation all the facilities existing in the institution are provided to the past students on request such as books, teaching aids, access to net and journals.

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

Yes, many private institutions have approached the Placement Cell for the appointment of student teachers. The numbers of students who have benefited through the placement cell are mentioned below:

Years	2008-09	2009-10
Number of Students Employed.	15	20

- All the M.Ed. and B.Ed. students have got placement in Govt. and private schools.
- Placement cell organizes guest lectures every year regarding preparation for competitive examinations.
- Nandi International School conducted campus interview on 21.09.2011 and selected 3 students as teachers.
- 8 Students from this Institution have undergone training at ACT - Bangalore (Academy for Creative Teachings) and four of them have been placed in schools.
- In collaboration with District Employment Office, Bijapur, the Placement Cell of our College has conducted CET coaching classes for the post of Secondary School Head Masters.

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

- Lack of coordination in academic terms between B.Ed. Colleges and High Schools.
- Fear of job insecurity and low payment.

- The college has requested the concerned authorities to coordinate academic terms.

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

Yes,

- All the practice teaching schools are Government or Aided schools.
- In the Govt. and Aided Schools appointments are made through notification in the news paper.
- The Placement Cell has placed many teachers at unaided schools.

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

The Placement Cell has the following resources –

Human Resources :-

1. Placement Officer - 01.
2. Members - 02.

Financial Resources :-

Conveyance and other requirements are provided by the Institution.

ICT Resources :-

- Computer System.
- Internet Connection.
- Telephone Facility.

5.2 Student Support

1. How are the curricular (teaching-learning process), co-curricular and extra-curricular programmes planned, (Developing academic calendar, communication across the institution, feedback) evaluated and

revised to achieve the objectives and effective implementation of the curriculum?

- Curricular and co-curricular programmes are planned according to University guidelines.
- Institution also prepares and provides hand books to all students. It contains calendar of events, course outline, facilities and eligibility criteria, functions, holidays etc…
- The institution publishes updated prospectus every year.
- Based on every review meetings of students' representative, parent-teacher's association (PTA) necessary decisions and actions are taken.
- The feedbacks are obtained through feedback forms and through the suggestion box.

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

- Staff members pay special attention to the Physically challenged students.
- The Institution provides book facilities at the ground floor.
- They are given extra time for preparation of teaching aids, assignments and in the examination.
- Special seating arrangements are made in the classroom and library.
- Exemption from certain physical activities is given.
- Thus, they are integrated in the main stream of college life.

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

   Yes,

   - The Institution has a mentoring system where each faculty looks after 10 students.
   - The faculty interacts and keeps in regular touch with these students and finds out their strength and weaknesses.
   - Mentor's report is discussed with the Principal.
   - Personal attention is paid to their performance and progress of individual student.
   - Through mentorship extra-curricular and co-curricular activities are encouraged.

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

   - Providing library and considerable number of reference books to the faculty.
   - Providing additional ICT training to the staff in order to use Smart Boards, software and hardware available in the college for teaching and learning.
   - Access to computer with net facility and to download and print the necessary study materials.
   - Providing opportunity for staff interaction which helps in knowing the students better and mentor the students in the right manner.
   - Providing opportunity for discussions and sharing academic matters with experts.
   - Managing the financial expenses by inviting resource persons from various disciplines.
   - Organizing seminars, workshop and training programmes.
   - Providing opportunity to present paper and acting as a Resource Persons in local, State and National level seminars.

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

Yes,

The Institution has its own website www.bldeajssbed.org and the information is posted on the site are -

- About Management.
- Faculty of the Institution.
- About the course B.Ed. and M.Ed.
- Curriculum.
- Co-curricular and Extra-curricular activities.
- Alumni Activities.
- Results.
- It is updated regularly.

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

Yes,

- The institution has arranged remedial programme for academically low achievers.
- It prepares and adopts a separate time-table.
- To assess their improvement in the theory, surprise tests are conducted.
- Extra time is given to low achievers to prepare their practice teaching lesson plans.
- The following strategies are adopted in improving the performance of low achievers.
  - ➢ Individual teaching
  - ➢ Group teaching
  - ➢ Supervised learning

In addition, psychological, financial and social problems are resolved in academic meeting.

7. **What specific teaching strategies are adopted for teaching?**

   a) Advanced learners and   b) Slow learners.

   a) Advanced Learners:-

   Enrichment programmes are provided to these advanced learners.

   - Opportunities are provided to deliver talks and anchor the programmes.
   - Additional responsibilities are like surveys, projects, assignments, are entrusted.
   - Group discussions and quiz competitions are held for them.
   - Providing opportunity for paper presentation at National and State Level seminars.
   - Preparing CD and Internet Surfing.
   - Selection of leaders at college Union.
   - Besides, additional library books and individual instructional support are extended.

   b) Slow Learners:-

   - Tutorial and remedial classes are conducted.
   - Faculty members pay special attention in classroom teaching.
   - Care would be taken through mentoring.
   - Attention is paid to improve writing lesson plans and teaching.

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

   The institution provides following guidance and counselling services to the students.

   - **Personal Guidance** - Personal guidance is provided and counselling is done to students through 'Guidance and Counselling Cell' on health, academic and financial matters.
   - **Vocational Guidance** - Job related information is provided after the completion of the course. The students are helped to find job in schools.
   - **Educational Guidance**:– Discussing and solving problems related to their subjects, and in practice teaching classes etc.,.

- **Ladies Department**: Women students of the Institution are provided guidance and counselling on domestic, financial and health issues.

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 a 'Grievance Redressal Cell' comprising of -

   - One senior teacher as Convener.

   - Two teachers as Members.

   - Two student teachers as Members.

   - There is a Suggestion Box where students express their needs and problems by using it. These are discussed in the meeting with student representatives.

   - Steps are immediately taken to redress the grievances during the meeting with Union Secretaries.

     The following issues were addressed on the basis of needs expressed by the student representatives.

   - Demand for additional books.

   - Toilet cleanliness.

   - Canteen facilities.

   - Cold drinking water.

   - There is a Women's Department having a lady representative with a lady staff member in-charge. Detailed information about all women students are collected. Their domestic, financial and health problems are discussed. Pregnant lady student teachers and mothers are given special care and attention.

   - The staff members have provided financial as well as emotional help to the family of a girl student of our college, who died due to burns and all the medical expenses were borne by the staff.

   - Faculty members have extended financial assistance to the poor and backward students.

   - Through the mentorship some grievances are redressed.

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

- The progress of student teachers at different stages of programs are monitored through Unit Tests, Class Tests, Assignments, Practice teaching and University Examination and interviews.
- The progress of student teachers are judged by their teaching performance especially in Micro Teaching and Innovative Teaching Programmes.

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

- Pre-practice preparation includes micro teaching in simulated conditions.
- Before the commencement of practice teaching the students are given the detail knowledge of teaching through workshop on lesson plan and demonstration by past students, experts and faculty members.
- During the practice teaching stage students who lack teaching skills and aptitude are identified properly and given feedback by peer group, M.Ed students, school teachers and method masters.
- The student teachers are supervised by the teacher educators and suggestions for further improvement are given in prescribed proforma.

5.3 Student Activities

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

   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, we have Registered Alumni Association bearing No: DRS/SOR/74/2011-12.

   i. List of current office bearers.

   1) Dr. Jagadeesh .B   **President**
   2) Smt. V. S. Timmangoudar   Vice President

3) Sri. Hasimpeer .I . Walikar   Secretary

4) Dr. D. R. Nodoni   Secretary

5) Sri. M. B. Kori   Joint Secretary

6) Sri. B. S. Hiremath   Joint Secretary

7) Smt. J. S. Pattanshetti   Treasurer

8) Prof. M. S. Hiremath   Member

9) Smt. P. Y. Chavan   Member

10) Dr. A. V. Bomagond   Member

11) Prof. B. Y. Khasnis   Member

12) Sri. L. H. Kulkarni   Member

13) Sri. S. S. Inamdar   Member

14) Sri. S. Y. Burli   Member

15) Sri. D. B. Tikoti   Member

16) Sri. R. H. Biradar   Member

17) Sri. A. B. Metri   Member

ii.   The year of   the last election.

- Alumni Association was established on   19.07.2005 and the last election was held on 29.03.2011.

iii.   Alumni Association activities in last two years.

- Workshop on Effective Communication Skills 18-03-2008.
- Workshop in Intended 10th Std. Question Paper pattern.
- Organized a workshop on "Psychological Experiments and Tests" on 29.04.2009.
- Organized a State Level one day workshop on "Writing Research Articles and Innovative Teaching" on 29.07.2010.

iv. List of Top Ten Alumni Occupying Prominent Position.

Sl. No.	Alumni Names	Position	Position held at
1	Sri. M. H. Donur	DDPI	DDPI Office, Bidar.
2	Smt. Sunanda Kambali	BEO	BEO Office, Kustagi.
3	Sri. R. Y. Konnur	BEO	BEO(Urban) Office, Bijapur.
4	Smt. K. A. Sanadi	Professor	Govt. CTE, Belagavi.
5	Smt.Banudevi Sankannavar	Professor	S.B Arts College, Bijapur.
6	Sri. H. I. Walikar	President	Human Rights Council, Bangalore.

7	Sri. S.R.Angadi	Vice Principal	Jawahar Navodaya Vidyalay Almatti
8	Prof. Angadi, S.B.	Professor	Hampi University. Hampi.
9	Sri. S.B.Hattalli	BEO	BEO Office, Indi. Dist: Bijapur
10	Dr. K. D. Nadaf	Principal	Dr. B. D. Jatti, Hindi B.Ed. college Bijapur

- Mr. J.C.Honkatti has received Gold Medal for his excellent services in Police Department and is honoured by the Chief Minister.
- Miss. S.C.Bagali has bagged two Gold Medal by K.U.Dharwad and is honoured by the Governor.
- Mr.S.V.Burli has secured Best Teacher Award at the State Level and is honoured by Chief Minister.
- R.Rozindar has successfully completed the International Leaders in Education Programme (ILEP) at the University of Minnesota, USA. The programme was held from 09.01.2010 to 17.05.2010. He was sponsored by Government of India.

v.   Give details on the contribution of Alumni to the growth and development of Institution.

- Financial assistance of Rs.4,000 /- by the Alumni to National / State Level Conference & Seminars.
- The Alumni Association has deposited Rs. 1.5 Lakh and the interest earned is used for various activities.
- They share their innovative ideas and teaching skills with younger generation.
- Organised seminars and workshops.
- Act as Guest Lectures to the college.

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

- The Institution has a 'Games and Sports Committee', which organizes various outdoor activities like – sports, yoga, inter collegiate sports meet.

- The Institution has Cultural and Social Activities Committee which organizes various activities like social services, medical camp, citizenship training camp, street drama and craft activities and Inter collegiate cultural activities.

- The Institution has organized variety of activities like National Festivals, Celebrations of important Days, endowment lecturers and cultural day.

- Reading News Paper and Magazines and Meditating during morning prayer.

- Question Bank on all subjects are stored in computer.

- The Institution has organized football tournament in practice teaching schools.

- The Institution has organized Rani Channamma University Inter B .Ed. Colleges Volley ball competition.

- Thus, the students are encouraged to participate in sports and games to develop sound mind in sound body.

Achievements:

- Mr. Shivkumar Naregall has secured First Place at Inter-Collegiate Speech Competition in 2009 -10.

- Miss Savita Rachgonda has become University Blue in cycling in 2010 -11.

- Mr.B.P.Mugalkhod has secured First Place at Inter-Collegiate Singing Competition in 2010 -11.

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

- Students are motivated to contribute articles and poems to the college Magazines published annually.
- During the Block teaching, the teacher trainees are guided to bring out manuscript magazines by school students.
- Other activities performed by student trainees are: preparation of question bank, SIM and candles.

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

The institution has the following student's councils –

Student Union.

Student Union is formed and it comprises following departments. The Secretaries of these departments are selected on the basis of merit in the previous examinations.

President: Dr.Jagadeesh.B.

Sl.No	Departments	Chairman's	Secretaries
1	Annual Gathering	Dr.B.R.Angadi	Shri S.M.Nadaf
2	Cultural Activities	Prof M.S. Hiremath	Shri M B Pujeri Miss. K B Gaikwad
3	Social Activities	Dr. M.B.Kalamadi	Shri P.S.Patil
4	Sports and Games Activities	Prof. B B Mulwad	Shri A B Malgar
5	Citizenship Training Camp	Dr. A.V.Bamagond	Shri S G Vidhate
6	College Magazine	Dr. B.Y.Khasnis	Miss. S.G.Metri
7	Library	Dr. M.B.Kori	Shri S.S.Awati
8	Ladies Representative	Dr.M.B.Kalamadi Dr.B.Y.Khasnis	Miss. B.M.Korwar

- The institution releases the necessary funds for all the above departments.

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

The various Bodies and their activities which have student representatives in addition to Student Union are as follows.

Departments	Activities
Magazine Editorial Board	It motivates students to take up creative writing and publish the same in the magazine
Cultural Activities Committee	It encourages the students to participate in youth festival and cultural activities and organises various programmes
Games and Sports Committee	It selects the students for sports events and organises tournaments.
Library Committee	It recommends for the purchase of reference books / news paper and magazines.
Social Activities	It encourages the students to conduct Educational Tour and community activities.
Citizenship Training Camp	It conduct three days training camp at Rural Area organises various programmes.
Alumni Association	It holds workshops and other co-curricular activities.
Student Grievance Redressal Cell	The grievances of the students are addressed.
Anti- ragging cell	It looks after ragging if any in the college.
SC/ST Cell	Expedites in release of scholarship and additional book borrowing.
Red Cross Wing	It motivates the students to donate blood and organises guest lectures on health issues.

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 student teachers give a feedback on the staff performance in the proforma provided to them and the Principal/Management take corrective measures ofter analyzing them.

- Students are encouraged to give suggestions/complaints /grievances through letters and suggestion box.

- At the end of the each academic year student's opinion and suggestions are taken into consideration for improvement of the college.

5.4   Best Practices in Student Support and Progression

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

<div align="center">

Best Practice – I

</div>

Goal .

"Selection of the Ideal Students"

The context

The college not only provides training to become competent teachers but also tries to develop them as ideal individuals who have moral, social and spiritual values. The society needs the teachers who can uphold values and transmit them to the younger generation. As Dr. S. Radhakrishnan has said "man has learned to fly like birds, swim like fish, but is yet to learn to live like a man," Man making education is the need of hour. Learning to become man is more important than learning to be a good teacher. The student teachers at the end of the course identify the qualities in their peers and select an ideal teacher trainee for the year.

Objectives:

- To identify the qualities of an ideal person
- To emphasize the need to nurture ideal teacher in depth.
- To select ideal student who can become role model to other.

The Practice

Teaches are nation builders. The future of the national depends on the children who are being shaped by teachers. It is the teacher who is responsible to bring out the potentialities of children and instil in them high social, moral and spiritual values. Hence, every teacher should possess the qualities of an ideal person and should transmit the same to young children.

The college provides platform where all the student teachers can interact with one another and get to know about each other. They observe their peers, performance in the class room, laboratory, etc, playground, examination hall, especially in practice teaching. The behaviour of the student teachers with their friends, with the school teachers and students reveal the qualities possessed by them. On these observations, teacher trainees select one ideal boy and a girl.

Their names are included in the 'Role of Ideals' maintained in the college. They are felicitated and honoured at the time of social.

Obstacles faced:

- After being selected as 'ideal students' of the college they are not given due consideration in their appointments.
- Bad trend of identifying their own names and their friends names as ideals
- In the selection of ideal students staff members opinion is not considered.

Impact of the Practice:

After being elected as ideal student they express their opinions about the college and their relations with faculty and their friends on Annual Day function. They are honored by the Chief Guest; and cash prize meant for the ideal students is given to them.

The students of the current academic year get to know about their seniors. They get an opportunity to observe the ideal students and interact with them. This motivates the current year student teachers to imbibe such qualities to become ideal student.

Resources required:

* Students

Best Practice – II

Goal: "Observing Deepadana Ceremony ".

The Context:

"A lamp can not light another lamp unless it continues to burn its own flame; A teacher can not truly teach, unless he continues to learn"

- Rabindranath Tagore

This statement emphasizes the need for the teacher to remain a learner throughout. Unless he is always learning, seeking knowledge and updating his competencies, he can not remain a teacher in the true sense. Realizing this, our institution has a tradition of celebrating 'The Deepadana Ceremony' in a unique way.

Objectives

* To bid a farewell to prospective teachers in a meaningful way.
* To light the sacred lamp and passing on the same to the future generation symbolizing the transfer of wisdom.
* To administer oath of the commitment to the profession in the presence of light of knowledge.
* To award social certificates to students who have 100% attendance during the academic year.

The practice:

On the last day of the academic year, a function is arranged to bid farewell to student teachers. It marks the concluding stage of B.Ed training course. All the students gather for the last function and before Deepadana Ceremony begins, the process of selecting ideal students takes place. An eminent educators is invited for this function.

After the Guest's speech all the students are given candles. The lighting in the hall is put off. Silence prevails all over. The first candle in the hand of the Guest is lit up, principal and is passed on to the and all the faculty members. Subsequently lights are passed on to all students. The guest faculty members and students hold the lit up candles in their hands. This symbolizes the passing of knowledge and wisdom tothe society.

The Principal Administrators offer the following pledge to the student teachers:

"I hereby solemnly swear in the presence of this light of knowledge, that I remain loyal and faithful to my teaching profession, Alma-mater and my country and serve to the best of my ability in the sacred cause of education"

After the oath taking ceremony, all the student teachers, along with guest and faculty members place the lit up candles on the outline map of India drawn in the open air theatre.

The Effect:

This oath taken by the student teachers guide them throughout their career. They remain loyal to their alma-mater and their profession of teaching. The oath keeps them alert to the service that they have to render to the country. The atmosphere of the programme is emotionally charged and serene. The impact it creates on the students mind is ever lasting. Students leave the institution with a feeling of gratitude.

Resources:

* Candles prepared by the student teachers
* Map of India drawn in advance

<div align="center">**Best Practice – III**</div>

Goal:
"Bringing out the College Magazine"

Need and Context:

The students teachers with different activities and interest are taken into consideration to develop multi skills among the students. They are given an opportunity to write articles. These articles are edited and college magazine is prepared every year. The staff members also contribute articles to the college magazine. This provides an opportunity to develop skills of writing innovative articles. In the light of the this background college magazine is published every year. A staff in-charge and student Secretary looks after the magazine work. The college is publishing its magazine since its inception.

Objectives:

- To develop skills of writing articles
- To identify their area of interest.
- To develop literary creativity

Impact/Outcome:

- It is a good platform to drawout lateral talents in the students.
- Student teachers contribute to college magazine
- It develops spirit of team work

Obstacle:

- Students lack skill of writing articles and choosing the topics.
- The fees collected by the students towards college Magazine is not sufficient.

Resources Required

- Collection of articles from students and staff
- Financial assistance by the institution
- Financial assistance through advertisement

Other additional practices followed by the institution:

Spiritual Development	Spiritual Development of the students through Birth Anniversary of Eminent Leaders in various

	activities.
Cultural Development	Cultural development of the students through cultural day, Singing, Rangoli competition and Dramatization, Guest lectures by great personalities.
Alumni Support	Past students regularly visit the campus and organize some programmes.
Continuous Evaluation System	Continuous evaluation of the students throughout the year. It ensures good results.

1. **What were the evaluative observations made under student support and progression in the previous assessment report and how have they been acted upon?**

Evaluative Observations	Acted upon
Lack of Remedial teaching	Remedial teaching is conducted after internal tests of each semester.
Bridge course.	Yes, it is held by assigning the work for students to write the question - answers from 8th -10th Standard textbooks in respective subjects
Progression of students to employment and to higher studies.	The college maintains systematic record about progression of students to employment and higher studies through placement cell.
Needs to be improved by retaining the services of a professional counsellor on Once-a-week visit basis.	Professional counselling has been provided by experts to needy students.
Inadequate student support for progression to higher achievement levels in B.Ed. / M.Ed.	Efforts are made to provide adequate students support to achieve higher levels whenever necessary.

Placement Cell needs to be improved.	Placement Cell is established where records are maintained properly.
No students stay in hostel.	Hostel provision is made to women students.

2. What are the other quality sustenance and enhancement measurers undertaken by the institution since the previous assessment and accreditation with regard to student support and progression?

- The Institute's progress in the last five years in quality sustenance and enhancement.
- Formation of Grievance Redressel Cell.
- Healthy practices for students concerned with Daily prayer, News reading, Educational and Spiritual thoughts and Meditation are implemented.
- Maintained well equipped method-wise rooms.
- Free medical checkup camp.
- Usage of Smart Board.
- Held State Level Seminar by Alumni Association.
- Increase in Curricular and Co-curricular activities.

Criterion – VI

Governance and Leadership

6.1 Institutional Vision and Leadership

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

Vision, Mission, Values and Objectives of the Institution are

The Vision of the Institution:

Building competent, creative and committed Nation Builders for the future.

The Mission of the Institution:

To be an Institution of excellence for building the Society through Enlightenment and empowerment of Teachers who are Cognitively Enriched, Affectively balanced, Spiritually inspired, Socio-culturally Committed and Research minded Professionals.

The values of the Institution:

- Inculcating a sense of Life-Long-Learning
- Inculcating the spirit of "Learning to know" "Learning to live together" "Learning to do" and "Learning to be".
- Imparting inquisitiveness and scientific temperament among the teacher – students through project oriented activities
- Inculcating values, civic responsibilities and a sense of National integrity.
- Empowering the student teachers to face the challenges of competitive world
- Empowering the student- teachers in Nation Building.

The Objectives of the Institution:

- To train student teachers in cognitive skills
- To empower the student teachers with pedagogical principles for implementing them in schools.
- To enable the student teachers to be role models
- To develop socio- cultural values in the society
- To prepare the student teachers to face the challenges of modern times
- To collaborate with Government and Non-government organization in community welfare activities.

Objectives and values are displayed:

The Vision, Mission, Objectives of the Institution are disseminated to the stake holders by

- Displaying at different locations in the college like classrooms, lecture hall, library, seminar hall, principal chamber and entry and exit points in the college.
- In the college magazine.
- Hosting in college website.
- In the students observation book.
- During induction programme/PTA meetings.
- Prospectus.
- In addition, during the morning prayer the students quote them.

These Vision, Mission, Objectives and Values are the benchmark in sustaining and enhancing the quality of institution.

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

Yes,

- The Mission and Objectives of institution are in keeping with the needs and expectations of the society in terms of traditional values and the modern scientific development.
- The B.Ed and M.Ed courses facilitate creation of knowledge, capacity and human resource to face social and scientific challenges.
- The extension activities ensure social citizenship role and promote core values among the students.
- The student teachers through their lesson plans in practice teaching schools develop competency in them.

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

- The **M**anagement in discharge of its commitment and goals and aspiration entrust the responsibility to the Principal.

- The Principal of the Institution is entrusted and empowered to carry out the objectives for effective and efficient transaction of teaching-learning process in the college.

- The Principal, as the Management representative implements the academic policies for effective and efficient transaction of teaching.

- Further, he executes by appointing different Committees and allots work to different members of faculty.

- The Principal first conducts the faculty meeting and entrust different responsibility to the members of faculty, to translate vision and mission of the Institution.

- The individual faculty members as leaders of team are accountable to those activities and reports to the Principal who forwards the same to the Management.

4. How does the management and head of the institution ensure that the responsibilities are defined and communicated to the staff of the institution?

- The head of the Institution in Consultation with the Management distributes the responsibilities to the members of the staff.

- The interest and competencies of the teachers are taken into consideration while distributing the college activities.

- The Principal is the head of the institution, who provides requisite leadership to the system.

- The Principal constitutes various Academic, Curricular and Co-curricular committees and assigns responsibilities to the faculty members.

- Principal from time to time convenes meetings and reviews the progress made by the concerned teachers in their departments.

- Further, the Principal forms various sub committees during Conferences/Seminars and Workshops.
- The Principal formulates Committees for different functions of the institutions.
- The responsibilities are assigned to the faculty members, at the beginning of every academic year. (1st Semester and 2nd Semester)
- The Principal evaluates the teachers from time to time.
- Feedback on the staff members is taken in regard to teaching learning process and corrective measures are taken.

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

   The Principal acts as a liaison between Management and the faculty members.
   - The Principal regularly keeps in touch with the Management in developmental activities and academic matters.
   - The Principal also collects feedback of the teachers from the students and sends it to the Management for necessary measures.
   - The Principal also reviews the meetings and briefs the Management from time to time.

6. **How does the institution identify and address the barriers (if any) in achieving the Vision/Mission and Goals?**

   There are different committees and cells to identify the various barriers in achieving the vision mission and goals. They are

* Redressal cell	* Monitoring system
* Women cell	* Suggestion

   - These Committees by interaction with students and faculty identify the barriers in achieving the educational vision.
   - The Principal invites these Committees to elicit the opinion of staff and students regarding the barriers or obstacle in process of Teaching – Learning.

- They are identified as academic and administrative barriers and suggestions are invited and accepted from the stake holders and forwarded to Management.

  Thus, the Institution to identifies and addresses the barriers in the academic dispensary.

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

   - Staff members work as a team and perform academic as well as administrative responsibilities respectively.

   - Teachers showing continuous improvement in their profession are appreciated by the Management from time to time.

   - Management involves itself in the meetings of various committees and also provides support to the committees.

   - Teachers are encouraged to work on research articles and publish books and they are also provided with the latest technology to be used in the class room.

   - The Management encourages to establish Research Centre.

   - The Management motivates the teachers to attend and present papers at National/International Seminars, Conferences and Workshops.

   - The Management also gives positive concurrent to administrative/finance curricular/co-curricular activities.

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

   The Principal as the head of the Institution constitutes various committees wherein he is the Chairman. He evolves strategies for academic growth.

   Curriculum:
   - Preparation of Academic Calendar.

   - Preparation of Time table.

   - Allotment of subjects to faculty members.

Administration:

- Appointment of various committees.
- Supervision of the activities.
- Providing valuable suggestions.

Resources:

- Allotment of Funds
- Provides facilities such as library, LCD, Projector, Smart Board etc.

Utilization of Resources:

- E.T. Lab resources
- Library resources

6.2 Organizational Arrangements

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

The Principal constitutes various committees concerning to the academic, finance, infrastructure, faculty, research and extension work for the year 2010-11.

Administration and Prospectus Committee :

Committee Members –

1. Dr. Jagadeesh. B   (Principal)
2. Dr. V. D. Aiholi   (Senior Staff)

The Committee met 3 times and decided the quantum of allotment of students under

Government and Management quota.

Discipline Committee : A member of the staff is incharge of the discipline in the campus. The committee looks after the overall discipline in the campus and plans strategies to the effect.

NAAC Committee : The NAAC Chairman and Co-ordinator conduct regular meetings and distribute the responsibilities according to the competence of the staff.

IQAC Committee : Members of IQAC discuss the activities and submit the IQAC report.

Examination Committee : The Committee distributes the duties for conducting internal as well as external examinations to teaching and non teaching staff members.

Library Committee : Problems related to issue of books, return of books etc. are discussed. Committee is empowered to recommend purchase of required books and study materials.

Career Counselling and Guidance Cell : Career and job related opportunities are discussed in the Committee. Students are appraised of job opportunities.

Sports Committee: The sports committee discusses about all the arrangements for sports events for the academic year for UG and PG students. It monitors overall sports activities in the college.

Alumni Association: Programmes in the form of workshops / Seminars and old students Get-together are discussed. Suggestions are invited for improvement of college and are taken into consideration.

Cultural Committee : The Committee holds meetings to celebrate various days like Republic Day, Swami Vivekananda's Jayanti, Rabindranath Tagore's Jayanti, Independence Day and Women's Day.

Magazine Committee : The Committee discusses and invites the staff and students to contribute articles to the magazine.

Grievance Redressal Cell: The problems of students are discussed and solutions are sought out. The Committee considers the suggestions and complaints from students regarding their academic requirements.

Ladies Department : Problems related to finance, domestic and health of ladies are discussed.
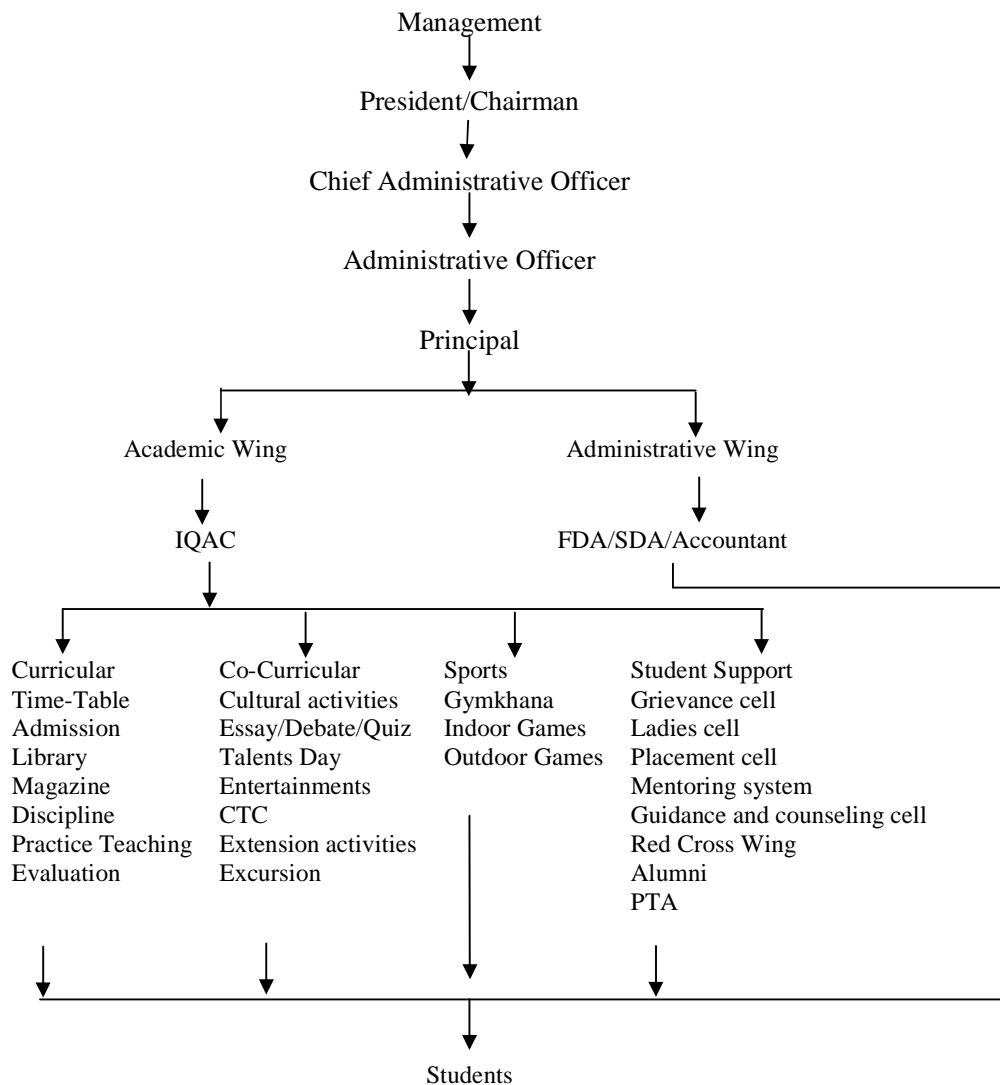
Editorial Board: The research articles considered for publication are discussed in the meetings by the Editorial Board.

Academic activities: The committee discuss about National/International Conferences/Workshops, seminars to be conducted.

On an average 3-4 meetings are held in each committee.

2. Give the Organizational Structure and details of the academic and administrative bodies of the institution.

Organizational Structure

Management

President/Chairman

Chief Administrative Officer

Administrative Officer

Principal

Academic Wing   Administrative Wing

IQAC   FDA/SDA/Accountant

Curricular	Co-Curricular	Sports	Student Support
Time-Table	Cultural activities	Gymkhana	Grievance cell
Admission	Essay/Debate/Quiz	Indoor Games	Ladies cell
Library	Talents Day	Outdoor Games	Placement cell
Magazine	Entertainments		Mentoring system
Discipline	CTC		Guidance and counseling cell
Practice Teaching	Extension activities		Red Cross Wing
Evaluation	Excursion		Alumni
			PTA

Students

The details of academic and administrative bodies of the institution for 2010-11 session are :-

Admission and Prospectus Committee

- Dr. Jagadeesh . B   -   Principal.
- Dr. V. D. Aiholli   -   Senior Staff.

Discipline Committee

- Prof. B. B. Mulawad.

All the staff members act as mentors.

NAAC Committee

- Prof. M. S. Hiremath.
- Dr. A. V. Bamagond.
- Dr. B. Y. Khasnis.

Senior Administrative Officer

- Dr. B. G. Mulimani. C.A.O.
- Prof. S. H. Lagali.

IQAC Committee

- Dr. Jagadeesh .B   Chairperson.
- Dr. V. D. Aiholli   Co-ordinator.
- Dr. A. K. Geetha.
- Dr. M. B. Kalamadi.
- Dr. M. B. Kori.
- Dr. G. R. Angadi.
- Prof. B. B. Mulawad.
- Prof. J. S. Pattanshetti.
- Prof. S. S. Patil.
- Prof. B. S. Hiremath.
- Prof. S. B. Hosamani.

Management Members :

- Sri. G. K. Patil.
- Prof. K. S. Biradar.

Nominees from Local Society :

- Smt. M. C. Hiremath.
- Sri. M. D. Shahabadi.

Examination and Assignments Committee

- Dr. M. B. Kalamadi   Chairman.
- Sri. B. G. Biradar   Office Staff.
- Sri. S. S. Hiremath.
- Sri. S. B. Dhasyal.

Library Committee

- Dr. G. R. Angadi   Chairman.
- Sri. M. A. Maidaragi   Librarian.
- Sri. N. K. Biradar   Librarian.

Career and Guidance Cell :

- Dr. A. V. Bamagond   Chairman
- Dr. M. B. Kalamadi.

Sports Committee :

- Prof. B. B. Mulawad   Chairman.
- Prof. S. B. Hosamani.

Alumni Association :

- Dr. Jagadeesh .B   President
- Prof. M. B. Kori   Joint Secretary.
- Prof. B. S. Hiremath   Joint Secretary.
- Prof. J. S. Pattanshetti   Treasurer.

Cultural Committee :

- Dr. V. D. Aiholli   Chairman.
- Prof. V. S. Palled.

Magazine Committee :

- Dr. A. V. Bamagond.

Grievance Redressal Cell :

- Prof. M. S. Hiremath.
- Dr. B. Y. Khasnis.
- Prof. V.K.Palled.

Ladies Department:

- Dr. A. K. Geetha.
- Dr. M. B. Kalamadi.
- Dr. B. Y. Khasnis.

Editorial Board :

- Dr. V. D. Aiholli
- Dr. M. B. Kalamadi.

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

- In the previous question the decentralization of Administration is shown in the previous questionnaire.
- The organizational chart shows the interaction among various committees and mechanism for de-centralization of administration in sustaining and enhancing quality in the institute.
- The various Committees are constituted in the beginning of the academic year.
- The IQAC coordinates the functioning of these committees.
- Each department has a Chairman with Members.
- The proposal generated by the departments are discussed and implemented. Thus, all the departments coordinate and bring quality in the Institute.

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

- The institution is having collaboration with practice teaching schools and DIET. The school personnel are involved in planning of practice teaching schools.
- Faculty members involve in Research Projects conducted by DIET.
- In addition, the college has rapport with Red Cross, FPAI and Government Education Departments
- Extension activities are carried out through these collaborations and these activities orient the students to serve the community.
- The collaborations with these institutes enrich the faculty and students and in turn bring quality in the institute.

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

Yes,

The feedback data and information are processed and analysed by IQAC under the leadership of Principal. The feedback are collected from.

- Student teachers.
- Teacher educators.
- Practice teaching heads.
- Alumni.
- Parent Teachers Association.
- The Principal makes use of the feedback and interacts with the faculty members to bring desirable change among the staff.
- The Principal based on the feedback encourages to undergo training in relevant programmes.

6. **What are the institution's initiatives in promoting Co-operation, sharing of Knowledge, innovations and empowerment of the faculty ? (Skill sharing across departments creating / providing conducive environment)**

The Institution promotes cooperation among faculty by organizing Get-Together and Tea Parties.

- Faculty members share their knowledge by attending guest lectures and being Resource Persons to various schools/colleges/Govt Departments/Workshops.
- The staff empower themselves by attending and presenting papers at Conferences/Seminars/Workshops.
- Special lectures on Personality Development, Communication Skills and undergoing training in ICT enrich and empower the staff.
- The faculty members have benefitted with working pattern of reputed college by visiting St.Anne's College of Education, Mangalore.
- The various clubs in the college bring sharing expertise among faculty members.

- Organizing Conferences/Seminars/Workshops in the college build Co-operation and organizational ability among the staff.
- The meeting convened by the Principal bring Co-operation and sharing of knowledge among the faculty.

  Thus, all these initiatives promote co-operation, harmony and empower the faculty.

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place to select, collect, align and integrate data and information on academic and administrative aspect of institution?

The Institution has implemented MIS in the academic and administrative aspects.

- Partial MIS is implemented in the administrative aspects like Receipt and admission process.
- E-Administration software is used in the office.
- IA marks software supplied by the University is implemented.
- Using 'Pay Pack' software for paybill.
- Tally '7.2' is used for accounts.
- Partial automation is installed in the library.

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

The Institution in pursuance of academic excellence and administrative competency has formulated plans and projects in advance for the future use in a phased manner. They are:

- A Question Bank for various subjects on B.Ed and M.Ed exams are being set.
- Faculty improvement programme like ICT training, Personality Development and Communication skills are held to enhance faculty skills.
- Digital Library Planning – The library has planned to introduce E-library in a phased manner.

- E-administration – The institution has decided to introduce e-administration on the selective aspects like student records, bio-metrics, admission and various office records.
- The Institute has well defined policy of promoting the faculty with financial assistance from the Management.

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

The allocation of funds and human resource for the action plan is as under.

- Question banks involves Human resources and 7 senior staff have prepared question banks as per syllabus.
- Faculty improvement programme will be held with a budgetary provision of Rs. 50,000/-
- After taking technical opinion digital library and E-administration are planned and provisional balance sheet is prepared in this regard.
- The Institute gets financial support in order to implement mission and goals from Management/UGC/fees from students/NGOs/Alumni/self financed courses.

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

As per the University Calendar of events, the college academic calendar is prepared by staff members and the Principal, Academic calendar includes the following 1) Reopening and term ends 2) Test and examination dates.3) Celebration of special days.4) Activities to meet the goal and missions.5) Organizing club activities 6) Organizing sports activiteise 7) Organizing workshop and seminars 8) Practice teaching sessions.

As practice teaching is the most important part of the B.Ed. curriculum, in this regard teachers, faculty and administrators of the practice teaching schools are consulted for the planning of practical lessons.

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

The teaching as well as administrative staff under-go a process of Orientation regarding mission, vision, objectives and values of the institution in the presence of the Principal and Management . The responsibilities are specified and reinforced from time to time to contribute for the development of institution.

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

- The Vision and Mission of the Institution are tuned according to the Local / National / Global needs.
- It is tuned after every five years setting new goals in accordance with NAAC's Core Values.
- The Institution carefully examines academic dispensary in the light of its enshrined vision.
- All academic and administrative decisions are taken by the authorities in the light of guidelines provided in the vision and mission of the institution.
- A Committee of senior faculty under the Chairmanship of the Principal will go in detail of every decision taken by the Institution.
- The Committee will work as a conscience keeper of the institution in monitoring and implementing plans of vision and mission.

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

The Institute is fully equipped with modern technical aids like Computers, Internet Facilities, Smart Board, Hi-tech room, LCD , OHP etc… The new technology is applied in the teaching schedules after discussion with staff and the Principal. Adequate training is provided whenever required.

6.4 Human Resources Management

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

The needs of the faculty development are based on the request of staff or opportunity provided by the institution or based on the feedback analysis by the students and the Principal.

- Teaching staff has undergone training programmes-03
- The Administrative staff has undergone training programmes-03
- The faculty members are also deputed to premier academic institutions.
- The Institution arranges special lectures for value addition.
- To keep pace with the objectives of Higher Education, the Institution organises Seminars / Conferences / Workshops for up- gradation of knowledge, skills and also to develop organisational skills.
- The Institute motivates the staff to Register and complete PhD's and M.Phils.
- It also motivates to write articles in Journals.

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 ?

- Evaluation of the performance of the teachers is done using self-appraisal reports and questionnaire given to student teachers .
- The Institution records the data analysis and utilizes it for the improvement in teaching research and other matters.
- On the basis of these report the staff are given necessary instructions.
- Research activities are carried out by staff members to guide M.Ed students, publish research articles and take-up small research projects.
- Faculty members work as resource persons at various workshops and conferences.

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

- Management applauds the good work done by the teaching staff.
- Faculty members are motivated to participate in faculty development programme and also to attend Seminars / Workshops at National and International levels
- Faculty members are given additional responsibility on the basis of their competence.
- Faculty members are given medical facilities by Shri.B.M. Patil Medical College.
- Children of the staff get concession during admission to the college.
- PPF to the teaching and administrative staff.
- Financial assistance to the staff to attend Conference / Seminar and Workshops.

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 institute has conducted skill up-gradation for teaching as well as administrative staff.

For Teaching Staff   1) Training in use of smart board

      2) Workshop on models of teaching

      3) Workshop on writing research articles

For Non-teaching Staff - 1) Computer Training.

      2) Effective use of English.

      3) E-Library training

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.)?

Whenever vacancy arises for the post of lecturers, advertisements are given in leading news-papers and applications are invited from qualified candidates. Scrutiny of the applications are done and call letters are sent to the eligible candidates. Candidates are interviewed by Selection Committee of the Management and depending on the performance a merit list is prepared. Selection is made on the basis of performance in the interview and their educational qualifications ,as per NCTE norms . Salary and service conditions are as per State Government. In case of retaining diverse faculty a provision is made to recruit such members of the staff either on honorarium basis. This is to retain the quality and standard of the institution in academic dispensary.

6. What are the criteria for employing part-time / Ad-hoc faculty ? How are the part time / Ad-hoc faculty different from the regular faculty? (Eg. salary structure, work load , specializations).

The Management recruits part time / ad-hoc faculty when there is an increase in the workload or whenever vacancy arises.

- The qualifications, the experience, the skills are taken into account while recruiting the part-time/ad-hoc faculty.
- UGC and NCTE norms are followed while recruiting.
- The salary structure is framed by the Management with respect to work load, specialization and qualifications.
- Faculty members with Ph.D are paid higher salary.
- Regular faculty is appointed through Selection Committee as per Govt. / UGC norms.
- The workload of 08 hours per week is allotted to par timers and 42 hours to full timers.

7. **What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty ? (Eg. 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 Institute supports its faculty members to grow professionally and it also bears a necessary amount of expense for staff development. Staff members are actively encouraged for participation in seminars / conferences / workshops at all levels. Members of faculty are encouraged to conduct and organize seminars and workshops, conferences in the college campus and the expenditure is sent by the college. Registration and conveyance allowances are borne by the institute in certain cases and members are given duty leave. Well equipped library and internet facilities are provided to help in research work. Staff members are actively involved in local bodies like DIET, FPAI and SSA

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 college maintains individual cubicles for teaching staff and also provides internet facility along with well established library and laboratories. A separate psychology lab, language lab and science lab is maintained by the college. Along with this all basic infrastructural facilities are extended.

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

The effective mechanism is devised by the Institution for redressal of grievances through suggestion boxes which are placed in the college. Grievances cell is established. The processed information is passed through competent authorities and concerned persons for redressal. The information is passed through notice board and oral interaction.

10. Detail on the work load 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.

Practices taken up for the improvement of faculty members

- Mentoring system is followed and students are equally distributed to all the faculty members.

- Programmes to develop skills are conducted.

- Faculty members with specific skills are encouraged to participate in professional and administrative activities.

- On duty leave for faculty members is extended for the developmental programmes and research work.

- Faculty members are involved in school programmes and community services.

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

Yes,

The Institution motivates and encourages staff members to advance their career and enhance their knowledge and skill. The college has a healthy practice of writing letters of appreciation and giving of monetary benefits through annual increments etc., Special financial package is also given to encourage the merited staff.

6.5   FINANCIAL, MANAGEMENT AND RESOURCE MOBILIZATION

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

Yes,

The institute gets financial grant from State Government from May 2009.P.G Course is self financed. Funds are raised from fees collected from students.

Year	Salary received from State Govt.
May 2009 to Dec 2011	Rs. 64,26,748 /-

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

Institution has mobilized Rs. 20,000 /- from alumni to hold seminar .

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

- The college has necessary budget to day-to-day expenses like telephone / electricity bills.
- The deficit in the budget is met by the Management.

4. What are budgetary resources to fulfill the missions and offer quality programs ?(Budget allocations over the past five years, depicted through income expenditure statements , future planning, resources allocated during the current years and excess / deficit)

- Fees raised from the students.
- Interest earned from bank deposits.
- Contribution of Management for developmental activities.
- The Institution proposes to establish Research Center.

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)

- A Charted Accountant is appointed by the Management who looks into the financial matter of the college regularly. There are no pending audits for the previous years and no financial irregularities are reported.
- The college has both internal as well as external audit system.

6. Has the institution computerized its financial management systems ? If Yes, give details.

Yes, Accounts are computerized and same are maintained in Tally.

6.6   Best Practices in Governance and Leadership

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

- Decentralization of leadership through various committees.
- Faculty members are encouraged and empowered in educational and financial matters.
- An expert Committee is consulted to guide and monitor academic disciplines.
- Encouraging the students who perform well academically in the practice teaching schools in the form cash prizes.
- Encouraged faculty to undergo training.

BEST PRACTICE – I

Title: "Preparation of Academic calendar reflecting all the activities of the
Programmes"

Need addressed and the context

The need for preparing academic calendar reflects the disciplined and well maintained system of teaching activities throughout the year. Although most of us tend to underline the professional development there is an urgent need for the improvement of the quality programme in a systematic and well defined manner. Hence, the academic calendar reflects the discipline of the systematic and well organized programme of teaching. Otherwise, all teaching activities and programmes are going to be haphazard and ill planned and ill organized. Essence of direction is always provided by academic calendar to bring its efficiency and excellence in academic dispensaries.

<u>Objectives</u>

- To create general awareness of all programmes /activation among student teacher.
- To develop systematic planning of all programmes
- To conduct academic activities.
- To keep inform the details of the college activities to the stake holder.

The Practice

The academic calendar is in consonance of the academic calendar of events of R.C.University Belgavi. The Principal and all the members of staff plan well in advance all the activities/programmes for academic year. The members of staff and principal prepare the academic calendar which consist of

- Reopening of the college – I Semester and II Semester
- Tests and examination dates
- Conduct of workshop/seminars
- Celebration of important days
- Holidays
- Practice teaching details
- Alumni activities
- PTA meeting
- Citizenship camp activities
- SUPW activities
- Guest lectures
- Academic club activities
- Annual practical lessons
- Annual social gathering
- Deepadana Samarambha

The prepared academic calendar is given to all the student teachers and stake holders to know the activities of the institution.

The Resources:

- **Physical Resources**: the prepared academic calendar is provided to all students and stakeholders
- **Financial resources**: college and management looks after the expenditure of academic calendar.
- **Human resources**: The faculty members and principal involve in preparing academic calendar.

The Impact/Outcome

Since the academic calendar reflects the holistic activities and programmes of the institution. It is beneficial for almost all stakeholders in the programme to plan well in advance. It is easy and convenient for the implementation of education programme right in time that benefits students to prepare for main examinations. The academic calendar further systematize the programme of teaching activity and enables the administrative authority to monitor the programme as specified.

BEST PRACTICE – II

Title:

"Income and Expenditure of Institution are Subject to Internal and External Audits"

The Context:

Internal and external audit system is necessary to systematize administrative work. To see that equal distributions of funds is initiated to various departments. To see that there is no misuse of funds. To identify the areas where funds are needed. So that the budget for next academic year can be planned accordingly. Internal and external audit system will provide the expenditures under different heads. This system will also help to know the budgets sanctioned, the expenditures and other financial aspects.

Objectives of the Practice:

- To maintain transparency in administration.
- To allocate funds for different departments/ Heads according to budget sanctioned.
- To know the budgets sanctioned for the year.

Descriptive of the Practice:

Both internal and external audit are done by an authorized auditor according to the criteria. The management appoints a competitive authority to verify the details of audits at the end of academic year. The authorized auditor visits the institution and checks all the vouchers and receipt pertaining to the expenditure under different heads. Then the auditor checks the balance in the budget and finally the things are verified. The audit report is signed by the authority and principal and then submitted to the management. The Management takes necessary steps to allocate the budget in the next academic year.

The Impart/Outcome:

- Transparency in financial matters.

- Proper allotment of money under different heads.

- Verifications of all funds allotted.

- Proper utilization of resources.

Additional Information to be provided by institutions

opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

Evaluative observation	Acted upon
Active IQAC programmes.	All academic activities are planned and monitored by IQAC.

2. What are the other quality sustenance and enhancement measurers undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

The quality sustenance and enhancement measurers undertaken by the institution are

- IQAC Cell programmes the academic activates to sustain and to enhance quality.

- Academic plan is chalked out at the beginning of the year and college functions accordingly.

- Annual Internal and external auditing is regularly conducted.

- ICT based instructional methods are implemented and practiced.

- Constituted various Committees for curricular and co-curricular activities.

- The democratic functioning of the institution is governed by disciplines.

Criterion – VII

Innovative Practices

7.1 Internal Quality Assurance System

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

Establishment :

The Institution has Internal Quality Assurance Cell (IQAC). It was established on **2nd September 2007**

Composition of IQAC for the year 2010-11

Following are the members of IQAC.

1) Principal, Dr. Jagadeesh. B   -   Chairman .

2) Dr. V. D. Aiholli   -   Member , Co-ordinator.

3) Prof. S. H. Lagali   -   Administrator , BLDE Association.

4) Dr (Smt) A. K. Geetha   -   Member.

5) Dr (Smt) M. B. Kalmadi   -   Member.

6) Prof. M. S. Hiremath   -   Member.

7) Dr. A. V. Bomagond   -   Member.

8) Dr. (Smt) B. Y. Khasnis   -   Member.

9) Dr. G. R. Angadi   -   Member.

10) Dr. M. B. Kori   -   Member.

11) Sri. B. B. Mulawad (P.E Director)   -   Member.

12) Sri. M. A. Maidargi (librarian)   -   Member.

13) Prof.K.S.Biradar   -   Member from B.L.D.E.Management

14) Smt.M.C.Hiremath   -   Nominee from Local Society

15) Sri.M.B.Sahabadi   -   Nominee from Local Society

Major activities undertaken by IQAC:

- National level Conference .

- State Level Workshop on 'Writing Research Articles'

- Workshop on 'Communication Skills'.

- Workshop on 'Personality Development and Life Skills'.

- Workshop on 'Psychological Tests and Experiments'.

- Remedial classes.

- Guest lectures.

- Extension activities like blood donation camp, free medical check up camp, yoga camp, awareness programmes on AIDS/HIVand Health and Hygiene .

- Faculty development programmes.

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

- The Institute's IQAC evaluates the achievements and translate the goal and objectives.

- It forms various Committees.

- The IQAC analysis the opinions and practices of their own staff, peers, and students.

- Annual results, progress in class tests, curricular and co-curricular activities and programmes conducted throughout the year are reviewed by IQAC.the same is forwarded to the Management and Advisory Board. In addition, feedback and suggestions are discussed in order to make improvements.

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

The IQAC designs and prepares Academic Calendar and action plans. Accordingly it is carried out to ensure the quality of the programmes.

- Self Appraisal Report is collected every year by the staff.

- Students feedback is collected on curricular and support activities.

- The feedback of staff by students is sought and improvemnetal measures are suggested.

- Innovative teaching methods are encouraged and channelized.

- Use of ICT technology is encouraged.

- Students forums are encouraged.

- Workshops on preparing 'low cost materials', are conducted.

- Celebration of National and International days. For e.g. – World AIDS day, World Ozone day, National Women's day, Independence day etc…. are observed.

- Various cells like Guidance and Counselling Cell and Placement Cell are initiated and channelized.

- Library is equipped with Bar-coding facility and MOU facilities are provided to the inter -college students. Online accessibility of E-Journal is provided to the students.

- Various work shops are conducted at the beginning of B.Ed. programme/course like –
  - ➤ Induction programme by the staff.
  - ➤ Micro-teaching.
  - ➤ Work shop on lesson plan.
  - ➤ Unit test, (Blue Print).
  - ➤ Construction of Achievement Test.
  - ➤ Technology assisted teaching by Innovative Methods.

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

- The Principal is the Head of the Institution and he provides requisite leadership to the Administration.

- He convenes all the meetings and ensures implementations of decisions.

- He ensures transparency in financial and administrative matters.

- Institution collects feedback orally from various stake holders in connection with Administrative matters.

- Preparation of budget and its approval by the Management is sought.

- Internal Audit is done by the college and external audit is done by the Association.

- Computerization of all the activities enable the college to maintain quality in administration.

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

The Institute maintains continuous interaction with all its constituents such as Library, Sports, Subject clubs, Alumni, SC Scholarship Wing, SC/ST Cell, Placement Cell and Grievance Redressal Cell .

These constituents share their ideas and good practices to enhance quality in the

Institution.

7.2 Inclusive Practices

1) How does the institution sensitize teachers to issues of inclusion and the focus

given to these in the national policies and the school curriculum?

The college organizes   seminars, awareness programmes, workshops, and guest lectures on National issues and policies in order to sensitize its teachers and students.

2) What is the provision in the academic plan for students to learn about inclusion and   exceptionalities as well   as gender differences and their impact on learning?

The Institution academic plan has provision for handling inclusion and exceptionalities as well as gender differences.

- Curricular**:** The subjects like Educational Psychology and Philosophical and SociologicalFoundation of Education expose the students to learn about inclusion, exceptionalities and gender differences.
- Co-Curricular :They are planned for both the genders.
- Sports activities **:**Games, Exercises and yoga are organized for both the genders.

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 undertakes various activities to foster positivity in the students.

- Activities are organized on Global, National and Local issues to create learning attitude among the students.

- Experimental learning, Applied Knowledge, Use of ICT tools, Computer labs, Virtual classes and Updated labs develop and foster positive interaction among the students.

- Attending special lectures, seminars(National/State level) and workshops (National/State level) enhance learning process.

- Participation of students in Surveys, AIDS awareness programme, Group Discussions, Cultural activities, Games and Sports and interaction with other college students develop social interaction in the students.

- Assigning projects, use of multimedia in teaching and organizing various programmes foster active learning environment among the students.

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

The Institution has undertaken various strategies for academic proficiency among

the students.

- Lesson plans are planned keeping in mind the level of learning and social background of practice teaching schools.

- Teaching methods are designed as per the needs of the students' socio-economic background.

- Student-teachers make extensive use of charts, models, graphs and maps to make learning enjoyable.

- Live projects are assigned to advanced learners.

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

The Institution address the needs of physically challenged and differently-abled students enrolled by providing special facilities:

Physically Challenged Students:

- Seats are ear-marked for physically challenged students in the library.
- Special seating arrangement is made in the classroom.
- They are helped by the attenders in the library and office.
- Extra one hour is given to them in the semester exam by taking prior permission from the University.
- They are allotted to the nearby practicing schools.

Differently-abled Students:

Slow learners:

- The teachers orient student before commencement of syllabus.
- Personal counselling by the concerned faculty.
- Bi-lingual explanations.
- Providing simple course materials.
- Revision of lessons.
- Inter-action method is used.
- Use of charts, flash cards, audio-visual, graphs, maps and question bank to make the concepts clear.

Advanced Learners:

- Motivated to participate in quiz, debate and group discussion.
- Assigning live projects.
- Projecting them as team leaders.
- Providing more number of books.
- Access to internet.
- Awards and rewards.
- Encouraging them to prepare PPT and use of Smart Board.

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)?**

The Institution has a functional Ladies Department for sensitizing gender issues.

Activities Undertaken:

- Grievances are redressed by the Dept
- Celebration of Women's Day.
- Guest Lectures are arranged on Women's Empowerment.

- Sports activities for women are held.

- Women health awareness programmes are conducted.

- Competitions are held among the 4 houses.

- 50% are women students.

- 33..3% are women teaching staff

- 7.14% are women non-teaching staff.

7.3 Stakeholder Relationships

1) How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The Institution has developed good relationship with stake holders. The Institution ensures the access to the information on organizational performance to all the stake holders through the following –

- Brochures.

- Institution's website.

- Advertisement through print media.

- PTA Meetings (Parents Teachers Association).

- Meetings with Students Union Members.

- By writing letters to Alumni members.

- Activities of the College covered in the News papers.

- Annual Day Function.

- Inviting Stake holders to various programmes. (National Conferences, Work shops, Seminars etc)

- Management Committee meetings.

2) How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The information obtained through the feedback mechanism is shared and discussed with the staff members. The success of the programme is applauded and encouraged by the Management and the Principal. The failures are taken into account and discussions are held to take corrective measures in future.

3) **What are the feedback mechanism in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

The Institution has taken many measures to ensure involvement of stakeholders in quality improvement of academic programmes. They are as follows –

- Feedback from students on course, course content, design, syllabus, exam methods, teacher's involvement, quality of teaching, facilities of library, laboratories, transparency in exam is collected in prescribed proforma and is analysed by IQAC to bring necessary changes.

- Feedback from the Alumni members are collected and their opinions and suggestions are taken into consideration in the enhancement of quality in academic transactions. Thus, Institution makes efforts to bring qualitative changes in the Institution.

Additional Information to be provided by Institutions opting for Re-accreditation.

1) **How are the core values of NAAC reflected in the various functions of the institution ?**

The functions organized by the institution are based on the values suggested by

NAAC. They are as follows.

1. **National Development :**

- Empowering the students with life skills through training and assigning of live- projects develop competency.

- The Institution ensures access, equity and social justice through transparent admission process.

- The admission for the year 2010-11 shows 14.28% of SC students, 2.38% of ST students, 31.51% of OBC category and 69.04% of Rural students, 33.33% women students .

- Institutes B,Ed. and M.Ed courses facilitate creation of knowledge capital which help in National Development.

- The Institution follows Parent University curricula which has higher education goals.

2. Fostering Global Competencies :

- Project work/study tours/visit to villages/assignments bring competencies among the students.
- Learning resources – ICT tools, computer software and internet develop technical skill among the students.
- Exposure to National Seminars/workshops and special lectures develop competencies among students.
- Campus interview through placement cell exposes the students to Global competencies.
- Thrust on the personality development/Group Discussions/Team work/personal interview develop confidence among the students.

3. Inculcating value system among students :

- The various clubs in the college and observing Gandhi Jayanti, Teacher's day, Martyr's Day, Kanakadas Day, Independence Day, Republic Day, International Women's Day, C.V.Raman's Day have inculcated patriotism, communal harmony, National integrity, religious tolerance and scientific temperament among the students.
- Citizenship Training Camp (CTC) inculcate value system among the students.

4. Promoting use of Technology :

- Well equipped labs in various subjects promote use of technology.
- Usage of Computer, Internet, Smart board, (Active Board) and E-correspondence expose the students to new technologies.
- The Institution has computerized admission, computerization of partial library, result analysis, pay-bill reflects the usage of technology in the Institution.

5. Quest for Excellence :

- Volunteered for Re-accreditation.
- Establishment of IQAC.
- Organisation of Seminars/conferences.
- Feedback from the students and from the Management.
- Increase in Ph.Ds and M.Phils.
- 100% of faculty have attended Conferences/Seminars on various topics.
- The faculty members have presented papers at State / National / International Conferences / Seminars.
- Linkage with various organizations.
- Inviting eminent academicians as guest speakers.
- Launching of Institutional Website and updating regularly.
- Thrust on continuous improvement in teaching-learning-evaluation by undergoing training.
- Faculty members have also undergone training in communication and analytical skills.
- Faculty members have attended workshops on revision of syllabus.

Thus, the Institute is addressing the core values of NAAC in all its endeavours.

Declaration by the Head of the Institution

I certify that the data included in this Re-Accreditation Report (RAR) are true to the best of my knowledge.

This RAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this RAR during the peer team visit.

Signature of the Head of the

Institution

Place: Bijapur

Date: 11-02-2012