SREE SIDDAGANGA EDUCATION SOCIETY ®

SREE SIDDAGANGA COLLEGE OF EDUCATION

Affiliated to Tumkur University, Recognised by NCTE
B.H.Road, Tumakuru, Karnataka State, India, Pin Code - 572102
e-mail ID-siddagangabed72@gmail.com

website:www. sscetumkur.org **Ph No: 0816-2278212**

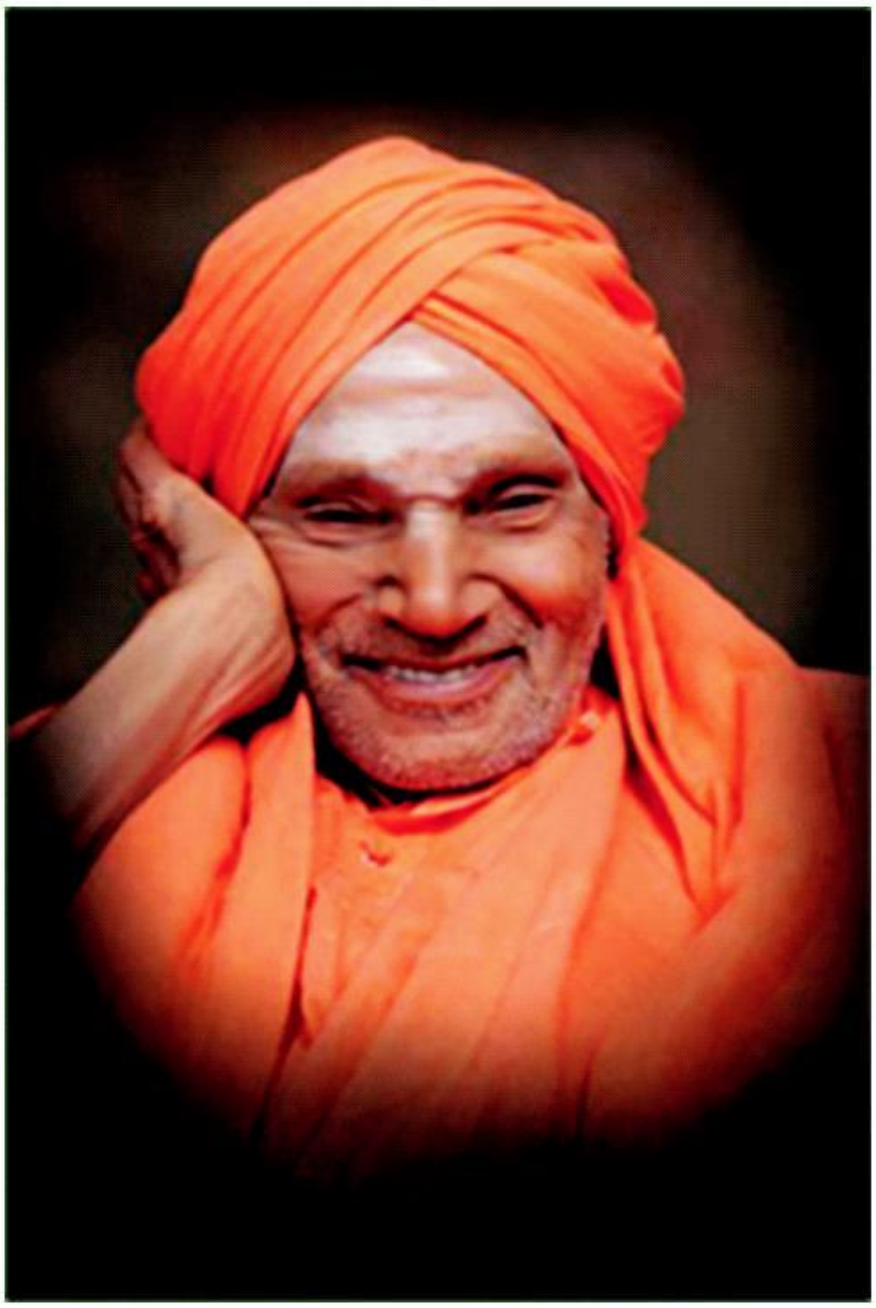
Track Id-KACOTE23371

SELF -APPRAISAL REPORT

Contemporary Report – September 2016

SUBMITTED
TO
NAAC FOR ACCREDITATION

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An autonomous Institution of the University Grants Commission PO Box No. 1075, Nagarabhavi, Bangalore-560072, India, September 2016



Padma Bhushana, Karnataka Rathna

His Holiness Dr. Sree Sree Shivakumara Mahaswamigalu

Sree Siddaganga Education Society ®

Sree Siddaganga Math.

His Holiness Sree Sree Siddagalinga Swamigalu

President

Sree Siddaganga Education Society ®

Sree Siddaganga Math.

Sri T.K.Nanjundappa. M.A., B.L.

Secretary

Sree Siddaganga Education Society ®

Sree Siddaganga Math.

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Dr. Shanthamma

MA (Eng)., M.Ed.,M.A(Psy).,DPJ.,Ph.D.

Former Principal

Sree Siddaganga College of Education

B.H.Road, Tumkur-572102

SREE SIDDAGANGA COLLEGE OF EDUCATION

B.H.ROAD, TUMKUR- 572 102

BOARD OF MANAGEMENT

His Holiness
Dr. Sree Sree Shivakumara Mahaswamigalu **Founder**
Sree Siddaganga Math, (SSES)

His Holiness
Sree Sree Siddagalinga Swamigalu **President**
Sree Siddaganga Math, (SSES)

Sri T.K.Nanjundappa. M.A., B.L., **Secretary**
Merchant, J.C.Road, Tumkur-572 102.

MEMBERS

Sri N.R.Jagadish
Managing Director
Sree Siddaganga Oil Extraction,
B.H.Road, Tumkur

Sri. B.S.Paramashivaiah
No. 1149/29, 11th Main Road,
RPC Layout, Vijayanagar, Bangalore-40

Sri Siddagangaiah
Auditor, No. 88, Chickpet,
Bangalore-02.

Sri B.Shantha Raj
Coffee Planter, B.M.Road,
Sakaleshpur, Hassan Dist.

Sri L.Rajappa
P.W.D. Contractor
924, 2nd Main, 4th Block,
Rajaji Nagar, Bangalore-10

Sri B.N.Channappa
Retd. Chief Engineer, # 115, 11th Main Road,
Bangalore-560 086

Dr. B. Shivappa
No. 438, Rajmahal Vilas Extn.
Sadashivanagar, Bangalore.

Dr. M.N.Channabasappa
Principal
S.I.T., Tumkur-03

Prof. G.Parmeswarappa
No. 326, 2nd E Cross, 15th Main,
1st Block, 3rd Stage,
Basaveshwaranagar.
Bangalore-560 009.

Sri S.Shivaprasad, B.E.,
No. 50/1, "Shiva Krupa" Bull Temple Road,
Basavanagudi, Bangalore-560 004.

Sri.S.P.Visweswaraiah
Land Lord, Sompura,
Koratagere Taluk, Tumkur Dist.

Sri T.M.Swamy,
Industrialist,
16th Cross, SS Puram, Tumkur

GOVERNING COUNCIL

Sri T.K.Nanjundappa, M.A., B.L. Secretary, SSES, S.S.Math	**President**
Sri T.M.Swamy, Industrialist, 16th Cross, SS Puram, Tumkur	**Member**
Sri S.Shivaprasad, No. 50/1, "Shivakrupa" Bull Temple Road, Basavanagudi, Bangalore-560 004	**Member**
Sri L.Rajappa P.W.D. Contractor No. 1251, 3rd Cross, 13th Main Road, Judicial Layout, (Near Water tank) Allalasandra, G.K.V.K. Post, Bangalore-65	**Member**
Sri. B.S.Paramashivaiah No. 1149/29, 11th Main Road, RPC Layout, Vijayanagar, Bangalore-40	**Member**
Sri B.N.Channappa Retd. Chief Engineer, # 115, 11th Main Road, Bangalore-560 086.	**Member**
Dr. Vasantha Professor, P.G.Department of Mathematics Tumkur University, Tumkur [Uni. Nominee]	**Member**
Dr. Jayasheela Professor, P.G.Department of Economics Tumkur University, Tumkur [Uni. Nominee]	**Member**
Sri. C.S.Siddalingaiah EO, SSES, Tumkur	**Member**
Smt G.B.Devamma Asst Proffesor, SSCE, Tumkur	**Member**
Smt R. Girija Assistant Professor, SSCE, Tumkur	**Member**
Prof. R.Rudraradhya Principal, SSCE, Tumkur	**Convener**

MEMBERS OF FACULTY

Principal
Dr. Shanthamma
M.A$_{(Eng)}$,M.Ed, M.A $_{(Psy)}$, DPJ, Ph.D.

Sri. R.Rudraradhya, M.A., M.Ed., M.Phil	**Assistant Professor**
Smt G.B.Devamma, B.Sc., M.A., M.Ed., M.Phil	**Assistant Professor**
Smt R. Girija, B.Sc., M.A., M.Ed., M.Phil	**Assistant Professor**
Sri. Jagadeesh Kumar, M.A., M.Ed., M.Phil	**Assistant Professor**
Smt G.V.Shobha, B.Sc., M.A., M.Ed., M.Phil	**Lecturer**
Sri P.Shambulinga Swamy, M.A., M.Ed., M.Phil	**Lecturer**
Smt Jyothi B. Panth, M.Sc., M.Ed., M.Phil	**Assistant Professor**
Sri B.N.Thimmaiah, M.Sc.(LIS), M.Phil.	**Librarian**
Sri K.S.Satish	**Second Division Assistant**
Smt. H.S.Nirmala	**Clerk cum Typist**
Sri Rajanna	**Peon**
Sri Gangaraju	**Peon**
Sri. P. Ananda Kumara	**Peon**

MEMBERS OF FACULTY

Principal
Dr. R.Rudraradhya
M.A., M.Ed., M.Phil , Ph.D

Dr. G.B.Devamma, B.Sc., M.A., M.Ed., M.Phil, Ph.D	**Assistant Professor**
Dr. R. Girija, B.Sc., M.A., M.Ed., M.Phil, Ph.D	**Assistant Professor**
Dr. Jagadeesh Kumar, M.A., M.Ed., M.Phil, Ph.D	**Assistant Professor**
Smt G.V.Shobha, B.Sc., M.A., M.Ed., M.Phil	**Lecturer**
Sri P.Shambulinga Swamy, M.A., M.Ed., M.Phil	**Lecturer**
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Sri Rajanna	**Peon**
Sri Gangaraju	**Peon**
Sri. P. Ananda Kumara	**Peon**

PREFACE

It is an immense pleasure and privilege to submit the Self Appraisal Report of Sree Siddaganga College of Education for the first cycle of accreditation by the National Assessment and Accreditation Council (NAAC), Bengaluru.

This Report has been prepared by following the guidelines of NAAC. This report is a reflection of the academic and administrative activities performed in the previous years in the college. It focuses on Curricular aspects; Teaching-learning and evaluation; Research, Consultancy and Extension; Infrastructure and Learning Resources; Student support and Progression; Governance and Leadership; Innovations and Best Practices of Sree Siddaganga College of Education. It is an endeavor which encourages us to examine our strengths, weaknesses and opportunities in higher education and to prepare for the challenges that are at the forefront.

A committee comprising of dedicated faculty members has been constituted to prepare the report. The committee has prepared the report through constant group discussions and regular interaction with the Principal and the other sister institutions of Sree Siddaganga Education Society. The report has been finalized with utmost sincerity, honesty and collective effort of the faculty members which is now being submitted to the NAAC for assessment and accreditation.

It will be a great delight to hear from you soon on Peer Team visit for the inspection of our college.

Dr.Shanthamma
Principal
Sree Siddaganga College of Education,
Tumakuru, Karnataka

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MOTTO

"Work is worship"

Vision

To visualize our institution surging ahead towards the pinnacle of total quality education.

Mission

- **To promote sound educational environment**
- **To enhance teaching competencies to create 'Just society'**
- **To surge holistic personality.**

Values

- **Fostering learning environment that promotes responsible and principled behaviour**
- **Seeking for excellence**

Objectives

- **To contribute creative and committed teachers to the society**
- **To develop professional competencies among student-teachers**
- **To nurture the talents of student-teachers**
- **To develop positive attitude towards teaching profession and professional ethics among student-teachers**
- **To develop dignity of labour among student-teachers**
- **To develop confidence among student-teachers to face challenges of life**
- **To develop organizational abilities among student-teachers**
- **To develop leadership qualities among student-teachers**
- **To provide placement service to the student-teachers to help them in their carrier development**
- **To develop the institution as a centre of excellence and to strive for quality sustenance**
- **To develop life skills among student-teachers.**

Mapping of Academic Activities of the Institution

| Week | | January | | | | February | | | | | March | | | | | April | | | | | May | | | | | June | | | | | July | | | | | August | | | | | September | | | | | October | | | | | November | | Dec. | |
|---|---|---

SELF-APPRAISAL REPORT

PART-I: INSTITUTIONAL DATA

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution : SREE SIDDAGANGA COLLEGE OF EDUCATION, B.H.ROAD, TUMAKURU, KARNATAKA- 572102

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2. Website URL : www.sscetumkur.org

3. For communication : SREE SIDDAGANGA COLLEGE OF EDUCATION, B.H.ROAD, TUMAKURU, KARNATAKA- 572102

OFFICE:

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr.R.Rudraradhya Principal	Off :0816-2278212 Mob.: 9945942515	-	rudraradhyar@gmail.com
Dr.Jagadeesh Kumar Co-ordinator	9448631380		nijagaljk@gmail.com

RESIDENCE:

Name:	Telephone Number with STD Code	Mobile Number
Dr.R.Rudraradhya Principal	-	9945942515
Dr.Jagadeesh Kumar Co-ordinator	-	9448631380

4. LOCATION OF THE INSTITUTION

Urban	√	Semi-urban	Rural		Tribal	

Any other (specify and indicate)

5. CAMPUS AREA IN ACRES: 2 ACRES

6. IS IT RECOGNIZED MINORITY INSTITUTION?

Yes ☐ No ☑

7. DATE OF ESTABLISHMENT OF THE INSTITUTION

MM	YYYY
September	1972

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

Tumkur University,Tumakuru

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

2(f)

MM	YYYY
December	2005

12(B)

MM	YYYY
December	2005

10. TYPE OF INSTITUTION

a. By funding

i. Government	
ii. Grant-in aid	√
iii. Constituent	
iv. Self financed	
v. Any other (specify and indicate)	

b. By Gender

i. Only for Men	
ii. Only for Women	
iii. Co-education,	√

c. By Nature

i. University Dept	
ii. IASE	
iii. Autonomous College	
iv. Affiliated College	√
v. Constituent College	
vi. Dept.of Education of Composite College	
vii. CTE	
viii. Any other (specify and indicate)	

11. DOES THE UNIVERSITY/STATE EDUCATION ACT HAVE PROVISION FOR AUTONOMY?

Yes [√] No [ ]

If yes, has the institution applied for autonomy?

Yes [ ] No [√]

12. DETAILS OF TEACHER EDUCATION PROGRMMES OFFERED BY THE INSTITUTION:

Sl. No.	Level	Programme Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
ii)	Primary/ Elementary			Certificate		
				Diploma		
iii)	Secondary/ Sr. secondary	B.Ed.	Any graduation/ post graduation	Certificate	I Year	ENGLISH
iv)	Post Graduate			Certificate		
				Diploma		
v)	Other (specify)			Certificate		
				Diploma		

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

Level	Programme	Order No & Date	Valid up to	Sanctioned intake
Pre-primary				
Primary/ Elementary				
Secondary/ Sr. secondary	B.Ed.	F.No.SRC/NCTE/ AOS00463/B.Ed/ KA/2014-15/62688 Date: 18-03-2015	Restored/ Continued till further orders	100
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

CRITERION I: CURRICULAR ASPECTS

1. DOES THE INSTITUTION HAVE A STATED VISION

Vision	Yes	√	No	
Mission	Yes	√	No	
Values	Yes	√	No	
Objectives	Yes	√	No	

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

Yes		No	√

If yes,

a) How many programmes? NA

b) Fee charged per programme NA

3. Are there programmes with semester YES **system**

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

Yes	√	No	

If yes, how many faculties are on the various curriculum?

Development/vision committees/boards of universities/regulating authority.

08

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

D.Ed.	
B.Ed	09
M.Ed (Full Time)	
M.Ed (Part Time)	
Any other (specify and indicate)	

6. Are there Programmes offered in modular form

Yes		No	√

Number	-

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

Yes	√	No	

Number	02

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	

Number	3+2=05

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

• Heads of practice teaching schools	Yes	√	No	
• Academic peers	Yes		No	√
• Alumni	Yes	√	No	
• Students	Yes	√	No	
• Employers	Yes	√	No	

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

One Year

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

Yes		No	√

Number	

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

Yes		No	√

Number	

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

√	Yes		No

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

√	Yes		No

CRITERION II: TEACHING-LEARNING AND EVALUATION

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

   a) Through an entrance test developed by the institution — X

   b) Common entrance test conducted by the University/Government — X

   c) Through an interview — √

   d) Entrance test and interview — X

   e) Merit at the qualifying examination — √

   f) Any other (specify and indicate) (if more than one method is followed, kindly specify the weight ages) —

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

   a) Date of start of the academic year — 31-12-2014

   b) Date of last admission — 10-02-2015

   c) Date of closing of the academic year — 30-11-2015

   d) Total teaching days — 166

   e) Total working days — 238

3. Total number of students admitted

Programme	Number of Students			Reserve			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	38	61	99	09	09	18	29	52	81
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students: Yes [ ] No [√]

If yes, how many? [ ]

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

a) Unit cost excluding salary component Rs.13,116-00

b) Unit cost including salary component Rs.73,722-00

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

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

JProgrammes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	91.35%	71%	91.21%	70.78%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

[√] Yes [ ] No

8. Does the institution develop its academic calendar?

Yes [√] No [ ]

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	70	20	10
M.Ed. (Full Time)			

M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days — One Week

b) Minimum number of pre-practice teaching lessons Given by each student — 0 2

11. Practice Teaching at School

a) Number of schools identified for practice teaching — 1 2

b) Total number of practice teaching days — 4 2

c) Minimum number of practice teaching Lessons given by each student — 1 2

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

No. of lessons in simulation	No	No of Lessons Pre-practice teaching	2

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

Yes [√] No [ ]

14. Does the institution provide for continuous evaluation?

[√] Yes [ ] No

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

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

16. Examinations

a) Number of sessional tests held for each paper | 0 | 1 |

b) Number of assignments for each paper | 1+3 |

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

	Yes	No
Computer	√	
Intranet	√	
Internet	√	
Software/courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)	Slide Projector, OHP,LCD	

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

Yes		No	√

Number	

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

Yes	√	No	

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

Compulsory | √ | | | Optional

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

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

Number	06	75.5	%

2. Does the Institution have ongoing research projects?

Yes		No	√

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

Funding agency	Amount (Rs)	Duration (Years)	Collaboration, if any

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

3. Number of completed research projects during last three years. No

4. How does the institution motivate its teachers to take up research in education? (Mark √ for positive response and X for negative response)
   - Teachers are given study leave — X
   - Teachers are provided with seed money — X
   - Adjustment in teaching schedule — √
   - Providing secretarial support and other facilities — √
   - Any other specify and indicate —

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

   Yes [ ] No [√]

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

   a. Ph.D. 05

   b. M.Phil. -

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

√ Yes ☐ No

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

	Yes	No	Number
International journals	√		02
National journals-referred papers Non-referred papers	√		13
Academic articles in reputed magazines/news papers	√		04
Books	√		02
Any other (specify and indicate)	√		05

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

Yes	√	No	

Number	02

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

	Faculty	Students
National seminars	10	
International seminars	05	
Any other academic forum	03	

11. What types of instructional materials have been developed by the institution? (Mark' √ ' for yes and 'X' for No.)

Self-instructional materials	
Print materials	√
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	√
Digitalized (Computer aided instructional materials)	
Question bank	√
Any other (specify and indicate)	

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

☐

Yes [√] No

If yes, indicate the nature of the post.

Full time [ ] Part time [ ]

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

[ ] Yes [√] No

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

Yes [√] [ ] No

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

05

16. Does the institution provide consultancy services?

[√] Yes [ ] No

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

[ ]

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

Local level	06
State level	01
National level	02
International level	01

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

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

   1840 Sq mts

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

a) Methods lab Yes [√] No [ ]

b) Psychology lab [√] Yes [ ] No

c) Science lab(s) Yes [√] No [ ]

d) Education Technology lab Yes [√] No [ ]

e) Computer lab Yes [√] No [ ]

f) Workshop for preparing Teaching aids Yes [√] No [ ]

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

   30

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

   Rs.20,000-00

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

   Rs.50,000-00

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

   -

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

Rs.50,000-00

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

[ ] Yes [√] No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	03	05		-
Non-teaching	10	01	-	-

10. Total number of post vacant

	Open		Reserved	
	M	F	M	F
Teaching	-	-	-	-
Non-teaching	07	-	-	-

11. a. Number of regular and permanent teachers

(Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	03	05	-	-

	M	F	M	F
Readers	-	-	-	-

	M	F	M	F
	-	-	-	-

Professors

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

	Open		Reserved	
	M	F	M	F
Lecturers	-	-	-	-

Readers

M	F	M	F
-	-	-	-

Professors

M	F	M	F
-	-	-	-

c. Number of teachers from Same state 08

Other States -

12. Teacher student ratio (Program-wise)

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

13. a. Non-teaching staff

Open Reserved

Permanent

M	F	M	F
04	01	-	-

Temporary

M	F	M	F
-	-	01	-

b. Technical Assistants

Permanent

M	F	M	F
-	-	-	-

Temporary

M	F	M	F
-	-	-	-

14. Ratio of Teaching-Non-teaching staff

4:3

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

61.64%

16. Is there an advisory committee for the library?

√ Yes ☐ No

17. Working hours of the Library

On working days	9.00 AM to 5-30 PM
On holidays	-
During examinations	8.30 AM to 6 PM

18. Does the library have an open access facility

Yes	-	No	√

19. Total collection of the following in the library

a. Books	17,257
-Textbooks	15,557
-Reference books	1,700
b. Magazines	14
c. Journals subscribed	21
-Indian journals	20
-Foreign journals	01
e. Peer reviewed journals	-
f. Back volumes of journals	874
g. E-information resources	
- Online journals/e-journals	-
- CDs/DVDs	05
- Databases	-
- Video Cassettes	77

20. Mention the
Total carpet area of the Library (in Sq.mts.) 123.84Sq.mts.

Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	-
Partially automated	√
Fully automated	-

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

Circulation	√
Clipping	√
Bibliographic compilation	x
Reference	√
Information display and notification	√
Book Bank	√
Photocopying	√
Computer and Printer	√
Internet	√
Online access facility	√
Inter-library borrowing	×
Power back up	√
User orientation/information literacy	√
Any other (please specify and indicate)	×

23. Are students allowed to retain books for examinations?

Yes	√	No	

24. Furnish information on the following

Average number of books issued/returned per day	55

Maximum number of days books are permitted to be retained

By students 02 Weeks

By faculty 01 Month

Maximum number of books permitted for issue

For students 02

For faculty 06

Average number of users who visited/consulted per month 400

Ratio of library books (excluding textbooks and book bank Facility) to the number of students enrolled 1:17

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

Rs.25,000-00

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

	2012-13		2013-14		2014-15	
	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)
Text books	146	20,706	46	3,615	29	1,508
Other books	30	6,203	16	2,770	-	-
Journals/ Periodicals	26	7,075	25	8,022	29	7,235
Any others Specify and indicate	-	-	-	-	-	-
(Additional rows/columns may be inserted as per requirement)						

CRITERION V: STUDENT SUPPORT AND PROGRESSION

1. Programme wise " dropout rate'' for the last three batches

Programmes	2012-2013	2013-2014	2014-2015
D.Ed.			
B.Ed.	01%	08%	0.9%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes	√	No	

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

12

3. Does the institution offer Remedial instruction?

Yes	√	No	

4. Does the institution offer Bridge courses?

Yes	√	No	

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

	UG			PG			M.Phil		
	2012-13	2013-14	2014-15	I	II	III	I	II	III
Pass percentage									
Number of first classes	35	10	28						
Number of Distinctions	64	13	70						
Exemplary Performances (Gold Medal and University ranks	4th,5th,8th, 9^{th}and10^{th} rank	10th rank	Not yet announced						

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

Exam	2012-13	2013-14	2014-15
NET	1	-	-
SLET/KSET	-	3	-
TET	-	-	10

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

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship	-	-	-
Merit-cum-means Scholarship	Rs.2,48,240-00	Rs.1,00,500-00	Rs.1,74,500-00
Fee concession	Rs.1,92,450-00	Rs.1,00,500-00	Rs.1,74,500-00
Loan facilities	-	-	-
Any other specify and indicate	-	-	-

(Additional rows may be inserted as per requirement)

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

Yes		No	√

9. Does the institution provide Residential accommodation for:

Faculty	Yes	√	No	
Non-teaching staff	Yes	√	No	

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

Yes	√	No	

If yes, number of students residing in hostels

Men	12
Women	

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

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

12. Availability of rest rooms for Women

Yes	√	No	

13. Availability of rest rooms for Men

Yes	√	No	

14. Is there transport facility available?

Yes		No	√

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

Yes	√	No	

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		01	√		01
Inter-university						
National						
Any other (specify and Indicate)						

(Excluding college day celebration)

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

	Participation of Students (Numbers)	Out come (Medal achievers)
State	No	
Regional	No	
National	No	
International	No	

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment

2005

19. Does the institution have a student Association/Council?

Yes [ ] No [√]

20. Does the institution regularly publish a college magazine?

Yes [√] No [ ]

21. Does the institution publish its updated prospectus annually?

[√] Yes [ ] No

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

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	20	06	13
Employment			
Teaching	20	04	10
Others	10	04	10
Total	30	08	20

23. Is there a placement cell in the institution?

Yes [√] No [ ]

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

2011-12	2012-13	2013-14
02	03	03

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

	Yes	No
Academic guidance and Counseling	√	
Personal Counseling	√	
Career Counseling	√	

CRITERION VI: GOVERNANCE AND LEADERSHIP

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

√	Yes		No

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

Governing Body	02
Staff council	15
IQAC/or any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	04

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

Loan facility	Yes	√	No	
Medical assistance	Yes	√	No	
Insurance	Yes	√	No	
Other (specify and indicate)	Yes		No	

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

-	-	-

5. Furnish the following details for the past three years

   a. Number of teachers who have availed the Faculty Improvement program of the UGC/NCTE or any other recognized organization

08

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

National	0	0	1
International	0	0	2

c. Number of faculty development programmes organized by the institution

-	0	4

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

	0	4

e. Research development programmes attended by the faculty

0	0	4

f. Invited/endowment lectures at the institution

	0	3

Any other area (specify) the programmed and indicate)

-	-	-

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

a. Self-appraisal	Yes	√	No	
b. Student assessment of faculty performance	Yes	√	No	
c. Expert assessment of faculty performance	Yes	√	No	
d. Combination of one or more of the above	Yes	√	No	
	Yes	√	No	

e. Any other (Specify and indicate) – Management

7. Are the faculty assigned additional administrative work?

Yes	√	No	

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

02 Hours

8. Provide the income received under various heads of the account by the institution for previous academic session (2013-14)

Grant-in-aid	Rs. 43,40,950-00
Fees	Rs. 7,07,245-00
Donation	-
Self-funded course	-
Any other (specify and Indicate)	-

9. Expenditure statement (for last two years)

	2012-13	2013-14
Total sanctioned Budget	55,40,000-00	62,01,500-00
% spent on the salary of faculty	56.61	61.64
% spent on the salary of non-teaching employees	30.96	25.86
% spent books and journals	4.61	3.92
% spent on development activities (expansion of Building)	-	-
% spent on telephone, electricity and water	6.69	8.22
% spent on maintenance of building, sports facilities Contingency etc.	-	-
% spent on maintenance of equipment, teaching aids, contingency etc.	.22	.30
% spent on research and scholarship (seminars, Conferences, faculty development programs, faculty Exchange, etc.)	-	-
% spent on travel	02	01

Any other (specify and indicate)	-	-
Total expenditure incurred	74,92,353-00	54,64,508-00

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

Year	Surplus in Rs.	Deficit in Rs.
2012-13	1,69,294-00	-
2013-14	-	6,29,529-00
2014-15	-	1,55,121-00

11. Is there an Internal financial audit mechanism?

Yes [√] No [ ]

12. Is there an external financial audit mechanism?

Yes [√] No [ ]

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

Administration	Yes	√	No	
Finance	Yes	√	No	
Student Records	Yes	√	No	
Career Counseling	Yes		No	√
Aptitude Testing	Yes		No	√

Examinations/Evaluation/ Assessment	Yes	√	No	

Any other (specify and indicate)	Yes		No	

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes [√] No [ ]

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

[√] Yes [ ] No

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

[√] Yes [ ] No

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

[√] Yes [ ] No

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

A) For teachers [ ]

B) For students [√]

C) For non-teaching staff [ ]

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

[ ] Yes [√] No

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

[√] Yes [ ] No

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

[√] Yes [ ] No

CRITERION VII: INNOVATIVE PRACTICES

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

Yes [√] No [ ]

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

[√] Yes [ ] No

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

	Category	Men	%	Women	%
A	SC	07	7.07%	07	07.07%
B	ST	02	2.02%	02	02.02%
C	OBC	29	29.29%	43	43.43%
D	Physically Challenged	00	00	00	00
E	General Category	00	00	09	09.09%
F	Rural	36	36.36%	43	43.43%
G	Urban	02	02.02%	18	18.18%
H	Any other (specify)	-	-	-	-

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

	Category	Teaching Staff	%	Non-teaching staff	%

A	SC	-	-	1	16.66%
B	ST	-	-	-	-
C	OBC	7	87.5%	5	83.33%
D	Women	5	62.5%	1	20%
E	Physically Challenged	-	-	-	-
F	General Category	1	12.5%	-	-
G	Any other (specify)				-

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

Category	At Admission		On completion of the course	
	2012-2013	2013-2014	2012-2013	2013-2014
SC	21%	4%	19%	4%
ST	5%	0%	5%	0%
OBC	67%	68%	65%	60%
Physically Challenged	-	-	-	-
General Category	7%	28%	6%	28%
Rural	65%	36%	62%	32%
Urban	35%	66%	35%	60%
Any other (specify)	-	-	-	-

PART –II

THE EVALUATION REPORT

EXECUTIVE SUMMARY OF THE INSTITUTION

Sree Siddaganga Math is one of the most ancient and renowned spiritual centres of South India, situated amidst divinely serene and colourful landscape at a distance of 63 kms from Bengaluru.

It was founded six centuries ago by the great saint His Holiness Gosala Siddeswara Shivayogi Swamiji, later developed by Sree Sree Atavi Swamiji (1815-1901A.D) who laid solid foundation for Trivida Dasoha – Math's way of life. The sacred fire lit by His Holiness in the kitchen is still glowing brighter, feeding thousands of men and women day in and day out. The Math has grown to its pinnacle when Sree Sree Uddana Shivayogi Swamiji became Mathadhyaksha in 1855. His Holiness is a great disciplinarian and spiritual leader. He has established Siddaganga Gurukula and Sree Siddalingeswara Veda Samskrita Patashala in 1917 with an intension of helping the poor rural children.

The present Mathadhipathi His Holiness Dr. Sree Sree Shivakumara Maha Swamiji is initiated to the holy order-viraktashrama deeksha in 1930 by Sree Sree Uddana ShivayogiSwamiji and became Mathadhyaksha in the year 1941. Thereafter, the Math developed into a piligrim centre and also has become a unique Gurukula, providing education to more than 9000 poor children with free food and shelter without any discrimination. Through this, the life mission of Swamiji - 'To help the poorest of the poor and educate them' has come true. This naturally brings about emotional integration of persons belonging to different faiths. Swamiji is a practical philosopher following the principle of 'Kayaka ' and 'Dasoha' and attached utmost importance to Dasoha. The unrivalled hospitality of His Holiness is that 'no visitor of Math should go without taking food'. His Holiness has made a significant contribution to the transformation of the lives of thousands of people who have come within the orbit of his benevolence. On the whole, he is an institution by himself in the cause of humanity.

The ceaseless and untiring efforts of Swamiji spread over eight decades have resulted in the development of the Math and Sree Siddaganga Education Society.

Sree Siddaganga Education Society is renowned for engendering leading educational institutions. Imbued with a fervent longing to guide and serve the society, Sree Siddaganga Education Society has established educational institutions over the years all over the state. In these institutions, the students are exposed to a wide spectrum of knowledge from traditional learning of Sanskrit to modern science and technology.

His Holiness has visualized with his sense of intuitive perception a society morally righteous, ethically upright and socially enlightened, a society in which a sense of dignity of labour and unity of mankind is all pervasive, in substance a society based on the noble teaching of lord Basava. To create the society of his vision, His Holiness felt the need of teachers of innate worth and nobility of character who work with dedication and strive to raise to the status of Acharyas of olden days. To prepare such quality teachers Revered Swamiji established the college of education at Tumkur in the year 1972.

Sree Siddaganga College of Education is one among the 132 institutions run by Sree Siddaganga Education Society under the patronage of Sree Siddaganga Math. It is situated in the heart of the city and housed in a three storied building.

At the time of inception the college was affiliated to Mysore University. Later it was brought under Bangalore University. At present, the college is affiliated to Tumkur University and recognized by NCTE. The institution came under Grant-in-aid system in the year 2009 by the Government of Karnataka. The college is included under 2(f)and 12(B) of UGC Act and receiving grants from it.

Over the past four decades the college has grown steadily and developed into one of the leading and highly reputed institutions, the credit for which goes to the combined efforts of visionary management and dedicated staff. Right from its inception the college is fortunate enough to have principals who were good academicians and eminent administrators. They are all pioneers and have given strong base to the institution and left their footprints in it.

The college has developed good rapport, recognition and honour in the society by the university and the stakeholders due to its functioning and services. It prepares student-teachers for a prosperous and splendid career in the field of education. For this the institution gears up adequate intrinsic mechanism and adopts new pathways in achieving the goal of academic excellence by organizing variety of activities. The student-teachers of this reputed institution are exposed to a unique experience during their expedition of learning the teaching skills and developing competencies which enable them to enter into the teaching field with confidence.

Sincere efforts are made by the institution to provide the best possible experience to the future teachers and develop the needed teaching competencies in them to meet the challenges of the teaching profession.

Strengths, Weaknesses, Opportunities and Challenges (SWOC)

Institution has evolved as one of the reputed institutions in terms of quality education over the decades. Following are the SWOC of the institution.

Strengths

- Highly supportive management
- Good infrastructural facility
- Location of the institution
- Decentralized administration
- Private aided institution
- Qualified and committed teaching faculty
- Supportive practising schools and sister institutions
- Cordial relationship with the stakeholders
- Team work
- Value added programmes
- Research support resources
- Good result with ranks
- Placement services for student – teachers

Weaknesses

- Lack of advanced technological facilities
- Departmental research projects are not undertaken

Opportunities

- Financial assistance by UGC and Management
- Taking the institution to the level of 'Potential of excellence'
- Location of the institution helps to have ample opportunity to develop the institution as one of the top institutions in the state
- There is a growing demand for B.Ed. programme, since it is made as an eligibility from higher primary to higher secondary stage of education

Challenges

- Sustenance of quality and standard of education
- Miss match between secondary school system/policies and B.Ed. course
- Inculcation of professional ethics
- Dealing with the heterogeneous group of student-teachers due to the relaxation in the eligibility criteria of admission

With this the college is functioning progressively by accepting the challenges with societal support without compromising quality and standard.

2. CRITERION-WISE ANALYSIS

CRITERION – I

CURRICULAR ASPECTS

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

CRITERION I: CURRICULAR ASPECTS

1.1. Curricular design and development

1.1.1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, academic, training, access to the disadvantaged, equity, self development, community and national development, issue of ecology and environment, value orientation, employment, global trends and demands, etc.)

The objectives of the institution are:

- To contribute creative and committed teachers to the society
- To develop professional competencies among student-teachers
- To nurture the talents of student-teachers
- To develop positive attitude towards teaching profession and professional ethics among student-teachers
- To develop dignity of labour among student-teachers
- To develop confidence among student-teachers to face challenges of life
- To develop leadership qualities among student-teachers
- To provide placement services to the student-teachers to help them in their carrier development.
- To develop the institution as a center of excellence and to strive for quality sustenance.
- To develop life skills among student-teachers

The major considerations addressed by these objectives are as follows.

- The institution provides quality education to the student-teachers through the curriculum prescribed by Tumkur University.
- To promote cognitive, affective, and psychomotor development of student-teachers, the institution organises, orientations, seminars, talks, workshops, leadership development program, practice of teaching skills, innovative practices. These programmes ensure self –development and academic excellence.
- Institution provides required facilities to develop essential skills contributing to the national development.
- Infusion of ICT in all activities to equip the student-teachers to meet the global trends.
- Institution organises various activities under Science and Humanities clubs to develop environmental awareness and sensitize student-teachers about the issues related to ecology and to protect the natural resources.

- Community centered activities and CLC activities enable student-teachers to understand social and national concerns and promotes national and emotional integration.
- Student-teachers are exposed to various situations to enable them to catch the values.
- The developed values help to protect and preserve our culture.
- The instruction provides equal opportunities to all the student-teachers (both men and women) in all aspects irrespective of caste, gender, language, etc.
- The institution provides placement services to student-teachers through placement cell.

1.1.2. Specify the various steps in the curricular development processes. (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).

B.Ed. in one year course with two semesters.

Steps in curricular development process are:

The curriculum developed and prescribed by the Tumkur University is followed in the institution.

- Tumkur University prepares curriculum for one year (2 semester) B.Ed course as per UGC requirement.
- Core committees were formed to draft the frame work of the curriculum for different subjects.
- Senior faculty members of the affiliated colleges were appointed as chairman and members of the committees.
- The draft prepared is sent to the academic bodies of the University like BOS, Academic counsel and finally to the syndicate for approval.
- The approved curriculum is sent to the affiliated colleges for implementation.
- The feedback received during implementation is orally communicated to the university and little modifications are allowed with MOU.
- The institution has no freedom to change or modify the curriculum.

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

The global trends in teacher education are reflected in the curriculum by prescribing the papers like ICT and ENC.

- Topics like life skills, peace education, value education, AIDS education, environmental education, women education are included in different subjects.
- Institution organises various programmes to develop global competencies-skills oriented programmes.
- While transacting the curriculum these thrust areas are emphasized.
- Institution organizes additional training programmes and hands on experiences.

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

- The institution gives, due weightage in the curriculum for national issues like environment, value education and ICT.
- ICT is a compulsory paper in the first semester. Which develops computer related skills and its relevance to the class room teachers.
- ENC is another compulsory paper in the second semester. It reflects on issues like gender, environmental education, human rights, value education, peace education and inclusive education.
- In addition to this, variety of (curricular and co-curriculum) activities are organized
- Celebration of environmental day, international day of non violence.
- Seminars, discussions talks and debates on National issues.
- Morning assembly and CLC activities.
- Participation in the religious activities - Sree Ramakrishna Ashrama and Sree Siddaganga Math.
- Club activities – street play, skits.

- Maintenance of campus hygiene

- Planting of saplings
- Integrating values in Curriculum Transaction
- Student-teachers are encouraged to take up these topics for seminars.

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

Yes, the Institution uses ICT for curricular planning in the following ways.

- Calendar of events as per University calendar.
- Prepare the time table
- Faculty use LCD, PPT, OHP, slide projector for regular class room interaction.
- Student-teachers are trained to use ICT for seminars
- Student-teachers are motivated to use them during practice teaching.
- Faculty use downloaded video lessons.
- Classes are well planned and prepared.

1.2. Academic Flexibility

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

The institution provides an intensive training in all aspects of teaching; each activity develops the ability and skills required for teaching.

- Student-teachers are given sufficient practice in communication and micro teaching skills.
- Demonstration lessons are given by experienced teachers.
- Workshop on the development of lesson plan is organised.
- All the lesson plans of every student-teacher are corrected in detail and are thoroughly guided.
- Lessons are supervised and monitored by the faculty.
- Feedback is given by the peer observers and faculty members for improvement.
- The reflection of this experience is very well depicted in the behaviour and performance of student-teachers and their teaching during practice teaching.

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

The institution provide flexibility and scope for providing varied learning experiences to the students both in the campus and in the field in the following ways:

Faculty adopt different practices in the curriculum transactions.

- Student-teachers are motivated to participate in all the activities of the institution.
- Institution provides flexibility in the organisation of curricular and co-curricular activities
- Flexibility in the selection of seminars, assignments, practice teaching lessons etc.
- Flexibility in the working hours and time table.
- Flexibility to inter change the subjects between the semesters.
- Flexibility to prescribe the seminars and practical activities.
- Flexibility in the selection of micro teaching skills and content area in CCM subjects.
- Flexibility in the organisation of CLC activities and educational excursion.

1.2.3. What value added courses have been introduced by the institution during the last three years which would for example: develop communication skills (verbal and written), ICT skills, life skills, community orientation, social responsibility etc.

The value added courses introduced by the institution are as follows,

Developing communication skills:

- Soft skill development programmes.
- Orientation and practice in oral and written communication.
- Seminars in different subjects.
- Encouraged to write articles for magazines.
- Bridge course.
- Opportunity to express about themselves.
- Stage performance as president, chief guest, anchor and paper presenter.
- Literary competitions.

ICT Skills:

- ICT is a compulsory paper.
- Hands on experiences are given regularly.
- Motivated to use LCD, OHP, and downloaded video lessons.

Life Skills:

- Talk on mental health and personality.
- Workshop on development of teaching aids.
- Street play and skits
- Personality development programme.
- Carrier orientation programme.
- CLC activities.
- Morning assembly.

Community Orientation and social responsibility:

- CLC for 4 days in rural area.
- Free medical checkup.
- Blood donation camps.
- Street play and peace march.
- Awareness programmes.
- Socio-economic survey of villages.

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

i. **Interdisciplinary /Multidisciplinary**
ii. **Multi-skills development**
iii. **Inclusive education**
iv. **Practice teaching and school experience**:
v. **Work experience / SUPW**
vi. **Any other (specify and give details)**

(also list out the programmes/courses where the above aspects have been incorporated

i. Interdisciplinary/Multidisciplinary:

As per Tumkur University course metrics, there are 4 core papers in I semester and 3 core papers in II semester. These are compulsory papers. However there is flexibility with regard to selection of topics for seminar and practical work.

There are two content cum-methodology papers in both the semesters. They are given as per the subjects studied by the students at degree level and by following the guidelines of the university.

Core papers are interdisciplinary with an inclusion of philosophy, psychology, sociology and technology as foundation courses. These subjects deal with teacher, learner, teaching, learning and school management, national concerns like human rights, environmental education, AIDS education, inclusive education, value education. Peace education, information and communication technology.

ii. Multi-skills development:

The curriculum of B.Ed. course is structured in such a way to develop cognitive, affective and psychomotor abilities among student-teachers. For this institution organises variety of curricular and co-curricular activities.

Communication skills, micro teaching skills, constructional skills, ICT skills, organization skills are developed in student-teachers help them to become effective teachers.

iii. Inclusive education:

- All type of students can seek admition to the institution.
- Diversified needs of the student-teacher are well attended.
- Special attention is extended to physically challenged students.
- A topic on inclusive education is included in ENC paper.

iv. Practice teaching and school experience:

Practice teaching is the cream of B.Ed course Student-teachers are oriented about all the aspects related to practice teaching. Each student-teacher has to give 24 lessons (12+12) in total. Student-teachers are allotted to practicing schools depending on the strength of the school, teaching subjects and medium of instruction. Number of student teacher to be allotted to school is decided in the HM'S meeting student teachers work in the school as regular teachers for 42 days. They involve in all the activities of the school. All the lesson plan are corrected in detail and suggestions are given to student teachers. The lessons are observed by the faculty, peer observer and co-operative teachers. At the end of the day in the feedback session they discuss in detail and feedback is given to student teachers. Student-teachers are encouraged to enrich their lessons using required resources.

v. Work experience / SUPW:

The institution ensures provision for work experience / SUPW activities like pot culturing, watering the plants, campus cleaning, preparation of improvised apparatus and there by develops dignity of labor and social value, serving the devotees in the programmes organized by Sree Siddaganga Math.

vi. Any other:

Visit to the places of educational importance like special schools survey of lab facilities; inter college competitions, preparation of teaching aids.

1.3. Feedback on curriculum

1.3.1. How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stakeholders with reference to the curriculum?

The institution collects feedback from stake holders.

Student-teachers:

The feedback obtained from the student-teachers is used to enrich the curriculum in the following ways:

- Difficult content areas are identified and analyzed.
- Content is enriched through examples, illustrations and episodes.
- Approach/ methodology is changed.
- Re-teaching (if needed).
- Teaching is supplemented with required resources.
- Study material is provided.
- Individual attention is given**.**
- Varied learning experiences are provided to meet the individual differences.

Alumni:

An informal feedback from alumni is collected.

- Most of them are of the opinion that there is a gap between teacher training programme and requirements of regular classroom practice.
- Feedback is orally communicated to university authorities to implement suitable measurers in the days to come.
- Giving importance to the requirements of regular class room practice during practice teaching.
- Due weightage is given to content area.

Parents' feedback:

- Parent teacher's meeting helps to collect feedback in an informal way and their feedback is well taken.
- As per feedback, student-teacher are encouraged to use technology (computer) during practice teaching.
- The feedback reveals that they are happy about the course curriculum and functioning of the institution.

Teachers of practicing schools:

Informal feedback from the teacher of practicing schools reveals that

- The present curriculum is not that effective to prepare teachers to work in secondary schools.
- Subject of study needs modification.
- Certain aspects of class room practices are not included in the curriculum.
- Practice-teaching has to be intensified.

Peer feedback:

Considering the feedback

- Restructured the curriculum
- Oral MoU for certain changes with regard to seminar topics and practical activity and also secondary school subject content.

All this is well taken and possible changes are implemented internally and others are orally reported to the University

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

Yes, the institution has a formal mechanism to obtain feedback from student teachers and other stakeholders and analyzed and used it in the following ways:

- The institute collects an exit pool feedback from student teacher on various aspects of curriculum.
- Faculty in their class room interaction collect feedback an the relevance of the curriculum.
- Feedback from alumni and parents is collected informally during meetings.
- Institution also collects feedback from the heads and teachers of practice teaching schools
- Feedback collected from stakeholders is analyzed, discussed and orally communicated to university to incorporate the changes and to introduce new course.
- Constructive suggestions are implemented internally.

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

The faculty of the institution have made significant contributions in designing the curriculum. The details of it is as follows:-

Sl. No.	Name of the staff	Nature of work

1	Dr. Shanthamma	• BOS member(P.G.), Tumkur University,2009-10 • Co-coordinator for finalizing regulations and syllabus for two year B.Ed. • Convener for conducting workshop for two year B.Ed. course • Core Committee member for two year B.Ed. curriculum, Tumkur University, Tumkur-2014-15 • Chairman of Curriculum construction in CCM of teaching English, Tumkur University, Tumkur • Member of Curriculum construction psychological foundations for B.E students of S.I.T(Sixth Sem). • Syllabus construction for M.Phil. Students (Research Methodology and Content Paper)
2.	Dr. R.Rudraradhya	• BOS member – UG- Bangalore University from 05.06.14 • Chairman for Restructuring the B.Ed. two years Curriculum in CBCS mode, Bangalore University from 2015 -16 in the subject pedagogy of Sanskrit. • Member of B.Ed. syllabus framing committee of Bangalore and Tumkur University • Chairman to design curriculum for B.Ed. semester system and member to design in the year 2003, Bangalore university • Core Committee member for two year B.Ed. curriculum, Tumkur University, Tumkur • Chairman of Curriculum construction in CCM of teaching Kannada and CCM of teaching Sanskrit, Tumkur University, Tumkur • Member of COB Tumkur University \
3.	Dr. G.B.Devamma	• BOS member– UG- Tumkur University from 2013 • Member of B.Ed. syllabus framing committee of Bangalore and Tumkur University • Core Committee member for two year B.Ed. curriculum, Tumkur University, Tumkur • Chairman of Curriculum construction in CCM of teaching Chemistry ,Tumkur University, Tumkur • Member of COB Tumkur University
4.	Dr. R.Girija	• Member of B.Ed. syllabus framing committee of Bangalore and Tumkur University • Core Committee member for two year B.Ed. curriculum, Tumkur University, Tumkur

		• Chairman of Curriculum construction in CCM of teaching Physics ,Tumkur University, Tumkur • Member of COB Tumkur University
5.	Dr. Jagadeesh kumar	• Member to design curriculum for B.Ed. semester scheme in the year 2003, Bangalore University, Bangalore. • Core Committee member for two year B.Ed. curriculum, Tumkur University, Tumkur • Chairman of Curriculum construction in CCM of teaching History and Civics, Tumkur University, Tumkur • Member of COB Tumkur University
6.	Smt. G.V.Shobha	• Core Committee member for two year B.Ed. curriculum, Tumkur University, Tumkur • Chairman of Curriculum construction in CCM of teaching Mathematics ,Tumkur University, Tumkur
7.	Sri P.Shambulinga Swamy	• Core Committee member for two year B.Ed. curriculum, Tumkur University, Tumkur • Member of Curriculum construction in CCM of teaching History and Civics,Tumkur University, Tumkur • B.O.E. Member for the year 2014-15
8.	Dr. Jyothi B.Panth	• Core Committee member for two year B.Ed. curriculum, Tumkur University, Tumkur • Member of Curriculum construction in CCM of teaching Biology ,Tumkur University, Tumkur

1.4. Curriculum update

1.4.1. Which courses have undergone a major curriculum revision during the last 5 years? How did these changes contribute to quality improvement and student satisfaction? (provide details of only the major changes in the content that have be made.)

The curriculum prescribed by Tumkur University is followed in the institution. No major changes are made during last 5 years and a few minor changes are made whenever required with consent of the University authority.

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

The institution follows the curriculum prescribed by the Tumkur University as it is an affiliated college; it has no provision to revise the curriculum.

1.5. Best practices in curriculum aspects

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

- Student-teachers are oriented about their roles and responsibilities in the beginning of the course.
- Faculty of the institution prepare well for class room transaction and they adopt innovative practices.
- Faculty strive for academic excellence.
- Collects feedback from stakeholders regularly.
- Periodic testing to identity strength and weakness of student-teacher.
- Organises guest lecturers, workshops, seminars, and projects.
- Student-teachers performance is analyzed in parent teachers' meeting.
- Faculty are encouraged to participate in professional development programmes.
- Weekend meetings during practice teaching.
- Intensive practice teaching.
- Faculty are made incharge of monthly activities along with student-teachers.
- Collective responsibility.
- Bringing out college magazine.
- In the beginning of academic year, calendar of events is given to student-teachers to create mind set.

1.5.2. What innovations/best practices in 'curricular aspects' have been planned / implemented by the institution?

Innovations / best practices in 'curricular aspects' planned/implemented by the institution are

- Bridge course.
- Updating the facilities.

- ICT based teaching-learning.
- Use of technology.
- Street play and skits.
- Encouraging all the student-teachers to all activities.
- Faculty work like family members
- Content enrichment programme.
- Stage performance experience to student-teachers.
- Rewarding the top achievers.

CRITERION- II

TEACHING–LEARNING AND EVALUATION

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

CRITERION -II

Teaching – Learning and Evaluation

2.1 Admission process and student profile

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

The detail of criteria adopted in the process of admission is as follows:-

The institution admits student to the B.Ed. programme by following the rules and regulations stipulated by Tumkur University as it is affiliated to Tumkur University. The intake sanctioned by the Government to our institution is 100. Out of it 75 seats are filled by Central Admission Cell of Karnataka State Government by following the merit and reservation policy and also option of the aspirants.

Online application provision is made for aspirants. Selection of candidates is made by CAC on merit basis and also following reservation policy. The list of selected candidates to our institution is made available through online to the applicants. Allotment to the institution is made after the verification of documents and payment of admission fee to the Government as well as to the college. The admission of 25 seats under management quota is done by the institution through admission committee on Merit basis, and by giving special consideration to economically weaker section students and physically challenged students.

2.1.2. How the programmes advertised? What information provided to prospective students about the programmes through the advertisements prospectus are other similar material of the institution?

The institution advertises programmes in the following ways

- Official website of Government of Karnataka
- College notice board
- Local newspaper
- Prospectus

- Through alumni, faculty and sister institutions
- Practice teaching schools
- Student teachers
- Television

Prospective students are provided information about the faculty, duration of the course, infrastructural, instructional facilities available and also about the special features of the college

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

All the applicants have common admission procedure. Ours is an aided institution Government of Karnataka CAC has fixed 75% seats for Government quota and 25% seats for management quota. The admission procedure is done through online and monitored by CAC of Government of Karnataka. Candidates selected based on the merit and roster system.

Admissions for the management quota are in accordance with the merit and admission criteria. This is done by principal and members of admission committee.

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

All the students are given equal opportunities in the institution.

We receive the diversified group of students from rural and urban areas. They are noted on very first day, through their self introduction and talents exhibition. The institution provides certain facilities to meet the individual differences.

- Separate classes for Kannada and English medium students.
- Facility to avail scholarship from social welfare Department of Government for SC/ST students and backward community students.
- Awareness about the gender equality through Women Empowerment cell.
- Provide congenial environment for the participation of all the student-teachers in academic and other activities.

- Separate book bank facility for SC/ST students.
- The institution adapts secular approach to meet the cultural diversity of student-teacher.
- Conducts various cultural programs to meet the traditions and customs of different religions.
- Women students are provided rest room facility.
- The institution has anti harassment cell.
- Student-teachers are extended financial help.
- Individual attention and guidance is extended to the student-teacher.

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

Yes, the institution has its own mechanism for assessing students' knowledge/needs and skills before the commencement of teaching programmes.

- The students' knowledge and skills are assessed through informal interview.
- Introduction programme is done systematically.
- Talents exhibition programme is conducted before the commencement of the course.
- Content test to know their cognitive ability.
- Scholastic aptitude is tested orally.
- Bridge course

2.2. Catering to Diverse Needs

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

The institution works towards creating an overall environment conducive to learning and development of the students in the following ways.

The institution has necessary class rooms with infrastructural facilities and with L C D facility.

- Psychology, computer, science and educational technology laboratory facility is made available for student teachers.
- Partially automated library facility.
- Students actively participate is seminars, workshops, communication and micro teaching programmes conducted in the institution..
- Extended curricular activities are conducted to meet the individual differences.
- Individual attention and guidance was extended to the students.
- Democratic atmosphere was provided.
- Last 10minutes of the instructional class was given for students to discuss about the lessons.
- Separate periods are allotted for library, physical education in the time table.
- Different types of students are identified and encouraged to use their potential to the maximum extent.
- Biographies and some heart touching stories are narrated in the class according to situations.
- Seminars, guest lectures are organized to help the faculty and students to enrich their knowledge.
- Team spirit is encouraged through live examples.
- Sports and literary competitions are organized.
- Continuous comprehensive evaluation is followed.
- Over all atmosphere of the institution.

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

The institution adopts following measures to cater to the diverse learning needs of the students.

- Instruction is made available both in English and kannada medium and also bilingual method is followed in pedagogy subjects to help all categories of students.
- Literary and sports competitions are organized.
- ICT is integrated in the process of teaching.
- Personality development programme is organized to make him/her as a well adjusted individual.
- Seminars, workshops/ projects were carried out on various topics.
- Grievances of student teachers are addressed through the cell.
- Constructive feedback is given to the student teachers during communication and micro teaching skills.
- Individuals are encouraged to observe the lessons and also to comment upon the lessons given by teachers and students
- Workshop on preparation of learning aids.
- Field visits are organized for the benefit of students.
- Exit pool feedback mechanism is adopted in the institution for further progress of the teachers and students.

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

The B.Ed curriculum prescribed by Tumkur University provides an opportunity to the students to understand the role of diversity and equity in teaching learning process through,

- Teaching of foundation courses like Fundamentals of Educational Psychology, education in Emerging India, School Management, Secondary Education In India, Education and National Concerns.
- Presentation of papers on the days of celebration of National festivals.
- Conduct of sarvadharma prarthana, shramadhan and Socio Economic Survey.

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

The institution has experienced and dedicated faculty.

Faculty members participate in seminars, conferences, workshops at local, university, and state, national and international levels.

- Faculty members have published articles in leading educational journals.
- Principal and most of the teachers have worked at various capacities in university boards as members and chairman of BOS, BOE, COB and core committees of 2 years B.Ed curricular construction.
- Faculty use technology in their classroom instruction.
- Conduct of meetings to discuss about the status of the teaching learning process.
- Mutual discussion of faculty members.
- The members of staff participate as Resource persons at various levels of education.
- Faculty is available round the clock to the students to seek clarification.
- Teachers are prone to change.
- Faculties are the members for various academic organization and also subscribers for education journals.

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

Practices that help students to develop knowledge and skills related to diversity.

- Adopting innovative approaches.

- Street plays are conducted to develop scientific temperament.
- Cultural activities are conducted to develop social and cultural values.
- Visits are organized to special institutions to sensitize them to diverse community.
- Seminars and guest lecturers are organized.

2.3. Teaching –Learning Process

2.3.1. How does the institution engage students in "active learning"? (use of learning resources such as library, web site, focus group, individual projects

Simulation, peer teaching, role-playing, internships, practicum, etc.)

"The institution engage students in active learning" from day one. Students are informed about the course and activities to be taken through out the year. The institution promotes active learning by adopting various innovative practices in curriculum transaction like panel discussion, peer teaching, team teaching etc. The institution also organized various programmes where students themselves will act as chief guest, president on national fest days like republic day, independence day and during camp, they are given enriched example in various activities. This can be made clearer in the following ways.

- Students are given task of self introduction to improve their vocabulary and confidence to face the audience.
- All students are assigned monthly in charge activities (curricular as well as co-curricular activities.)
- Workshop on the preparation of teaching-learning aids and question paper.
- Training is given to prepare PPT slides for teaching.
- Peer teaching, team teaching, self learning are encouraged.
- Sufficient practice in writing lesson plans and preparation of unit test is given to them to make them effective class room teachers.

Communication and micro teaching training programme is intensively carried out to develop teaching ability.

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

Learning is made student-centered in the following ways.

- Lecture-cum-discussion method
- Panel discussion
- Peer teaching
- Library resource method.
- Debates role plays.
- Project.
- Quiz, group discussion.
- Conduct of micro and communication skills.
- Preparation of improvised apparatus.
- Inducto deductive approach.
- Juris- prudential model.
- Mock parliament
- Critical inquiry method.
- Value analysis model
- Power point presentation.
- OHP.

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

Following instructional approaches and experiences are provided to ensure effective learning

- Library based learning.
- Co-operative learning.
- Inquiry training model.
- Concept attainment model
- Lecture-cum-discussion method.

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

Yes, additional training is provided for the following models of teaching.

- Concept attainment model
- Value analysis model
- Juris prudential model

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

Yes, the student teachers use micro teaching technique for developing teaching skills.

The following skills are practiced,

- Skill of stimulus variation.
- Skill of explaining.
- Skill of illustrating with examples.
- Skill of probing questioning.
- Skill of using black board.

In addition to this, orientation on skill of reinforcement was also given Four skills are practiced by each student teacher under the supervision of faculty. Students are divided in to convenient number of groups and allotted to faculty. Each student will give one lesson in each skill. During orientation of micro teaching skills, students are given an opportunity to be the official observer to discuss the lesson given by the faculty. All students are given opportunity to discuss the lesson. After words students are asked to practice the skill, the same is observed by the supervisor and peer and it is discussed based on the feedback. Student teachers have to replan the lesson plan and repeat the lesson. The same is followed in the practice of all the 4 skills. For the above, detail time table is prepared and executed effectively.

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

Practice teaching is considered as the cream of the B.Ed course. Practice teaching is very important in B.Ed. course. Actually this decides the quality of teachers.

The practice teaching schools are identified well in advanced as per our requirement and the same is approved by BEO. A meeting of headmasters of practice teaching schools is conducted to discuss about practice teaching. The list of students allotted to schools is sent to the heads of the institution on two successive Saturdays. Students are sent to practice teaching schools to collect the teaching unit and time table. During this period orientation and practice in lesson plan writing is given. workshop on development of lesson plans, orientation on observation of lessons and demonstration of lessons were given by method teachers.

After thorough preparation students are sent to practicing schools. Schools will provide time table for student teachers accordingly, they teach. During practice teaching faculty are allotted to schools to observe the lessons given by students and to give constructive suggestions for the improvement of the lessons.

During practice teaching teachers work from 8.30Am to 5.30Pm to help and guide students to prepare them as effective class room teachers. Attendance register is also maintained by leaders/ deputy leaders of different schools. This is seriously viewed by teachers during practice teaching period.

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

Practice teaching is conducted for 42 days where student-teachers will perform their duties as regular teachers starting from prayer till the end of the day. Student-teachers are asked to get corrected their lesson plans well in advance. Hence, on all working days teachers work from 8.30a.m. to 5.30 p.m.

- Lesson plan correction from 8.30 am to 10.30 am
- Attending morning prayer
- Marking attendance
- Teaching different subjects as per time table
- Corrections of answer sheets
- Assisting senior teachers in curricular and co-curricular activities
- Observe peer's lessons
- Assisting in administrative works
- Makes reference
- Attend criticism sessions.
- Week end meeting on Saturdays

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

Yes, the practice teaching program is always carried out with the cooperation of school personnel. The faculty in charge of practice teaching will take the entire responsibility of conduct of practice teaching. With the permission and guidance of head of the institution faculty who is in charge of practice teaching prepares

the students allotment list, collects the time table prepared by the cooperative teachers of the practice teaching schools.

- Obtaining permission by BEO
- conduct of meeting of Heads of practice teaching schools
-
- Allotting students to practice teaching schools
- Preparation of timetable and allotting units to student-teachers by cooperative teachers with the permeation of Heads of practicing schools
- School teachers also observes the lessons in addition to method teachers
- Feedback and constructing suggestions are received by the teachers of the schools and teacher educators

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

The student teachers are provided the knowledge of Educational Psychology to deal effetely with students. Similarly principles of teaching and use of technology, records to be maintained in schools also highlighted in the course. Instructions were given to the student teacher before they are sending for practice teaching. They are also trained in writing lesson plans observation of lessons understanding the learners know about different methods, preparations of learning aides. Besides this student teachers are oriented about the nature, needs and problems of adolescence.

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

The major initiatives for encouraging student teachers to use/adopt technology in practice teaching are

- Use of OHP
- Use of PPT slides
- Video downloaded lessons
- Use of LCD

2.4. Teacher quality

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

Yes, the practice teaching program is carried out with the cooperation of Heads, teachers and cooperative teachers.

The details of it are given in 2.3.8.

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

No common student teacher ratio is fixed for practice teaching schools.

The decision has been taken on the following basis

- The proximity of the student teachers residence to the practice teaching schools
- Number of available classes
- Medium of instruction
- Method wise requirement
- Health status of student teachers

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

- Teachers supervision time table
- The faculty member maintains their observation profile of the supervised lessons of student teachers.
- Feedback session is conducted, each observer is given chance of discussing the lessons lastly faculty offer constructive suggestions to the student teachers to improve the lessons

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

The institution ensures that the student teachers updated on the policy directions and educational needs of the schools by,

- Discussing in class about the same
- Theory papers School management, Secondary education in India and Educational psychology provide knowledge about it.

2.4.5. How do the student and faculty keep pace with recent development in the school subjects and teaching methodologies?

Student teacher and faculty update their professional knowledge/skills by attending refresher course, orientation program, seminars, workshops, conferences and guest lectures.

- Library reference
- Content enrichment program
- Discussion in staff and alumni meeting
- Subject teacher discussion

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

Major initiatives of the institution to encourage faculty members for their professional development.

- By deputing teachers for refresher course, orientation programme, seminar Conferences University meeting and adding latest books to library.
- Encourage teachers to pursue higher education.
- Faculty permitted to take up assignments given by the University

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

Yes, institution reward and motivates staff members for good performance

- The principal of the institution appreciates the staff members in staff meeting for their achievements.
- The management also appreciates the staff members for their good deeds.

2.5. Evaluation process and reforms

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

The barriers to student learning are identified through

- Observation and interaction.
- Testes and examinations.
- Performance in practice teaching.
- Grievance redressal cell.
- Individual attention and guidance.
- Communicated through talks and meetings and feedback mechanism and interaction.
- Addressed through study material, periodical tests and immediate feedback guidance and counseling, friendly approach and by creating conducive environment.

2.5.2. Provide details of various assessment/evaluation process (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

The student teacher learning is assessed by CCE, periodicals tests, assignments and other practical works. Student teachers are intensively observed by faculty members and feedback is provided for their progress and improvement.

- Staff meetings are conducted to discuss about the performance of student teachers.
- Parent teachers meetings, university results, feedback and opinion of Co-operative teachers.

2.5.3. How are the assessment/evaluation out comes communicated and used in improving the performance of the students and curriculum transactions?

The assessment evaluation out comes communicated and used in improving the performance of the students and curriculum transactions in the form of written suggestions and oral guidance. Student teacher is asked to review the peer's assignments, answer sheets and other records.

Follow up activities are assigned to student teacher to improve their performance

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

ICT is used for assessment and evaluation process in the following ways

- All the instructions related to assessment are prepared in soft and hard copies
- Performance of the student teachers in tests and exams and other activities is maintained in hard and soft copies
- Online submission of Internal Assessment marks to university

2.6. Best Practices in Teaching-Learning and Evaluation Process

2.6.1. Detail on any significant innovation in teaching/ learning/evaluation introduced by institution

The institution has significant innovation in teaching learning/ evaluation process

- Practical demonstration of various approaches such as inquiry training model, CAM, problem solving approach, juris prudential enquiry model , value analysis model.
- Calendar of events prepared in par with University calendar.
- All curricular and co-curricular activities are discussed in staff meeting well in advance according implemented
- Faculty member share their views and ideas to carry out curricular and co-curricular activity effectively

- Psychologically problems of students are solved
- Tradition of making student teacher as president and chief guest on national festival

- Faculty work in group for the growth and development of the institution.
- Following relative assessment. This is done in consultation of all members of faculty
- Observation schedule and rating scales are used for the assessment of students performance
- Work on the principle of 'all for one, one for all'

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

The institution reflects on the best practice through

- Prospectus
- Display board
- Alumni meets
- Parent teachers meets
- Discussions
- Mass media
- College magazine
- Visitors book
- General body meeting
- Roll of honour

CRITERON-III

RESEARCH, CONSULTANCY AND EXTENSION

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

CRITERION III: Research, Consultancy and Extension

3.1 Promotion of Research

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

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

- Institution has a research committee to motivate the faculty members to engage themselves in research related activities.
- The faculty are encouraged to participate in State, National and International Seminars/ Conferences.
- The faculties are encouraged to guide action research.
- The institution encourages the faculty members to pursue higher education like M.Phil. and Ph.D.
- The institution provides the flexibility in the time-table to encourage the faculty members to pursue Ph.D.
- The faculty members are provided research related books/magazines/journals through library to carry out their research.

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

The prioritized research areas and the expertise available are

- Case study of student teachers with focus on diagnostic and remedial measures
- Conduct of Action Research
- Teacher competency
- Creativity
- Educational Management
- Evaluation techniques
- School Adjustment
- School Environment

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

Yes, the institution encourages faculty member to undertake action research to improve the quality of education in the institution.

Following are the major outcomes:

- Few of the students problems are resolved
- Motivated the student teachers towards learning
- Increased the student teachers participation in the college activities
- Progress in their academic performance.

Following are the Impact of action research:

- Developed research attitude in the faculty members
- Helped the faculty members to improve their teaching efficiency
- Improved the teaching learning process

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

Name of the Faculty : Dr. Shanthamma

Sl. No.	Conference/ Seminar/ Workshops	Sponsoring Authority	Date	Paper Presented/ Participated	Title of the paper
1	International conference on "teacher education in the context of Globalization"	Bangalore University & New Horizon Teacher – Educators Cultural & Educational Forum	4th , 5th & 6th April 2005	Participated	
2	International Conference on "Knowledge Management and Organisation in the	Sree Siddaganga College of Arts, Science and Commerce for	17th and 19th January 2013	participated	

	Digital Era"	Women, Tumakuru			
3	International Conference on "Capacity building programme for Teacher Education"	St. Paul's Group of Institution, Bangalore	12th and 13th April 2014	presented	Integrating Technology in Teacher Education
4	All India Seminar on "English language and literature in a Bilingual Context"	RIESI, Bangalore	26th to 28th September 2001	Participated	
5	National level seminar on "Education in the Knowledge Economy"	Department of P.G. Studies in Education and Research, Sree Siddaganga College of Education,Tumkur	22nd and 23rd October 2009	Participated	
6	National level conference on "Communicatin Awareness through Literary forms"	Dept. of English,University College of Science, Tumkur Univeristy, Tumkur	13th March, 2015	participated	
7	UGC Sponsored two days National Conference on "ICT in Education"	BLDE Associations, Jnanayogi Sri Siddheshwar Swamiji College of Education, Vijayapur	24th and 25th July 2015	presented	Social Media in Education
8	State level Seminar on "Quality Management in Teacher Education"	Gold field college of education, Bangarapet	10th and 11th 2003	participated	
9	State level seminar on " English Language Teaching"	Sri Sarvajna College of Education, Vijayanagar,	19th and 20th 2005	presented	

		Bangalore			
10	UGC Sponsored One day State Level Seminar on "Issues and Challenges for teacher education in knowledge society	Dr. Ambedkar College of Education, Bangalore	26th and 27th September 2014	presented	
11	State level seminar on "Choice based credit system in B.Ed. Programme – A Paradigm Shift"	B.E.S.College of Education, Bangalore	02nd October 2014	participated	
12	One day State Level Conference on "New Trends and in Teacher Education"	Dr. Ambedkar College of Education, Bangalore	17th October 2015	participated	

Name of the Faculty : Dr. R.Rudraradhya

Sl. No.	Conference/ Seminar/ Workshops	Sponsoring Authority	Date	Paper presented/ Participated	Title of the paper
1	National Seminar on "Role of Teacher Education in Globalisation"	Onkarmal Somani College Of Education, Mysore	19th and 20th Dec. 2011	presented	Total Quality Management in teacher Education
2	UGC Sponsored Two days State Level Seminar on "Life Skills Education for Teacher Educators of Karnataka State."	Dr. Ambedkar College of Education, Bangalore	20th and 21st April 2012	presented	A study on life skills and adjustment
3	Two day National Seminar on "Innovative trends in Education"	St. Paul's Group of Institution, Bangalore	5th and 6th May 2012	presented	Value Education
4	National Seminar on "Teacher	Kumadvathi College of	7th and 8th May 2012	presented	Challenges in Teacher

	Empowerment For quality education - trends and challenges"	Education, Shikaripura, Shimoga District-			Education
5	National Seminar on "Education – a National Mission"	Bharatiya Shikshana Mandal in association with R.V. Teachers' College of Education, Bangalore	18th and 19th January 2014	presented	Education – A Need of the hour
6	International Conference on "Capacity building programme for Teacher Education"	St. Paul's Group of Institution, Bangalore	12th and 13th April 2014	presented	A study on Life skills and adjustment
7	Two Day National Seminar on "Ethical and Efficient Leadership qualities in Institutional development"	Sri Sarvajna College of Education, Vijayanagar, Bangalore	23rd and 24th April 2015	presented	Deployment of Technology in Building Leadership Qualities.
8	UGC Sponsored One day State Level Conference on "Educational Technology and Innovative Pedagogies"	Shivaji College of Education, BAAD, Karwar	26th September 2015	presented	e- Learning and Education
9	National level conference on Ethical and efficient leadership qualities"	Sri Sarvajna College of Education	23rd to 24th April 2015	Presented	Development of Technology in Building Leadership qualities
10	International Conference on "Knowledge Management and Organisation in the	Sree Siddaganga College of Arts, Science and Commerce for	17th and 19th January 2013	participated	

	Digital Era"	Women, Tumakuru			
11	UGC Sponsored One day State Level Seminar on "Waste Management – concerns and challenges"	Dept. of Zoology, Sree Siddaganga College of Arts, Science and Commerce for Women, Tumakuru	23rd August 2014	participated	
12	National Seminar on "Sand Mining Impact on Environment"	Department of Studies and Research in Environmental Science, Tumakuru University	22nd September 2014	participated	
13	UGC Sponsored One day State Level Seminar on "Issues and Challenges for teacher education in knowledge society	Dr. Ambedkar College of Education, Bangalore	26th and 27th September 2014	participated	
14	UGC Sponsored One day National Conference on "Communicating awareness through literary forms"	Dept. of English,University College of Science, Tumkur Univeristy, Tumkur	13th March, 2015	participated	
15	National Conference on "Role of Microfinance in Sustainable Social Development"	Gurushree College of Commerce and Social Work, Tumakuru	15th March 2014	participated	
16	One day State Level Conference on "New Trends and in Teacher Education"	Dr. Ambedkar College of Education, Bangalore	17th October 2015	participated	
17	National Conference	Gurushree	16th March	participated	

	on Public Welfare Schemes 2015 : Role of Social Work and Commerce in Transforming India	College of Commerce and Social Work, Tumakuru	2016		

Name of the Faculty : Dr. G.B.Devamma

Sl. No.	Conference/ Seminar/ Workshops	Sponsoring Authority	Date	Paper presented/ Participated	Title of the paper
1	National Seminar on "Role of Teacher Education in Globalisation"	Onkarmal Somani College Of Education, Mysore	19th and 20th Dec. 2011	presented	Research - Trends and problems in teacher education
2	UGC Sponsored Two days State Level Seminar on "Life Skills Education for Teacher Educators of Karnataka State."	Dr. Ambedkar College of Education, Bangalore	20th and 21st April 2012	presented	A Research Paper on "A Study On Effect of Creativity on the School Adjustment of IX standard Students of Tumkur District."
3	Two day National Seminar on "Innovative trends in Education"	St. Paul's Group of Institution, Bangalore	5th and 6th May 2012	presented	Technology Enabled Learning
4	National Seminar on "Teacher Empowerment For quality education - trends and challenges"	Kumadvathi College of Education, Shikaripura, Shimoga District-	7th and 8th May 2012	presented	Challenges of Teacher Education
5	International	St. Paul's	12th and 13th	presented	Life skills

	Conference on "Capacity building programme for Teacher Education"	Group of Institution, Bangalore	April 2014		
6	International Seminar on "Teacher Empowerment and institutional effectiveness"	Dept. of P.G. Studies, M.M.First Grade College, Chitradurga	1st to 3rd Nov 2010	Participated	
7	International Conference on "Knowledge Management and Organisation in the Digital Era"	Sree Siddaganga College of Arts, Science and Commerce for Women, Tumakuru	17th and 19th January 2013	participated	
8	UGC Sponsored One day State Level Seminar on "Waste Management – concerns and challenges"	Dept. of Zoology, Sree Siddaganga College of Arts, Science and Commerce for Women, Tumakuru	23rd August 2014	participated	
9	National Seminar on "Sand Mining Impact on Environment"	Department of Studies and Research in Environmental Science, Tumakuru University	22nd September 2014	participated	
10	UGC Sponsored One day State Level Seminar on "Issues and Challenges for teacher education in knowledge society	Dr. Ambedkar College of Education, Bangalore	26th and 27th September 2014	participated	
11	UGC Sponsored One day National Conference on "Communicating	Dept. of English,University College of Science, Tumkur	13th March, 2015	participated	

	awareness through literary forms"	Univeristy, Tumkur			
12	National Conference on "Role of Microfinance in Sustainable Social Development"	Gurushree College of Commerce and Social Work, Tumakuru	15th March 2014	participated	
13	One day State Level Conference on "New Trends and in Teacher Education"	Dr. Ambedkar College of Education, Bangalore	17th October 2015	participated	

Name of the Faculty : Dr. R.Girija

Sl. No.	**Conference/ Seminar/ Workshops**	**Sponsoring Authority**	**Date**	**Paper presented/ Participated**	**Title of the paper**
1	National Seminar on "Role of Teacher Education in Globalisation"	Onkarmal Somani College Of Education, Mysore	19th and 20th Dec. 2011	presented	
2	UGC Sponsored Two days State Level Seminar on "Life Skills Education for Teacher Educators of Karnataka State."	Dr. Ambedkar College of Education, Bangalore	20th and 21st April 2012	presented	A Research Paper on "A Study On Effect of Creativity on the School Adjustment of IX standard Students of Tumkur District."
3	Two day National Seminar on "Innovative trends in Education"	St. Paul's Group of Institution, Bangalore	5th and 6th May 2012	presented	Technology Enabled Learning
4	National Seminar on	Kumadvathi	7th and 8th	presented	Challenges of

	"Teacher Empowerment For quality education - trends and challenges"	College of Education, Shikaripura, Shimoga District-	May 2012		Teacher Education
5	International Conference on "Capacity building programme for Teacher Education"	St. Paul's Group of Institution, Bangalore	12th and 13th April 2014	presented	Life skills
6	International Seminar on "Teacher Empowerment and institutional effectiveness"	Dept. of P.G. Studies, M.M.First Grade College, Chitradurga	1st to 3rd Nov 2010	Participated	
7	International Conference on "Knowledge Management and Organisation in the Digital Era"	Sree Siddaganga College of Arts, Science and Commerce for Women, Tumakuru	17th and 19th January 2013	participated	
8	UGC Sponsored One day State Level Seminar on "Waste Management – concerns and challenges"	Dept. of Zoology, Sree Siddaganga College of Arts, Science and Commerce for Women, Tumakuru	23rd August 2014	participated	
9	National Seminar on "Sand Mining Impact on Environment"	Department of Studies and Research in Environmental Science, Tumakuru University	22nd September 2014	participated	
10	UGC Sponsored One day State Level Seminar on "Issues and Challenges for	Dr. Ambedkar College of Education,	26th and 27th September 2014	participated	

	teacher education in knowledge society	Bangalore			
11	UGC Sponsored One day National Conference on "Communicating awareness through literary forms"	Dept. of English,University College of Science, Tumkur Univeristy, Tumkur	13th March, 2015	participated	
12	National Conference on "Role of Microfinance in Sustainable Social Development"	Gurushree College of Commerce and Social Work, Tumakuru	15th March 2014	participated	
13	One day State Level Conference on "New Trends and in Teacher Education"	Dr. Ambedkar College of Education, Bangalore	17th October 2015	participated	
14	National Conference on Public Welfare Schemes 2015 : Role of Social Work and Commerce in Transforming India	Gurushree College of Commerce and Social Work, Tumakuru	16th March 2016	participated	

Name of the Faculty : Dr. Jagadeesh Kumar

Sl. No.	**Conference/ Seminar/ Workshops**	**Sponsoring Authority**	**Date**	**Paper presented/ Participated**	**Title of the paper**
1	Two Day National Level Seminar on "Transforming education through technology"	New Horizon College Of Education, Bangalore	1st and 2nd April 2011	presented	Integrating Educational Technology for Enhancing quality In secondary education
2	National	Onkarmal	19th and	presented	Enhancing the

	Seminar on "Role of Teacher Education in Globalisation"	Somani College Of Education, Mysore	20th Dec. 2011		quality Of teacher Education by Empowering teacher Education
3	UGC Sponsored Two days State Level Seminar on "Life Skills Education for Teacher Educators of Karnataka State."	Dr. Ambedkar College of Education, Bangalore	20th and 21st April 2012	presented	Developing Critical Thinking Skills
3	International Conference on "Capacity building programme for Teacher Education"	St. Paul's College of Education, Bangalore	12th and 13th April 2014	presented	'A Study of life skill And adjustment'
4	Innovative trends in Education	St. Paul's College of Education, Bangalore	5th and 6th May 2012	presented	Value Education
5	Teacher Empowerment For quality education trends and challenges	Kumudvathi College of Education, Shimoga	7th and 9th May 2012	presented	Challenges in Teacher Education
	International Conference on "Knowledge	Sree Siddaganga College of Arts, Science and	17th and 19th January	participated	

	Management and Organisation in the Digital Era"	Commerce for Women, Tumakuru	2013		
6	Role of Micro Finance in Sustainable social development	Gurushree College of Commerce and Social Work, Tumkur	15th March 2014	participated	
7	Sand mining Impact of Environment	Dept. of Studies and Research in Environmental Science, Tumkur University Tumkur	22nd Sept. 2014	participated	
8	Communicating awareness through literary forms	Dept. of English, University College of Science, Tumkur Univeristy, Tumkur	13th March, 2015	participated	
9	National Seminar on "Sand Mining Impact on Environment"	Department of Studies and Research in Environmental Science, Tumakuru University	22nd September 2014	participated	
10	UGC Sponsored One day State Level Seminar on "Issues and Challenges for teacher education in	Dr. Ambedkar College of Education, Bangalore	26th and 27th September 2014	participated	

	knowledge society				
11	UGC Sponsored One day National Conference on "Communicating awareness through literary forms"	Dept. of English,University College of Science, Tumkur Univeristy, Tumkur	13th March, 2015	participated	
12	National Conference on "Role of Microfinance in Sustainable Social Development"	Gurushree College of Commerce and Social Work, Tumakuru	15th March 2014	participated	
13	One day State Level Conference on "New Trends and in Teacher Education"	Dr. Ambedkar College of Education, Bangalore	17th October 2015	participated	

Name of the Faculty : Smt. G.V. Shobha

Sl. No.	Conference/ Seminar/ Workshops	Sponsoring Authority	Date	Paper presented/ Participated	Title of the paper
1	National Seminar on "Role of Teacher Education in Globalisation"	Onkarmal Somani College Of Education, Mysore	19th and 20th Dec. 2011	presented	Total Quality Management in Teacher Education
2	International Conference on "Knowledge Management and Organisation in	Sree Siddaganga College of Arts, Science and Commerce for Women,	17th and 19th January 2013	participated	

	the Digital Era"	Tumakuru			
3	Role of Micro Finance in Sustainable social development	Gurushree College of Commerce and Social Work, Tumkur	15th March 2014	participated	
4	Sand mining Impact of Environment	Dept. of Studies and Research in Environmental Science, Tumkur University Tumkur	22nd Sept. 2014	participated	
5	Communicating awareness through literary forms	Dept. of English, University College of Science, Tumkur Univeristy, Tumkur	13th March, 2015	participated	
6	National Seminar on "Sand Mining Impact on Environment"	Department of Studies and Research in Environmental Science, Tumakuru University	22nd September 2014	participated	National Seminar on "Sand Mining Impact on Environment"
7	UGC Sponsored One day State Level Seminar on "Issues and Challenges for teacher education in knowledge society	Dr. Ambedkar College of Education, Bangalore	26th and 27th September 2014	participated	UGC Sponsored One day State Level Seminar on "Issues and Challenges for teacher education in knowledge society
8	UGC Sponsored One day	Dept. of English,University	13th March,	participated	UGC Sponsored One day

	National Conference on "Communicating awareness through literary forms"	College of Science, Tumkur Univeristy, Tumkur	2015		National Conference on "Communicating awareness through literary forms"
9	National Conference on "Role of Microfinance in Sustainable Social Development"	Gurushree College of Commerce and Social Work, Tumakuru	15th March 2014	participated	National Conference on "Role of Microfinance in Sustainable Social Development"
10	One day State Level Conference on "New Trends and in Teacher Education"	Dr. Ambedkar College of Education, Bangalore	17th October 2015	participated	One day State Level Conference on "New Trends and in Teacher Education"

Name of the Faculty : Sri P.Shambulingaswamy

Sl. No.	Conference/ Seminar/ Workshops	Sponsoring Authority	Date	Paper presented/ Participated	Title of the paper
1	Innovative trends in Education	St. Paul's College of Education, Bangalore	5th and 6th May 2012	presented	Value Education
2	UGC Sponsored Two days State Level Seminar on "Life Skills Education for Teacher Educators of Karnataka State."	Dr. Ambedkar College of Education, Bangalore	20th and 21st April 2012	presented	Developing Critical Thinking Skills

3	Teacher Empowerment For quality education trends and challenges	Kumudvathi College of Education, Shimoga	7th and 9th May 2012	presented	Challenges in Teacher Education
4	International Conference on "Capacity building programme for Teacher Education"	St. Paul's Group of Institution, Bangalore	12th and 13th April 2014	presented	The impact of environmental awareness on academic achievement of 9th std. students in Tumkur District.
	Two days National Seminar on "Teacher Education in Present Scenario"	JSS College of Education, P.G.Studies in Education and Research Centre, Bijapur	19th and 20th September 2014	participated	
5	National Seminar on "Sand Mining Impact on Environment"	Department of Studies and Research in Environmental Science, Tumakuru University	22nd September 2014	participated	
6	UGC Sponsored One day State Level Seminar on "Issues and Challenges for teacher education in knowledge society	Dr. Ambedkar College of Education, Bangalore	26th and 27th September 2014	participated	
7	UGC Sponsored One day National Conference on "Communicating awareness through literary forms"	Dept. of English,University College of Science, Tumkur Univeristy, Tumkur	13th March, 2015	participated	
8	One day State Level Conference on "New	Dr. Ambedkar College of	17th October 2015	participated	

	Trends and in Teacher Education"	Education, Bangalore			
9	National Conference on Public Welfare Schemes 2015 : Role of Social Work and Commerce in Transforming India	Gurushree College of Commerce and Social Work, Tumakuru	16th March 2016	participated	

Name of the Faculty : Dr. Jyothi. B.Panth

Sl. No.	Conference/ Seminar/ Workshops	Sponsoring Authority	Date	Paper presented/ Participated	Title of the paper
1	UGC Sponsored Two days State Level Seminar on "Life Skills Education for Teacher Educators of Karnataka State."	Dr. Ambedkar College of Education, Bangalore	20th and 21st April 2012	presented	A Research Paper on "A Study On Effect of Creativity on the School Adjustment of IX standard Students of Tumkur District."
2	Two day National Seminar on "Innovative trends in Education"	St. Paul's Group of Institution, Bangalore	5th and 6th May 2012	presented	Technology Enabled Learning
3	National Seminar on "Teacher Empowerment For quality education - trends and challenges"	Kumadvathi College of Education, Shikaripura, Shimoga District-	7th and 8th May 2012	presented	Challenges of Teacher Education
4	National Seminar on "Education – a National Mission"	Bharatiya Shikshana Mandal in	18th and 19th January 2014	presented	Education – A Need of the hour

		association with R.V. Teachers' College of Education, Bangalore			
5	International Conference on "Capacity building programme for Teacher Education"	St. Paul's Group of Institution, Bangalore	12th and 13th April 2014	presented	A Research Paper "A Comparative study on Family Type and School Adjustment."
6	Two Day National Seminar on "Ethical and Efficient Leadership qualities in Institutional development"	Sri Sarvajna College of Education, Vijayanagar, Bangalore	23rd and 24th April 2015	presented	Deployment of Technology in Building Leadership Qualities.
7	UGC Sponsored two days National Conference on "ICT in Education"	BLDE Associations, Jnanayogi Sri Siddheshwar Swamiji College of Education, Vijayapur	24th and 25th July 2015	presented	Social Media in Education
8	UGC Sponsored One day State Level Conference on "Educational Technology and Innovative Pedagogies"	Shivaji College of Education, BAAD, Karwar	26th September 2015	presented	e- Learning and Education
9	UGC Sponsored One day National Seminar on Continuous and Comprehensive	MM college of Education, Davanagere	16th April 2016	presented	Tools and Techniques of CCE

	Evaluation				
10	International Conference on "Knowledge Management and Organisation in the Digital Era"	Sree Siddaganga College of Arts, Science and Commerce for Women, Tumakuru	17th and 19th January 2013	participated	
11	UGC Sponsored One day National Level Seminar on "Right to Education : Problems and Challenges"	Dr. Ambedkar College of Education, Bangalore	27th and 28th September 2013	participated	
12	UGC Sponsored One day State Level Seminar on "Waste Management – concerns and challenges"	Dept. of Zoology, Sree Siddaganga College of Arts, Science and Commerce for Women, Tumakuru	23rd August 2014	participated	
13	Two days National Seminar on "Teacher Education in Present Scenario"	JSS College of Education, P.G.Studies in Education and Research Centre, Bijapur	19th and 20th September 2014	participated	
14	National Seminar on "Sand Mining Impact on Environment"	Department of Studies and Research in Environmental Science, Tumakuru University	22nd September 2014	participated	
15	UGC Sponsored One day State Level Seminar on "Issues and Challenges for teacher education in knowledge society	Dr. Ambedkar College of Education, Bangalore	26th and 27th September 2014	participated	

16	UGC Sponsored One day National Conference on "Communicating awareness through literary forms"	Dept. of English,University College of Science, Tumkur Univeristy, Tumkur	13th March, 2015	participated	
17	National Conference on "Role of Microfinance in Sustainable Social Development"	Gurushree College of Commerce and Social Work, Tumakuru	15th March 2014	participated	
18	One day State Level Conference on "New Trends and in Teacher Education"	Dr. Ambedkar College of Education, Bangalore	17th October 2015	participated	
19	National Conference on Public Welfare Schemes 2015 : Role of Social Work and Commerce in Transforming India	Gurushree College of Commerce and Social Work, Tumakuru	16th March 2016	participated	

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.

For enhancing the quality of teaching, our institution encourages the faculty members to develop following instructional and various other materials.

Materials developed for curriculum transaction:

- PowerPoint presentation and transparencies for teaching few topics in general as well as methodology papers
- Models, scrap book, flip over charts, portraits, games packages, albums, maps
- Printed Learning material
- Question banks
- Model lesson plans for the workshop of practice teaching

Feedback forms

- Feedback on the event/programme
- Exit pool feedback

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

The institution provides the following facilities for the development of instructional material:

- equipped Computer Lab with LAN facility
- Wi-Fi connection for internet access
- classrooms furnished with LCD
- Printing and reprography facility
- Partially automated library
- Resource persons are invited to orient student teachers and faculty members to develop useful and attractive instructional materials and teaching aids.

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

The institution has provided computers with internet facility for its use by the faculty members and student teachers. Faculty members have develop transparencies, material in MS Word, Power Point Presentations related to the following major curricular aspects:-

- Communication Skills
- Microteaching skills
- Lesson plans
- Observation schedules for practice teaching

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

a. Organised by the institution

One day workshop on Preparation of improvised Apparatus was organised in the institution for our Science student teachers on 23rd July 2011. Sri Sridhar Murthy.N. A and Arun Kumar H.N., Instructors, Agastya Science Centre, Sree Siddaganga Math were the resource persons.

One Day In-service Programme was organised for High School Teachers of Tumkur District in the Teaching of Physics Subject on 14/07/2012. Sri Ramaswamy, Assistant teacher, Empress Girls High School, Tumkur and Sri Pradeep Kumar, Tutor, Tumkur were the Resource Persons of the Programme. High School Teachers were the beneficiaries of this programme.

On 03rd August 2012 a Smart Class was arranged in Sree Siddaganga Math for our student-teachers. Sri. Lingaraju (Alumnus), Information System Manager, S.S.Math was the Resource Person.

On 28th August 2013 a visit to Ankitha school, Maralurudinee, Tumkur was organised for all the science student - teachers to get the experience of use of teaching aids in developing the concepts.

On 02nd July 2015 a Content Enrichment Programme in Science(Biology and Chemistry) and History Subjects was organised in our College for the benefit of our student teachers before going to practice teaching, Alumni and also for the teachers of Sister Institutions. The Resource persons of this programme were the Alumni of our college Sri Abhay Kumar, Asst. teacher, Govt. High School, Mallasandra, Tumkur and Sri Girish Kumar, Lecturer, Govt. P.U.College, Hoskote.

On 03rd July 2015 a Content Enrichment Programme in Physics and Mathematics was organised in our college for the benefit of all the science student teachers. Sri. C.V.N. Murthy, (Alumnus) Assistant Teacher, Manchaladore, Gubbi Taluk was the Resource Person of the occasion.

A visit to Kalidasa High School, Tumkur was organised on 8th August 2015 for our student teachers to obtain the knowledge about the preparation of teaching aids in science.Sri Shivanna, Retd. High School Teacher, National Awardee and Sri Girish Kumar, Assistant Teacher were the resource persons. The faculty members teaching science and mathematics attended this programme.

b. Attended by the staff

Name of the Faculty: Dr. Shanthamma

Sl. No.	Course	Subject	Resource Person/ Participated	Date	University/Dept.

1	Regional Level programme	Computer literacy programme	Participated and received A+ Grade Certificate	15TH February to 14th may 2001	TMC Computer Education, tumkur
2	University level Workshop	Master trainer's course workshop	Participated	30th September 2002 to 27th October 2002	Intel Teach to the future
3	University level Workshop	Developing Common Lesson Plan Format	Participated	27th & 28th Feb 2003	B.E.S.College of Education, Bangalore
4	University level orientation programme	New B.Ed. Syllabus, Semester Scheme	Participated	8th, 9th & 10th Dec 2003	Sree Sarvajna College of Education, Bangalore
5	Workshop	Micro teaching & Communication Skill	Participated	27th Dec 2003	Rajajinagar College of Education, Bangalore
6	University level seminar	Influence of Information Technology on Education and Teaching	Participated	4th & 5th of March 2004	MVJ College of Education, Bangalore
7	DIET, Tumkur	Satellite Programme Training	Participated	11th Jan 2005	DIET, Tumkur
8	College level seminar	Globalisation of education and women teachers	Participated	07th March 2005	R.V. Teachers College, Bangalore
9	District Level workshop	Psychological experiements in Modern	Participated	23rd & 24th March 2005	Sree Siddaganga College of Education

		Education			
10	University level Orientation	Pattern of question paper and a common structure of science	Participated	27th Jan 2007	CIT college of Education
11	Orientation	Curriculum Framework for two year B.Ed. Programme	Members of Core Curriculum committee	06-03-2015	Sree Siddaganga College of Education, Tumkur
12	Orientation	Regulations and syllabus for two year B.Ed. Programme	Members of Core Curriculum committee	19-04-2015	Sree Siddaganga College of Education, Tumkur in collaboration with Tumkur University
13	University level orientation	Practical activities and unit test of B.Ed. II Semester	Resource person	12th August 2008	Shridevi College of Education, Tumkur
14	University level Workshop	Communication Skills and Seminars	Participated	21st Feb 2009	SVS College of Education, Tumkur
15	University level orientation	Micro-teaching	Resource person	27th & 28th Jan 2012	Sri Siddartha College of Education, Tumkur
16	Orientation		Participated	25th Feb to 23rd March 2013	Academic staff College, Bangalore University
17	Workshop – Department of Collegiate Education	Modern Teaching skills in Higher Education	Resource Person	23rd Feb 2014	Government First Grade College, Tumkur
18	University level Orientation	Curriculum Framework for two year B.Ed. Programme	convener	06th March 2015	Sree Siddaganga College of Education, Tumkur
19	University level	Regulations and syllabus for two	Co-	19-04-2015	Sree Siddaganga College of

	Orientation	year B.Ed. Programme	ordinated		Education, Tumkur in collaboration with Tumkur University

Name of the Faculty: Dr. R. Rudraradhya

Sl. No.	Course	Subject	Resource Person/ Participated	Date	University/Dept.
1	Seminar	Right to information Act and avoid Corruption	Participated	10th March 2011	Karnataka Institute for law and parliamentary reform and Vidyodaya Law College
2	Orientation Programme	One day orientation programme for newly appointment Principals of Government and Aided Colleges	Participated	24th February 2012	Karnataka State Higher Education Council Bangalore
3	Training programme	One day training programme for the Principals and Programme Officers of Youth Red Cross Society	Participated	18th October 2012	Youth Red Cross, Tumkur University, Tumkur
4	University level orientation	Micro-teaching	Participated	27th & 28th Jan 2012	Sri Siddartha College of Education, Tumkur
5	University level Orientation	Curriculum Framework for two year B.Ed.	Members of Core Curriculum	06th March 2015	Sree Siddaganga College of Education,

		Programme	committee		Tumkur
6	University level Orientation	Regulations and syllabus for two year B.Ed. Programme	Members of Core Curriculum committee	19-04-2015	Sree Siddaganga College of Education, Tumkur in collaboration with Tumkur University

Name of the Faculty : Dr. G.B. Devamma

Sl. No.	Course	Subject	Resource Person/ Participated	Date	University/Dept.
1	Orientation	Micro-teaching	Participated	27th and 28th Jan 2012	Siddartha College of Education, Tumkur
2	Training Programme	Micro-teaching	Resource Person	15th Feb 2012	DIET, Tumkur
3	CASP Training Programme	Communication Skill	Resource Person	17th Dec 2012	Government Polytechnic, Tumkur
4	Induction Programme	Communication Skill	Resource Person	19th Feb 2013	Government Polytechnic, Tumkur
5	State Level Orientation	TACLE - Creative Teaching	Participated	18th Jan 2014	Sree Siddaganga College for boys
6	Induction Programme	Evaluation	Resource Person	03rd July 2014	Government Polytechnic, Tumkur
7	Induction Programme	Teaching Skills	Resource Person	07th July 2014	Government Polytechnic,

					Tumkur
8	Workshop	Demonstration lesson in Biology	Resource Person	09-08-2014	Digvijaya B.Ed. College ,Adavanahalli
9	Orientation	Curriculum Framework for two year B.Ed. Programme	Members of Core Curriculum committee	06-03-2015	Sree Siddaganga College of Education, Tumkur
10	Orientation	Regulations and syllabus for two year B.Ed. Programme	Members of Core Curriculum committee	19-04-2015	Sree Siddaganga College of Education, Tumkur in collaboration with Tumkur University

Name of the Faculty: Dr. R.Girija

Sl. No.	Course	Subject	Resource Person/ Participated	Date	University/Dept.
1	Orientation	Micro-teaching	Participated	27th and 28th Jan 2012	Siddartha College of Education, Tumkur
2	Training Programme	Micro-teaching	Resource Person	15th Feb 2012	DIET, Tumkur
3	CASP Training Programme	Communication Skill	Resource Person	17th Dec 2012	Government Polytechnic, Tumkur
4	Induction Programme	Communication Skill	Resource Person	19th Feb 2013	Government Polytechnic, Tumkur
5	State Level Orientation	TACLE - Creative Teaching	Participated	18th Jan 2014	Sree Siddaganga College for boys
6	Induction	Evaluation	Resource	03rd July	Government Polytechnic,

	Programme		Person	2014	Tumkur
7	Induction Programme	Teaching Skills	Resource Person	07th July 2014	Government Polytechnic, Tumkur
8	Workshop	Demonstration lesson in Biology	Resource Person	09-08-2014	Digvijaya B.Ed. College ,Adavanahalli
9	Orientation	Curriculum Framework for two year B.Ed. Programme	Members of Core Curriculum committee	06-03-2015	Sree Siddaganga College of Education, Tumkur
10	Orientation	Regulations and syllabus for two year B.Ed. Programme	Members of Core Curriculum committee	19-04-2015	Sree Siddaganga College of Education, Tumkur in collaboration with Tumkur University

Name of the Faculty : Dr. Jagadeesh Kumar

Sl. No.	Course	Subject	Resource Person/ Participated	Date	University/Dept.
1	Orientation	Micro-teaching	Resource Person	27th and 28th Jan. 2012	Siddartha college of Education, Tumkur
2	Orientation	Micro-Teaching	Resource Person	29-01-2011	S.V.S. College of Education, Tumkur
3	Workshop	Demonstration lesson in CCM of Teaching History	Resource Person	05-08-2011	Digvijaya Colelge of Education, Adavanahall, Tumkur Dist.
4		'Punaschethana' for Empowering teachers –	Resource Person	25-11-2011	Sree Siddaganga PU College For Women, Tumkur

		'Effective Teaching'			
5	Orientation	Micro-Teaching	Resource Person	02-02-2012	SVS College of Education, Tumkur
6	Workshop	Bloom Taxonomy of Educational Objectives	Resource Person	05-03-2012	SVS College of Education, Tumkur
7	Workshop	Demonstration lesson in History and Civics	Resource Person	16-09-2012	S.V.S College of Education, Tumkur
8	Orientation	Micro-Teaching	Resource Person	20-02-2013	Akshaya College of Teacher Education, Tumkur
9	Orientation	Micro-Teaching	Resource Person	06-03-2013	S.V.S. College of Education, Tumkur
10	Workshop	Demonstration lesson in History	Resource Person	16-07-2013	S.V.S. College of Education, Tumkur
11	Workshop	Demonstration in History	Resource Person	15-09-2013	Akshaya College of Teacher Education, Tumkur
12	Orientation	Communication Skills	Resource Person	01-02-2014	Digvijaya B.Ed. College, Adavanahalli, Tumkur Dist.
13	Workshop	Modern Teaching skills in Higher Education	Resource Person	23-02-2014	Govt. First Grade College, Tumkur
14	Orientation	Micro-Teaching	Resource Person	02-03-	S.V.S. College of Education,

				2014	Tumkur
15	Orientation	Micro-Teaching	Resource Person	06-03-2014	Akshaya College Teacher Education, Tumkur
16	Workshop	Demonstration lesson in History	Resource Person	12-07-2014	Akshaya College Teacher Education, Tumkur
17	Workshop	Demonstration lesson in History	Resource Person	09-08-2014	Digvijaya B.Ed. College, Adavanahalli, Tumkur Dist.
18	Orientation	Micro-Teaching	Resource Person	02-02-2015	Akshaya College of Teacher Education, Tumkur
19	Orientation	Micro-Teaching	Resource Person	28-02-2014	Digvijaya B.Ed. College, Adavanahalli, Tumkur Dist.
20	Orientation	Micro-teaching	Resource Person	13-03-2015	Bharathi College of Education, Tumkur
21	Orientation	Micro-teaching	Resource Person	23-03-2014	Akshaya College of Teacher Education, Tumkur
22	Workshop	Demonstration lesson in History	Resource Person	08-06-2015	Digvijaya B.Ed. College, Adavanahalli, Tumkur Dist.
23	Workshop	Demonstration lesson in History	Resource Person	13-07-2015	S.V.S. College of Education, Tumkur
24	Workshop	Demonstration lessons in History	Resource Person	01-08-2015	Bharathi College of Education, Tumkur

25	Workshop	Bloom Taxonomy on Educational objectives	Resource Person	01-08-2015	S.V.S. College of Education, Tumkur
26	Workshop	Demonstration lesson in History	Resource Person	05-08-2015	Akshaya College Teacher Education, Tumkur
27	Workshop	Models, methods and Techniques of teaching History	Resource Person	05-11-2015	Asst. Director, Pre-University Board Tumkur
28	Workshop	Historical development of National Flag	Resource Person	03-05-2015	T.V.V. College of Education Madhugiri
29	Orientation	Curriculum Framework for two year B.Ed. Programme	Members of Core Curriculum committee	06-03-2015	Sree Siddaganga College of Education, Tumkur
30	Orientation	Regulations and syllabus for two year B.Ed. Programme	Members of Core Curriculum committee	19-04-2015	Sree Siddaganga College of Education, Tumkur in collaboration with Tumkur University

Name of the Faculty : Smt. G.V. Shobha

Sl. No.	Course	Subject	Resource Person/ Participated	Date	University/Dept.
1	Workshop	Micro Teaching	Participated	27th & 28th Jan 2012	Tumkur University Teacher Educators Association,

					Tumkur
2	Induction Programme	Micro Teaching	Resource Person	18th Feb 2013	Government Polytechnic, Tumkur
3	Induction Programme	Construction of Question papers	Resource Person	01st March 2013	Government Polytechnic, Tumkur
4	Orientation	Curriculum Framework for two year B.Ed. Programme	Members of Core Curriculum committee	06th March 2015	Sree Siddaganga College of Education, Tumkur
5	Orientation	Regulations and syllabus for two year B.Ed. Programme	Members of Core Curriculum committee	19-04-2015	Sree Siddaganga College of Education, Tumkur in collaboration with Tumkur University

Name of the Faculty : Sri P.Shambulingaswamy

Sl. No.	Course	Subject	Resource Person/ Participated	Date	University/Dept.
1	Workshop	Preparation of a project report for a topic based on project method of teaching history	Participated	18th Jan 2011	Tumkur University History & Civics Teacher Educators Association, Tumkur
2	Workshop	Micro Teaching	Participated	27th & 28th Jan 2012	Tumkur University Teacher Educators Association, Tumkur

3	Workshop	Practical Activities & preparation of unit test in history & civics	Participated	1st June 2012	Tumkur University History & Civics Teacher Educators Association, Tumkur
4	Workshop	Students mental health	Participated	10th Oct 2012	UGC Academic Staff College, Mysore
5	Orientation	Curriculum Framework for two year B.Ed. Programme	Members of Core Curriculum committee	06-03-2015	Sree Siddaganga College of Education, Tumkur
6	Orientation	Regulations and syllabus for two year B.Ed. Programme	Members of Core Curriculum committee	19-04-2015	Sree Siddaganga College of Education, Tumkur in collaboration with Tumkur University

Name of the Faculty: Dr. Jyothi. B.Panth

Sl. No.	Course	Subject	Resource Person/ Participated	Date	University/Dept.
1	Workshop	Micro-teaching	Participated	27th and 28th Jan 2012	Siddartha College of Education, Tumkur
2	Training Programme	Micro-teaching	Resource Person	15th Feb 2012	DIET, Tumkur
3	CASP Training Programme	Communication Skill	Resource Person	17th Dec 2012	Government Polytechnic, Tumkur
4	Induction Programme	Communication Skill	Resource Person	19th Feb 2013	Government Polytechnic,

					Tumkur
5	Workshop –	Modern Teaching skills in Higher Education	Resource Person	23rd Feb 2014	Government First Grade College, Tumkur
6	Workshop	Demonstration lesson in Biology	Resource Person	09-08-2014	Digvijaya B.Ed. College ,Adavanahalli
7	Orientation	Curriculum Framework for two year B.Ed. Programme	Members of Core Curriculum committee	06-03-2015	Sree Siddaganga College of Education, Tumkur
8	Orientation	Regulations and syllabus for two year B.Ed. Programme	Members of Core Curriculum committee	19-04-2015	Sree Siddaganga College of Education, Tumkur in collaboration with Tumkur University

c. Training provided to the staff

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

- Publication per faculty in the journals

Name of the Faculty: Dr. Shanthamma.

Sl. No.	Journal	ISSN No.	Volume	Date	Title of the article
1	Education and Society	ISSN 2319-9687	Vol.3	2014	Integrating technology in Teacher Education

Name of the Faculty : Dr. R.Rudraradhya

Sl. No.	Journals	ISSN No.	Volume	Date	Title of the article
01.	Shikshna Soudha			07.12.2014	P£ßq ¸A»vä ªAvA ¨ÆÃz£AiÄ° UÁzU¼ ªÄºv – vöÊªiÁ¹P

	²Pt ¸Ez				²Pt ªAvA ¸A±ÆAz£ "Kannada Sahitya Mattu Bodhaneyalli Gadegala Mahatwa" Volume – 4 – Issue 3 Kannada
02.	Shikshna Soudha			07.09.2014	²Pt vd eA£ï APï John Lock Volume – 4 - Issue 2
03.	Shikshna Soudha			07.03.2014	±Aµ ²Pt vd, º§ðmïð ¸£gï Herbert Spencer Volume – 3 - Issue – 4
04.	Shikshna Soudha			07.09.2013	ಉಚಿತ ಮತ್ತು ಕಡ್ಡಾಯ ಶಿಕ್ಷಣ ಪಡೆಯಲು ಮಕ್ಕಳ ಹಕ್ಕು ಅಧಿನಿಯಮ, ೨೦೦೯ - ಒಂದು ಅವಲೋಕನ Uchitha Mattu Kaddaya Shikshana Padeyalu Makkala Hakku Adhiniyama 2009 – Ondu Avalokana Volume – 3 - Issue 2
05.	Shikshana Soudha			07.07.2013	J£ï.¹.J¥ï. 2005 N.C.F 2005 Volume 3, Issue I

Name of the Faculty : Dr. G.B.Devamma

Sl. No.	Journal/Magazine/Book	ISBN/ISSN No.	Volume	Date	Title of the article
1	Dimensions of Education	2249-2437	Vol.3	7th March 2014	The importance of Scientific Attitude in society
2	Dimensions of Education	2249-2437	Vol. 4	7th September 2014	"Why– Methods of teaching"

Name of the Faculty : Dr. R.Girija

Sl. No.	Journal	ISBN No.	Volume	Date	Title of the article
1	Dimensions of Education	2249-2437	Vol.3	7th March	The importance of Scientific Attitude in

				2014	society

Name of the Faculty : Dr. Jagadeesh Kumar

Sl. No.	Journal	ISBN No.	Volume	Date	Title of the article
1	Dimensions of Education	2249-2437	Vol.3	7th June 2013	"Importance of AIDS Education for Secondary School Students/Adolescents"
2	Dimensions of Education	2249-2437		7th March 2013	"Developing Critical Thinking"

Name of the Faculty : Smt. G.V.Shobha

Sl. No.	Journal	ISBN No.	Volume	Date	Title of the article
1	Dimensions of Education	2249-2437	Vol.3	7th March 2014	Time Management

Name of the Faculty : Dr. Jyothi. B.Panth

Sl. No.	Journal	ISBN No.	Volume	Date	Title of the article
1	Dimensions of Education	2249-2437	Vol.4	7th September 2015	"Knowledge Management and Education"
2	Dimensions of Education	2249-2437	Vol. 4	7th September 2014	"Why–Methods of teaching"
3	Dimensions of Education	2249-2437	Vol. 4	7th June 2014	"Informal Education in Formal Education"
4	Dimensions of Education	2249-2437	Vol.3	7th March 2014	"Problem solving Approach in Teaching Biology Concept"
5	Dimensions of Education	2249-2437	Vol.3	7th June 2013	"Importance of AIDS Education for Secondary School Students/Adolescents
6	Education and Welfare	2320-1762	Vol. 4	2015	" Impact of ICT on Education"

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

- **Dr.** Jyothi. B. Panth and Dr. R.Rudraradhya have received Second prize in a National Level Seminar organised by Bharatiya Shikshana Mandal at R.V. Teachers college of Education, Bengaluru on 18th and 19th January 2014. They were given a cash prize of fifteen thousand rupees.

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

No Minor / Major research projects completed by staff members of the institution in last five years. But Most of the faculty members were involved in the Research Project on "Remedial Teaching " (in the Gubbi, Tumkur, Sira and Madhugiri Taluks)in collaboration with Akshara Foundation under Sarvashikshana Abhiyana , Tumkur in the year 2009

3.3 Consultancy

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

The institution has provided consultancy services in the following areas

- Action research
- Evaluation
- Innovative teaching techniques
- Preparation of teaching aids
- Communication skills
- Microteaching skills
- Learning
- Discipline
- School Management

Institutional faculty members have provided consultancy services to the following

- P.U. Colleges, First Grade Colleges, D.I.E.T and Government Polytechnique institution and B.Ed. Colleges of Tumkur University
- IGNOU and KSOU B.Ed. programmes.
- Secondary Schools
- Bangalore University Correspondence Course

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 publicise the available expertise.

Yes, the faculty/staff members of the institution are competent to undertake consultancy. Broad areas for consultancy services provided by the staff members of the institution are

- Action research
- Evaluation
- Total Quality Management
- Innovative teaching techniques
- Preparation of teaching aids
- Communication skills
- Microteaching skills
- Question banks
- Learning
- Statistics
- Discipline
- School Management

Consultancy services to the schools/colleges:

In-service teachers are given guidance on methods of teaching, preparation of blue print and action research. The institution organises "exhibition of teaching learning material" at the end of the academic year and invite the neighbouring high school teachers and students to view the same.

Consultancy services for correspondence B.Ed. students:

Few of the Faculty members have worked as mentor for IGNOU B.Ed. students.

Consultancy services for alumni:

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

Through stake holders the available expertise is publicised.

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

Institution has not generated any income through consultancy because it is done honorary.

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

Institution has not generated any income through consultancy because it is done honorary.

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 makes the local community to be benefited by it in the following ways:-

- By organizing programmes such as medical check-up, blood donation camp, street play etc.
- By making the students and faculty members to participate in the women empowerment programme thereby developing awareness among local community
- Conducting Community Living Camp in a nearby community has helped them to get the services of our student teachers in cleaning, educating and entertainment.
- Involving the students and faculty in the service oriented activities at community
- Lending teaching learning material to the schools and colleges
- Placement cell of our institution helps the school authorities in the recruitment of teachers to their schools.
- Organising exhibition of teaching learning materials for neighbouring schools.
- Faculty members of the institution are invited as the chief guests, resource persons and judge by various schools and colleges of the community for the various programmes

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

Institution promotes institution-community network contributing to good citizenship, service orientation and holistic development of students by organising

- Talks and guest lectures

- Community living camp
- Blood Donation Camp
- Street play
- Film show
- Celebration of national days by the student teachers
- Peace March
- Observation of World AIDS day, Environmental Day, National Science Day

The above activities were undertaken by involving students and community people through different committees like Parent teacher association, Women Empowerment Cell, Youth Red Cross Society, Science and Humanities Club.

The institution has created a network with the local schools by involving them in the various activities of the college –

- Conducting practice teaching smoothly in the local schools by allotting adequate number of student teachers
- Saughting the guidance and teaching materials by our student teachers from the practising schools
- inviting them as external examiners for Practical examination
- guiding them in action research
- inviting the teachers of schools as resource persons
- felicitating the teachers on Teachers ‘day
- attending the competitions organised by the schools as judges by the faculty members of the institution.
- Participation by the faculty of the institution in the recruitment of teachers in the schools

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

The institution’s future plans and the major areas of the projects for providing community orientation to students are as follows:-

- Planting of saplings and conserving environment
- Organising awareness programmes
- Undertaking the research projects
- Conduct seminar at state and national levels

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

The institution has not yet taken up any project relating to the community development in the last five years.

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

The institution develop social and citizenship values and skills among its student teachers by organizing

- Talks and guest lectures
- Community living camp
- Blood Donation Camp
- Shramadan
- Street play
- Film show
- Swachatha programme
- Celebration of national days by the student teachers
- Demonstration of model parliament
- Extending services to the society
- Peace March
- Educational Tour
- Observation of World AIDS day, Environmental Day, National Science Day
- Competitions – Essay, Debate, Singing
- Sports and games

The above activities are undertaken by involving students and community people through different committees like Parent teacher association, Placement Cell, Antiragging committee, Youth Red Cross Society, Science and Humanities Club.

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 institution has linkages with the following national level organizations

- University Grants Commission(UGC)

- National Council for Teacher Education (NCTE)
- Collegiate and DIET
- Apart from this, our institution is collaborated with the Tumkur University, Deputy Director of Public Instruction, Local Secondary Schools, Red Cross Society, ART centre, District hospital, Sanjeevini Blood Bank.

Following are the benefits resulted out of these linkages:-

- College is included under 12f , 2(B) scheme and provided seed money for the development of the institution
- NCTE monitors teacher education programme of the institution.
- Tumkur University gives affiliation, admission approval, conduct of examinations, declaration of results and also academic support needed for curriculum transaction.
- BEO gives permission to utilize schools for practice teaching.
- Secondary schools in the community support us to conduct practice teaching and practical examination in their institutions.
- Red Cross Society provides a platform to our student teachers for community service.
- ART centre, District Hospital helps our student teachers to develop an awareness towards Health and Hygiene.
- Sanjeevini Blood Bank provides an opportunity for our student teachers to know their blood groups, ailments in their body and to donate blood.

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

The institution has linkage with Red Cross Society which has provided a platform to our student teachers to render community services.

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

- Curriculum Development
- Teaching

- Training
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

- **Curriculum Development:** these linkages has helped the faculty members to enrich their knowledge to interact effectively in the curriculum transaction.
- **Teaching:** these linkages has made our faculty members to update their knowledge and to implement in day to day instructions.
- **Training:** these have helped our student teachers to develop citizenship qualities, social competencies and leadership qualities
- **Practice Teaching:** these have helped our institution to function smoothly and the student teachers are benefitted in obtaining teaching experience and to develop professional competencies.
- **Research**: Five of the faculty members have completed Ph.D. successfully and two of them are in the process of completing Ph.D. with the support of these linkages.
- **Consultancy:** these linkage has helped us to develop mutual sharing of knowledge and thereby created recognition in the community.

- **Student Placement:** the linkage has helped our faculty members to participate actively in the recruitment of teachers in the schools as well as provided opportunity for our student-teachers to get placements in the schools.

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

(Institute-school-community networking)

The institution has linkage with the school sector through Parent teacher association, Placement Cell, Anti ragging committee, Youth Red Cross Society, Science and Humanities Clubs.

Our institution has good rapport with local institutions. They extend wholehearted support to us for the smooth conduct of practice teaching in their schools and they also help us in the practical examination by sparing the service of their senior teachers as external examiners.

The faculty members are also invited as subject experts for the recruitment of the teachers in their schools. Moreover the faculty members of the institution are invited by the institutions as resource persons, judges, guests, etc., thereby creating linkages and establishing Institute-School-Community Networking.

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, faculty of the institution are actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching.

For the smooth conduct of practice teaching the date and time of the programme will be in accordance with the practicing schools. The details of which will be obtained by the faculty members in advance in consultation with the practising schools. The faculty members provide guidance to the student teachers in the preparation of lesson plan, teaching aids every day. The faculty members are allotted a practising school every day to visit and supervise the lessons of the student teachers in the schools. Even they observe the movements of student teachers with the regular teachers and head masters of the practising schools. Necessary feedback to the student teachers is given at the end of the day in the practising school itself.

The faculty members guide the students in preparing question paper for the conduct of unit test in their practising schools.

Faculty members are actively involved in guiding the student teachers for organizing various activities in the practising schools.

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

Faculty members of our institution

- provide consultancy services to the schools and other colleges on various topics
- spare services in the recruitment of teachers in the schools
- attend the programmes organised by DIET and University to improve professional competencies
- orient the aspirants for competitive examinations
- are invited for the curriculum development, paper setting, valuation of papers.
- have worked as members of Local Inquiry Committee, BOS, BOE and squad.

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 major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years is

- updating the Library
- establishing IQAC, Parent teacher association, Placement Cell, Antiragging committee, women empowerment, Youth Red Cross Society, Science and Humanities Clubs.

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

Research:

- Faculty members have adopted new techniques of teaching
- Faculty member have prepared and presented research paper for National level Seminar and also in the process of construction and validation of a tool

Consultancy:

- Consultancy is provided for secondary school teachers on honorary basis.

Extension activities of the institution:

- One Day In-service Programme was organised for High School Teachers of Tumkur District in the Teaching of Physics Subject on 14/07/2012.

- On 03rd August 2012 a Smart Class was arranged in Sree Siddaganga Math for our student-teachers.
- On 02/07/2015 a Content Enrichment Programme in Science and History Subjects was organised in our College for the benefit of our student teachers before going to practice teaching, Alumni and also for the teachers of Sister Institutions.

CRITERION-IV

INFRASTRUCTURE AND LEARNING RESOURCES

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

CRITERIAN –IV: Infrastructure and Learning Resources

4.1 Physical facilities

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

Yes, Institution has infrastructure as per NCTE norms. The college campus area is 1840 sq.mts. It has a three storied spacious building which has the following accommodation.

- 06 Lecture halls
- Principal's chamber
- Multipurpose hall
- Psychology Laboratory
- Science Laboratory
- Educational Technology lab
- Computer Lab
- Staff rooms
- Administrative Office
- Library
- Boardroom
- Social Science Resource room
- IQAC room
- Mathematics Resource room
- Store room
- Record room
- Separate toilets for girls, boys and staff
- Girls rest room
- Drinking water facility

The other facilities like playground, parking area are common to all institution of the campus. Since our institution is run by the private management, the infrastructure facilities are provided by the management itself. The management has department of construction and maintenance. The department fulfills infrastructural facilities as per the requirements of the college. The amount invested for developing the infrastructure is given below:

Table No-01

SL no	Particulars	Amount
1	Building	2 CORES
2	Furnitures	5.00.000-00
3	Audio-visual equipment	1,00,000-00
4	Teaching aids	40,000-00
5	Computers	4,00,000-00
6	Library books	20,00,000-00
7	Laboratory and Psychological apparatus	1,00,000-00
8	Sports equipments	30,000-00

The master plan of the institution is here with enclosed.

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

College fulfills the required infrastructural facilities for the student- teachers and faculty members every year by considering the various suggestions received by the stakeholders, following are the additional facilities:

- LCD projector
- Computer lab
- Library is partially automated. It has procured recently published books
- Wi-Fi facility is provided for the students and staff.
- The institution has the provision for expansion of the building.

4.1.3 List the infrastructure facility available for co-curricular activities and extra-curricular activities including games and sports.

The facilities available for Co-curricular and extra-curricular activities are

- The multipurpose hall
- Sports materials for indoor and outdoor games
- Spacious playground
- Materials are available for cultural activities
- Public speaking sound system
- Maintenance of campus hygienic and drinking water facility.

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

The playground, canteen are shared with sister institutions in the campus.

4.1.5 Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students [rests rooms for women, wash room facilities for men and women, canteen, health centre etc.]

- The institution has the first aid kit readily available at all times, information regarding its availability made known to the students as well.
- Hygienic drinking water is provided for student-teachers and staff.
- Public transport facilities available for students and staff.
- Our campus ensures clean, green and serene environment which generates positive energy.
- Medical camps/check-ups are arranged at regular intervals in the campus.
- Separate washroom facilities are provided for girls and lady faculty.
- Pesticides are regularly sprayed in and around the campus.

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

Hostel facility is available for men at sree siddganga math. Recreational facilities like yoga, T.V and sound system facilities is available. Health centers run by the government and management are available for medical emergency.

4.2 Maintenance of infrastructure

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

- **Building**
- **Laboratories**
- **Furniture**
- **Equipments**
- **Computers**
- **Transport/Vehicle**

The budget allocation and Utilization in the last five years is given below

SL. No	Facilities	2010-11	2011-12	2012-13	2013-14	2014-15
a.	Building	50,000-00	75,000=00	1,00,000=00	1,50,000=00	2,50,000=00
b.	Laboratories	7,500-00	7,500=00	10,000=00	15,000=00	5,000=00
c.	Furniture	15,000-00	20,000=00	20,000=00	15,000=00	20,000=00
d.	Equipments	15,000-00	20,000-00	20,000-00	15,000-00	20,000-00
e.	Computers	20,000-00	25,000=00	25,000=00	20,000=00	20,000=00
f.	Transport/ Vehicle	-	-	-	-	-

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

The infrastructural facilities are in line with academic growth and optimally utilized by the staff and student-teachers.

Laboratory facilities are utilized by the staff and student-teachers during practice of communication and micro-teaching skills, demonstration lesson, practice teaching, practical examination and also to perform practical activities and seminars.

Library: Separate period is allotted for library reference in the time table itself. Library resources are utilized by staff and student-teachers to the optimum extent. Library resource resources are used for library resource method and also to carry out research work.

Sports equipments are used for sports and games.

Multipurpose hall is also provided to conduct departmental meetings and programs organized by the sister institutions.

Computer lab is used by student-teachers as a learning resources to prepare PPT and lesson plans.

Further during holidays college class rooms are provided for the conduct of competitive examinations by the university, department of education.

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

The principal and staff take ample care of the environmental issues associated with the infrastructure of the institution.

The college campus is always kept clean and tidy.

Environmental friendly behaviours have been developed and the same attitude is being encouraged in student-teachers by campus cleaning.

Maintains the institutional infrastructural facilities. Fire extinguishers are installed as safety measures in the building.

4.3. **Library as a learning resource**

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

Yes, the institution has a qualified librarian for smooth functioning of the library. Librarian is assisted by supporting staff. There is library advisory committee to look after the library resources.

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

The library resources available to staff and students are as follows:

Library Resources.

Number of books	16607
Encyclopedias	391 volumes
Journals(national)	22
Magazines	5
No. of back volumes	874
Newspapers	06
Internet facility	Available
Software	Available
CD's	77
Gazetteers and dictionaries	259 volumes
E-journals	10
SC/ST books	100
Computers	2
Multi-functioning machine	1

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

Yes, the institution has an advisory committee with the following members.

Chairman – Principal.

Secretary – Librarian

Members – two senior faculty

- Budget planning.
- Lay down rules and regulations.
- Procuring the books/resources as per the requirements of the course.
- Provide user friendly services.
- Display of new arrivals in an attractive manner.
- Library partially automated.
- The faculty provide list of books of their requirements to the committee.
- The librarian will consolidate the requirements and the list is submitted to the principal for its approval. After the approval required books are procured by the librarian as per the available funds.

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

Yes, library is partially computerized. Library has following features

- Books acquisition
- Cataloguing
- Member registration, issue and reserve, return and renew.

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

Yes, the library has computer, internet and reprographic facilities.

Two computers with internet facilities are available in the library. The staff and the students browse E-journals, E-books and various other learning resources.

- Multi-functioning machine is provided

- Reprographic facility is available in the library which helps the users to take photocopies instantly
- The college time table has made a provision for library reference. Students also use library in the leisure periods.

4.3.6. Does the institution make use of INFLIBNET /DELNET/IUC facilities? If yes, give details.

Institution yet to posses these facilities

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

On all working days the library is kept open from 9:30am to 5:30pm.

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

- List of new arrivals are displayed on the bulletin board.
- Staff members make announcement in the class rooms.
- List of new arrivals circulated to faculty.
- Book jacket of new arrivals are displayed in the display rack.

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

Yes, the library has book bank facility. It has been provided with additional books.

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

- So far visually challenged students have not taken admission.
- Physically challenged students are assisted by peer and library staff in obtaining library books/materials.

4.4. ICT as learning resource.

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

- The institution has computer lab with internet and LAN facility.
- Faculty and students are provided with computer and internet facility in the campus.

Details in the computing facility available (hardware and software) at the institution is as follows:

Facilities provided in the ICT resource centre.

Computer	15
Laptop	1
Speakers	2
Printers	1
E-granthalaya software	No
Tally	No
Scanner	1
Tape recorders	1
Television set	1
Slide projector	1
OHP	1
LCD	2
Interactive board	No
Wi-Fi	Available
CD's	Yes
LAN	Available

- The institution has adequate computer facility for its faculty. Faculty members are provided with internet facility for preparation of teaching/learning materials in their respective subjects.
- Class rooms are equipped with LCD facility.
- Faculty prepares PPT in their teaching subjects.
- Student-teachers are also motivated to use PPT during seminar and practice teaching.

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

Yes, there is provision in the curriculum for imparting computer skills to all students

- The compulsory core paper ICT in first semester B.Ed. course. It provides both theoretical and practical experiences to students
- The major skills like:

- Operate the system
- Web-browsing
- Downloading
- Use of Microsoft office package
- use of E-mail

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

- OHP and LCD projectors are used.
- Web reference are given to the student-teachers to get the information related to curriculum.
- The institution is yet to avail the national knowledge network.

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

- The student-teachers make use of internet to browse and download information in the form of text, videos and images related to different concepts.
- Student-teachers prepare and use PPT's and video during practice teaching.
- Student-teachers utilize technology for preparing lesson plans and question papers during practice teaching.

4.5 Other Facilities

4.5.1 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.

- During holidays college classrooms are provided for the conduct of competitive examination by the university, department of education and bank.
- Multipurpose hall is also provided to conduct departmental meetings and programs organized by the sister institutions.
- National festivals are organized collectively- sister institutions situated near by campus.
- ICT facility is extended to the sister institutions
- Mutual sharing of human resources among sister institutions.

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

The various audio-visual materials available with the institution are:

- Maps
- Chats
- Models
- Working models
- Tape recorders/CD players
- Audio, video cassettes
- OHP
- LCD projectors
- Slide projector
- Lab equipment
- Television

The student-teachers make use of these audio-visual materials during simulated and practice teaching lessons.

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

Various general and methods laboratories available are:

- Science lab
- Psychology lab
- Computer lab
- Social science resource room
- Education technology room
- Mathematics resource room

There is a provision to update the facilities of each lab.

- The science laboratory is equipped with suitable apparatus required to perform the experiments related to secondary school science syllabus. It is maintained by the science faculty.
- Psychology lab is equipped with apparatus of simple experiments related to educational psychology. It is maintained by psychology faculty.
- Computer lab is equipped with 20 computers. LAN connection is maintained by faculty.
- Social science resource room is equipped with teaching materials and it is maintained by social science faculty.
- Education technology room is equipped with audio-visual equipment like television, computer, LCD projector, OHP, slide projector etc. It is maintained by one of the staff members.

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

- The institution has a multipurpose hall. It is used for conducting seminars, workshops, conferences, alumni meetings, club activities, meetings conducted by sister institutions and other co-curricular activities.
- Sports-spacious play ground is available. Materials are available for conducting indoor and outdoor games.
- As the institution is situated in the heart of city, public transportation is frequently available for transportation. Sister institution transport facility is utilized by the institution whenever required.

4.5.5 Are the class rooms equipped for the use of latest technologies for teachings? If yes, give details. If no, indicate the institutions future plans to modernize the classrooms.

Yes, classrooms are equipped with technology facilities.

4.6 Best practices in infrastructure and learning resources.

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

- Few of the faculties are trained in the use of ICT in the curriculum transaction.
- The faculty adapts innovative approaches in their curriculum transaction.
- Conducts intensive practice teaching programs.
- Week end meetings are conducted during practice teaching –to motivate the student-teachers for further progress.
- Almost all activities are collectively conducted.
- Follow-up activities are taken up as and when required.

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

- Faculty use power point presentation during curriculum transaction.
- Student-teachers are trained to prepare power point presentations.
- Institution is provided with Wi-Fi facility.
- Question banks and study material are provided to the student-teachers.
- Library is partially automated and two computers are provided with internet facilities.
- Printing machine is made available for the students.

4.6.3 What innovations/best practices in infrastructure and learning resources are on vogue or adopted/adapted by the institution?

- Faculty members of the institution utilize LCD for curricular transaction.
- The institution has provided Wi-Fi facilities to the student-teachers and faculty members.
- Computer laboratory is used as a learning centre by student-teachers.
- Library is provided with computer and internet facility.

- Library and laboratory's are updated.
- Orientation on Preparation of teaching Learning materials

CRITERON-V

STUDENT SUPPORT AND PROGRESSION

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

Criterion V: Student support and progression

5.1 Student progression

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

The preparedness of the student-teachers for B.Ed. program is assessed in the beginning of the course.

- Informal interactions are conducted by the admission committee of the institution to know their interest towards teaching profession.
- A formal inaugural ceremony is arranged.
- The academic year in the college begins with a prior session followed by self introduction of the faculty and students.
- Talents day is organized to know the talents of the student-teachers.
- In the beginning of the academic year, the institution conducts an orientation program for two days to orient the newly selected for the program.
- Content test is conducted.
- The performance of student-teachers is evaluated through assignments they write, evaluation of test papers, practice of communication skills, micro-teaching and macro lessons, internal examinations and through various co-curricular activities.
- University results.
- Needs, requirements and aspirations are being sought from student-teachers to set their mind.

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

The institution ensures that the ambience of the institution promotes personal and professional development of the student-teachers.

Motivation

The institution organizes various programs to motivate the student-teachers towards the professional development through the following activities:

- Arranging talks on great personalities and educationists.
- Displaying of thoughts and quotations of educationists in the library, classroom and laboratories.
- Encouraging student-teachers to collect the thoughts of great philosophers, educationists and presented during morning prayer.
- Well equipped spacious classrooms
- The faculty follow the academic year plan and time table for conduct of curricular and co-curricular activities with flexibility.
- Appreciation of prize winners in the morning assembly and in valedictory function.
- Illustrations by the teachers in their classroom interactions.

Satisfaction

The institution provides all kinds of support to the student-teachers by knowing their expectations and make an effort to develop a feel of satisfaction in all their endeavors.

- The campus has the facility for outdoor games.
- Institution provides required facilities.
- Democratic approach of the principal and faculty helps them to share their expectations and problems.

Development

The institution provides effective learning experiences needed for personal and professional development through the following activities:

- Programs on mental health and personality development are organized for student-teachers
- The necessary skills for the teaching profession are inculcated through theoretical and practical experiences provided by the faculty.

- Extended curricular activities are provided to the gifted student-teachers to enrich their knowledge and experience.

Performance improvement

The institution adopts the following techniques to assess the performance and also adopt different strategies to improve the student-teachers.

- The faculty gives extra attention and guidance to under achievers through formative evaluation, their progress is regularly monitored in methodology group. They are motivated for better performance through continuous encouragement.
- Seminar and practical activities are organized to improve the practical and social skills.
- Appreciation and rewards are provided for the best student-teacher of the academic year.
- Placement service is also provided to the student-teachers of the academic year.
- Periodical tests and examination are conducted to know the achievement of the students.
- Follow up activities are under taken to improve the performance.
- Special guidance and individual attention to the needy.

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

Dropout rate				
Sl. No.	Year	Male	Female	Total
1	2010-11	-	-	-
2	2011-12	-	01	01
3	2012-13	-	01	01
4	2013-14	-	02	02
5	2014-15	01	-	01

Dropout rate is very less

possible reasons for dropouts

- Marriage of female student-teacher
- Severe health problems

- Unforeseen circumstances
- Placement.
- Family commitment and work pressure at home

However, the dropout rate is minimized in the following ways:

- Individual guidance is given to students who decide to discontinue the course.
- Extending counseling to needy.
- Teacher shows extra care and concern for such students.
- Orienting parents.
- Favorable atmosphere is provided\

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

The institution facilitates the students progression to higher education/employment in the following ways:

- Provides informal career orientation
- Provision for utilization of library
- Due weightage is given during curricular transaction
- Recruitment to the schools through the placement cell
- Display of job openings on bulletin board
- Communication through e-source

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

Sl. No.	Year	No. of post graduates	Competitive exams				Central govt. certificate		State Govt. Certificate
			SLET/KSET		NET		appeared	Qualified	
			Appeared	Qualified	Appeared	Qualified			
1	2013-14	06	03	03	-	-	-	-	-
2	2014-15	13	11	-	-	-	-	-	-

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

Majority of the student-teachers who complete their B.Ed. course, choose teaching as their career, sum of the students go to further studies.

The details of the students of the last three years who have opted for higher education.

Sl.No.	Year	No. of student-teachers Opted for higher education	Percentage	Teaching Profession	Percentage
1	2012-13	20	20.20		
2	2013-14	06	26.09		
3	2014-15	-			

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

Yes, institution provides library facilities to alumni for further studies, competitive examinations.

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

Yes, institution provides placement service to the student-teachers and alumni through placement cell. The placement cell trains the student-teachers to face the interview. The cell takes necessary measures for providing recruitment to its student-teachers in various schools to the maximum extent.

The details of the number of student-teachers who are benefited from placement in the last two years

Sl.No.	Year	Name of the employer	No. of students Appeared	No. of students Selected	%
1	2011-12	a. SreeSiddganga Residential High school, S.S. Math b. Prudence international school Hirehalli	15	2	13.33
2	2012-13	a. Servodaya English Highschool Kunigal b. Stella Mary's, Kunigal	18	03	16.66

		c. Renukavidyapeeta, Tumkur d. Jain international school, Tumkur			
3	2013-14	-	-	-	-
4	2014-15	a. Stella Mary's, Kunigal b. DAT public school, Tumkur	45	16	35.55

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

The difficulties faced by the placement cell are;

- Some of the placements are provided through informal requests from the school authorities over the phone which cannot be recorded by the placement cell.
- School authorities are requested to transact formally.

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

Yes, the institution provides placement services to the practice teaching schools.

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

- Human and ICT services are extended.

5.2 Student Support

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

College calendar is prepared before the commencement of the academic year as per the university calendar. The curricular, co-curricular and extension activities to be conducted are planned keeping in view, the vision and the mission of the institution. After discussing in the staff meeting about the financial requirement, hurdles faced and feedback received from the stakeholders, the programs are incorporated in the calendar of events.

To ensure proper planning and smooth execution of calendar of events, the principal distributes the portfolio to carry out different activities to the faculty on rotation basis.

Performance of student-teachers in the curricular, co-curricular and extended activities is assessed. It is through on continuous comprehensive evaluation. The institution evaluates the curricular, co-curricular and extension activities by adopting different strategies and the same are revised through feedback mechanism.

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

Curricular planning is done for physically challenged students as follows.

- Proper seating arrangement is made.
- Classes and tests are conducted in the ground floor.
- Guidance is also provided in the ground floor.
- Rest room is located at ground floor.
- They are issued books by taking the help of library assistant/peer.
- They are communicated through e-source.
- Allotted to nearby practice teaching schools.

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

No, the institution does not have mentoring arrangements, but however institutions has its own arrangements like allotting teachers with students for every month for the effective functioning of various activities by the institutions. Students are informally guided by the faculty.

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

The institution adopts the following steps to enhance the effectiveness of the faculty in teaching and mentoring.

- Faculty is encouraged to attend workshop, seminars, conferences and orientation programs to update their knowledge.

- ICT facility is provided to faculty for PPT.
- Flexibility is provided to the faculty to experiment with innovative practices
- The institution provides required instructional and infrastructural facilities.
- There is provision for regular library access and internet access to the faculty to update their knowledge.
- Individual staff rooms are provided for the staff members for their study and preparation.

- The principal conducts periodic staff meetings to know the problems faced by the staff members in carrying out their responsibilities and suggestions are sought in the staff meeting.

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

Yes, the institution has its own website namely www.ssce tumkur.org

The following information has been posted on the website

- Vision, Mission and quality policy.
- Principal opines
- Members of governing council
- About our institution
- Staff details
- Program details (eligibility, details about exam, fee, student list)
- Photo clippings

It is updated annually.

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

Low achievers are identified by the faculty and required guidance is extended. Study material is supplied to low achievers are dealt in person to improve their performance.

5.2.7 What specific teaching strategies are adopted for teaching?

a. Advanced learners b. Slow learners

The strategies adopted for advanced learners

- Advanced learners are included in editorial board of the institution magazine to nurture their creativity
- Advanced learners are given assignments, projects, seminars, ppt presentation, preparation of modules, creative writing,
- Internet access like download of a book are provided
- Information on CET, TET and leadership is provided

The strategies adopted for slow learners

- Study material is supplied
- Friendly approach (cordial relationship)
- Informal guidance and counseling
- Question bank
- Individual attention
- Follow up
- Internet accesses like download of a book are provided

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

- Educational guidance is given to students after the class hours informally
- Counseling for the needy
- Career guidance
- Discussion with their parents

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

Institution has a student grievance redressal cell to address the grievances of students. Three grievances are reported and successfully redressed during last two years. Details of major grievances redressed during the last two years is given below:

Sl.No.	Details of grievances reported	Redressed

01	Change in the college timings	In future, it will be taken care of
02	Upgrading library	Library is partially automated
03	Conduct of practice teaching after the completion of the syllabus	Will be reported to university for necessary action

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

- Micro-teaching lessons are observed and assessed to know the acquisition of the skill, feedback is given for further improvement both by the peer and by the faculty.
- Students are observed and assessed by the faculty on various aspects like discipline, attendance, participation in cultural and other extension activities.
- Orientation, feedback and guidance are given to low achievers to achieve the required level of competency. In case if their progress is not satisfactory.

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

The pre-practice preparation activities conducted by the institution are:

- Orientation and demonstration on communication and micro-teaching skills.
- Pre practice lesson by the students.
- Practice to develop the micro-teaching skills.
- Practice to develop the micro-teaching skills in group
- Workshop on writing instructional objectives and specifications
- Orientation and workshop on developing and designing in lesson plans
- Demonstrations by the experts on the preparation of teaching aids

- Demonstration lessons are given by faculty, senior teachers and alumni
- Orientation on observation of lessons
- Orientation about the practice teaching
- Guidance for selecting topics for practice teaching
- Lesson plans in each method are corrected by the faculty and necessary guidance is provided
- Orientation and workshop is conducted on the preparation of unit test

The follow-up support in practice teaching given by the faculty is as follows:

- The faculty help the student-teacher in getting teaching units for the preparation of the time table and allotment of the class to the trainees.
- Faculty help in getting sufficient classes for the student-teachers by requesting the head of the institution.

- The faculty support and supervise the student-teacher in lesson planning, teaching and classroom management.
- Week end discussion to give constructive suggestions
- The lesson taught by the student-teachers are observed by the faculty and feedback is given at the end of the day

5.3 Student Activities

5.3.1 Does the institution have an Alumni Association? If yes

i) List the current office bearers
ii) Give the year of last election
iii) List Alumni Association activities of last two years
iv) Give details of the top ten Alumni occupying prominent position
v) Give details on the contribution of Alumni to the growth and development of the institution

Yes,

i) List the current office bearers

Sl.No.	Position	Name of the office bearer	Designation
01	President	G.S.Renukappa	Co-Ordinator,Sree Siddaganga P.U.College SS Math
02	Vice president	Shakir Ali Khan	Senior Lecturer,DIET
03	Hon.Secretary	Dr. Jagadeesh Kumar	Asst.Professor, SSCE
04	Hon.Treasurer	Dr. Jyothi B Panth	Asst.Professor, SSCE
05	Ex. Officio Member	Dr. R. Rudraradhya	Principal, SSCE
06	Members	Srinivas Murthy	Lawyer
07		G.N Shobha	Senior Lecturer,DIET
08		C.V.N Murthy	Asst.Teacher ,Govt.
09		Dr.Ponnambaleswari	Asst.Professor,RVTC
10		Ramachandra Murthy	Lecturer
11		Guru Prasad	Media Journalist ,Suvarna News
12	Hon.Life Members	Dr. R.C Putta Buddi Jyothi Ganesh	Rtd.Chairman,P.G Studies In Education ,SSCE Secretary, CIT Group Of Institutions.

ii) Give the year of the last election.

The office bearers were elected unanimously on 21 / 01 / 2012

iii) List Alumni Association activities of last two years

2013-14	2014-15
Shared their experiences	a. Content enrichment program – History and Civics, Biology and Chemistry b. Inter-college singing competition – patriotic song

iv) Give details of the top ten Alumni occupying prominent position

Sl.No.	Name	Designation
01	Dr. Ramakrishnaiah	Dean & HOD(Retd.), Dravidian University, Kuppam
02	G.S. Renukappa	Co-ordinator, Sree Siddaganga PU College, SS Math (Retd. Principal, SSCW, Tumakuru)
03	Smt. Bhagyalaxmi	Asst. Commissioner, Ramanagara
04	Sri S Naganna	Chief Editor, Prajapragathi, Daily Newspaper Tumakuru Pragathi T V Channel (Chief)
05	Smt. Kalpana	Psycho therapist, Shimoga
06	Smt. Shylajakumari N R	SADPI Dept. of Education, Bangalore
07	Sri Shivappa	Sarvodaya Education Society (Founder)
08	D. Sathish Kumar	Kids International, Bellavi
09	Shaistha	Co-Ordinater, BrainWork International School,Yagon, Mynamar.
10	Dr. Ramesh	Al-Ameen College of Education Principal, Bangalore

v) Give details on the contribution of Alumni to the growth and development of the institution

- Alumni share their experience with present students
- Alumni offer their suggestions for institutional development in the meeting
- Two LCDs
- Printer by an Alumnus
- Cash prize for top achievers by Alumnus
- Involved as resource persons

5.3.2 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 provides opportunity to nurture the talents.
- Student-teachers are encouraged to participate in extra-curricular activities

- Student-teachers participate in different types of games such as shotput, discuss throw and other activities
- The college awards prizes to the winners.

Academic year	Details of students and their achievements
2012-2013	Divya-participated in inter-college debate competition held at First Grade College, Hebbur, Tumkur District and won first prize. Balachandra, student teacher participated in District level Talk competition held at Ramakrishna Vivekananda Ashram, Tumkur and won first prize.

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

Institution publishes annual college magazine 'Sangama'. Articles are invited by both student- teachers and faculty both in Kannada and English.

Student-teachers prepare materials like Instructional kit, Models, Charts, Time line, Games package, Scrap Book.

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

College does not have students council, but college has its own functioning by forming Humanities Club and Science Club, Youth Red Cross Wing and Magazine Committee consisting of Faculty as well as student-teachers.

5.3.5 Give details of the various body and their activities (Academic and administrative) which have student representation on it.

Academic and Administrative bodies

- Magazine Committee
- Humanities Club
- Science Club
- Students grievances Redressel Cell
- Women Empowerment cell
- Anti Ragging Cell
- Alumni Association
- Anti sexual harassment cell

Sl. No.	Committee	faculty incharge	Committee members -faculty	Committee members -Students
1	IQAC	Dr. Jyothi.B.Panth	Faculty	Pavithra .G.T. Shwetha .G. Thayub C.K. Kavitha. B
2	Alumni Association	Dr.Jagadeesh Kumar	Dr. Jyothi.B.Panth	Roopa.c., Tejaswini.C, Vinod Kumar.C.P, Sumithra.M.C
3	Parent teachers' Association	Smt. G.V.Shobha	Sri. P.Shambulinga swamy	Ismail Khadri, Rangaiah.K.S. Yathish.T.P.
4	Placement Cell	Dr. R.Girija	Dr. Jyothi.B.Panth	Kavya.S, Pushpavathi.B,M, Kanimakka.N, Leepakshi.
5	Student grievance redressal cell	Dr.R. Rudraradhya	Dr. Jyothi.B.Panth Sri. P.Shambulinga swamy	Ameena Akthar, Priyanka.B. Eraiah,
6	Women Empowerment cell	Smt.G.V.Shobha	Dr.G.B.Devamma	Laxminarasamma. M.R, Suma.H, Chethana.S, Geetha.C.N.
7	Anti ragging cell	Dr. Shanthamma	Dr.Jagadeesh Kumar Dr. Jyothi.B.Panth	Noor mahamadi, Vidyashree.K.V, Lokesh.A.R,
8	Anti sexual harassment cell	Dr. Shanthamma	Sub Inspector of New Extension Police Station Dr.Jagadeesh Kumar	Bharatha.D.S, Bhavani.T, Arshiya Banu, Kiran kumar
9	Youth red cross	Sri. P.Shambulinga swamy	Dr.Jagadeesh Kumar	Ananda.D.V, Gopal, Mahalakshmamma, Rajashekar, Huthappa.M
10	Humanities club	Dr.Jagadeesh Kumar	Sri. P.Shambulinga swamy	Mahesh Hosamani, Thayub.C.k, Shwetha.G,
11	Science Club	Dr. R.Girija	Dr. G.B.Devamma Smt.G.V.Shobha Dr. Jyothi.B.Panth	Sowbhagyalakshmi.K. H, Kavitha.M, Muniraj

12	Magazine Committee	Dr.Jyothi.B.Panth	Dr.Rudraradhya.R Dr. R.Girija Dr.Jagadeesh Kumar	Ameena Akthar, Vinod Kumar, Tejaswini

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

The institution has the mechanism for obtaining the feedback from the graduates and employers

- Rating scale
- Grievance redressal Cell
- Parent teachers' meeting
- constructive suggestions by the secretary of Sree Siddaganga Education Society.
- Alumni meeting

Feed back and suggestions given by the graduates and employers are considered and following measures are taken to improve the quality of institutional Provisions:-

- safe drinking water facilities
- equipping rest room
- upgrading library resources
- use of technology in the class room transaction
- updating Computer Laboratory
- Equipment of Science, Social Science ,Mathematics , psychology laboratories

5.4 Best practices in student support and progression

5.4.1 Give details of institutional best practices in student support and progression?

The institution adopts the following best practices for the students support and progression:

- The institution has a placement cell
- The content enrichment programmes are conducted
- The institution conducts intensive induction program to develop awareness among student-teachers about the institutions vision, mission, objectives and values.

- The institution provides college calendar with the details of all the proposed academic and other activities which ensures the preparedness of student-teachers.
- Provides opportunity to student-teachers to become president and chief guest of the function celebrating o national days
- Functionality, punctuality and discipline are strictly observed
- Creation of secular mind set.
- Honoring the rank holders/top achievers
- Individual attention
- Financial support to needy

CRITERION-VI

GOVERNANCE AND LEADERSHIP

- Institutional vision and Leadership
- Organizational Arrangements
- Strategy Development Deployment
- Human Resource Management
- Financial Management and Resource Mobilization
- Best Practice in Governance and Leadership

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1 What are the institutions stated purpose, vision, mission and values? How are they made known to the various stake holders?

Vision

To visualize our institution surging ahead towards the pinnacle of total quality education.

Mission

- To promote sound educational environment
- To enhance teaching competencies to create 'Just society
- To surge holistic personality.

Values

- Fostering learning environment that promotes responsible and principled behavior
- Seeking for excellence

Objectives

- To contribute creative and committed teachers to the society
- To develop professional competencies among student-teachers
- To nurture the talents of student-teachers
- To develop positive attitude towards teaching profession and professional ethics among student-teachers
- To develop dignity of labour among student-teachers
- To develop confidence among student-teachers to face challenges of life
- To develop leadership qualities among student-teachers
- To provide placement services to the student-teachers to help them in their carrier development.
- To develop the institution as a center of excellence and to strive for quality sustenance.
- To develop life skills among student-teachers

They are made known to various stake holders in the following ways:

- College website
- College prospectus
- Governing council meeting
- Display in the college in prominent places
- General body meeting of the Education society
- Induction program
- Faculty meeting
- Parent - teacher meeting
- Alumni meeting
- College magazines

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

Yes, the mission includes the institution's goals and objectives in terms of addressing the needs of the society, students it seeks to serve, the school sector, education institutions traditions and value orientations.

Needs of the society

Mission of the college is to create just society brought through student empowerment and is made real by providing sustenance ground for developing talents, fostering creativity and emotional stability through personality development which helps students to face challenges to become better citizens of the nation.

Students

The Institution develops competition and leadership qualities among students which are very much required to become an effective and efficient teacher and also to manage any type of challenges in their professional field.

School sector

Institution prepares promising teachers to provide quality education to the school students.

Education institution traditions

Institution provides conducive, cordial and democratic environment.

Value orientation

Institution provides value based education through integration of values in curriculum transaction.

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

Ours is a private Aided institution run by Sree Siddaganga Education Society.

The growth and development of the college reflects the leadership role of top management.

The college is monitored by the board of management and Governing council. The governing council will ensure that high quality teaching training and research, and services to community are achieved. The management provides all necessary infrastructure facilities. Management supervises institutional activities and offer suggestions for improvement.

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

Top management guides, initiates and persuades the staff to actively involve them in realizing the objectives of the institution. The management provides resources and necessary guidance to accomplish tasks. The principal adopts democratic approach wherein each staff member has freedom to take decision in the conduct of curricular and co-curricular activities.

- Meetings are conducted to review the activities
- Performance of students
- Feedback from stakeholders
- suggestions are incorporated for quality enhancement

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

Head of the institution ensures that adequate information is made available to top management and stake holders in the following ways:

- Report of the proceedings of governing council
- Submitting institutional performance report to management
- Frequent meetings of the faculty
- Direct interaction with students
- Parent-teachers meeting.

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

The management/principal/staff collects information by interacting with students-teachers, parents and publics to know the barriers. With the collective efforts of the principal and staff the strategies are chalked out to minimize the barriers. With the co-operation of stakeholders vision/ mission and goals are achieved.

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

The management is very much concerned with quality and efficiency of the institution. This is done by

- Providing necessary guidance and support for qualitative improvement
- Provides infrastructural and instructional facilities
- Updating facilities to advance technology
- Faculty are involved by way of constitution of various committees
- Encourages for faculty empowerment
- Faculty are encouraged to participate in all the educational activities conducted at various levels.

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

- Principal leads all the activities in a democratic way

- In the beginning of the year principal calls for a meeting and distributes curricular and co-curricular activities to faculty as per university calendar of events well in advance
- Guides in preparing calendar of events
- Guides in preparing program of actions for each activity
- Facilitates work culture
- Monitors the activities
- Faculty meetings are convened for the exchange of views and experiences
- Monitors work of ministerial staff
- Looks after the welfare of the staff
- Functions as a liaison officer
- Encourages the faculty for the optimum utilization of resources
- Ensures necessary ICT facilities for the curricular transactions.

6.2 **Organizational Arrangements**

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

The institution has constituted various committees/ cells for the management of different activities

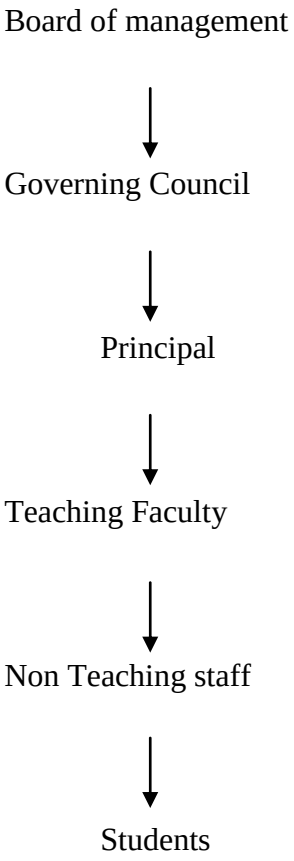
Sl no	Committee	Coordinators	Activities
1	Students' Grievance redressal Cell	Dr. R. Rudraradhya	• Familiarizing students about Grievance Redressal cell • Encourage students to lodge complaints • Recording • Solving the grievances

2	Women empowerment cell	Smt.G.V.Shobha	• Celebration of International Women's day • Organize talks • guidance to solve problems
3	Magazine committee	Dr. JyothiB.Panth	• Briefing about college magazine • Allotting responsibilities • Collection and editing of articles
4	Anti Raging cell	Dr. Shanthamma	• orient students about Disciplinarybehaviors • encouraging students to create congenial environment in the campus
5	Alumni Association	Dr. Jagadeesh Kumar	• Conducting inter college competitions • Invite Alumni for Demonstration lessons • Invite Aluminies resource persons for orientation programmes
6	Placement cell	Dr. R.Girija	• Origanise campus recruitment • Provide guidance and counselling • Arranging consultancy services as per request from secondary schools
7	Science Club	Dr. R.Girija	• Organise guest lectures • Observeance of Science day • Organise quiz programmes • Field trips
8	Humanities Club	Dr. Jagadeesh Kumar	• Organise guest lectures • Field trips • Conduct mock parliament

			• Organise quiz programme
9	Antisexual harassment cell	Dr.Shanthamma	• Create awareness • Arrange guest lectures
10	Youth Red cross	P.ShambulingaSwammy	• Blood donation camp • Free medical health checkup • Awareness programmes on firtaid • Contribution to natural calmities fund
11	Parent-Teachers Association	Smt.G.V. Shobha	• Exchange thoughts • Orient parents about the course • Inform parents about the progress of their wards
12	IQAC	Dr. Jyothi. B.Panth	• Medical Check-up • Blood Donation camp • Observation of AIDS day • Placement service to students • Exhibition of Teaching Learning Materials

6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution

Organizational structure is as follows:



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

Administration is decentralized in the institution in the following ways

- Different committees are constituted and faculty are made in-charge of those committees
- Students are made as members of committees
- Faculty is given freedom to plan the activities and execute the same.

Meetings are convened to plan the activities and the same is executed.

6.2.4 How does the institution collaborate with othersections/departments and school personnel to improve and plan the quality of educational provisions?

The institution collaborates with other sections/departments and school personnel in the following ways.

With sister institutions and practicing schools.

- Senior teachers are invited for demonstration lessons and practical examinations
- Subject experts are invited for talks
- Co-operative teachers give feed back to our students during practice teaching
- Exchange of teaching-learning materials

Faculty of the Institution

- Participate as resource persons in workshops and orientation programs
- Work as judges for various competitions.

DIET

- Participate as resource persons for workshops and orientation programs
- Work as judges for science exhibition
- Participate in teleconferences
- Guide and assist research projects

University

Faculty of Institution

- Work in university bodies like LIC, BOS, BOE and COB in various capacities.
- Work as core committee members to design curriculum for 2 year B.Ed. program.

Institute interacts with parents and alumni to get feedback for effective operationalization of curriculum.

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

Yes the institution uses various data and information obtained from feedback in decision making and performance improvement.

Feedback collected from stakeholders is kept in mind while planning for the next programme for performance improvement.

6.2.6 What are the institution's initiatives in promoting cooperation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating/providing conducive environment)

- Democratic environment in the institution makes faculty to work with cooperation and coordination towards quality education
- Each portfolio is shared by two or three faculty so that the different ideas are shared to accomplish the work.
- Freedom is given to implement innovative methods during curricular transaction.
- Staff meetings help the faculty to share and exchange ideas
- Peer observation of the lessons of the faculty helps them to improve strategies of teaching
- Lectures given by the staff during orientation programs organized in the college for students are observed by the faculty and discussions are held to improve the strategies of teaching.
- Faculty is encouraged to attend workshops, orientation programs and refresher courses.

STRATEGY DEVELOPMENT DEPLOYMENT

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

Yes, the institution has MIS in storing the information related to academic and administrative aspects.

- Soft copies of time-table, calendar of events, criteria for assessment, monthly wise work distribution, internal assessment, etc. are procured.
- Library is partially automated.

6.3.2 How does the institution allocate resources (human and financial) for accomplishments and sustaining the changes resulting from the action plans?

- Faculty members are allotted responsibilities on the rotation basis
- Faculty are encouraged to meet experts to carry out their responsibilities
- provides needed support to carry out the activities
- Budgetary provision is made for the purchase of instructional materials, library books and other requirements very much essential for academic and administrative activities
- Alternate arrangements are made to sustain the changes resulting from the action plans.

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

The resources needed to support the implementation of the mission and goals planned and obtained in the following ways:

- As per NCTE norms institution has sufficient human resource
- Additional financial requirement is fulfilled by the management
- Resources are obtained from school personnel
- Resources from community are utilized.

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

- Calendar of events is prepared keeping in view the calendar of events of the university
- Faculty prepare plan for their teaching subjects for curricular transaction
- Plan is prepared for co-curricular activities
- Faculty is assigned the responsibility of month in charge to carry out the programs.
- Faculty in charge of practice teaching prepares the list of practice teaching schools and gets the approval from BEO
- HMs meeting is convened before the commencement of Practice Teaching to discuss about the conduct of practice teaching.
- School teachers assist our student-teachers in the selection of the units for teaching
-

- School teachers help our students in preparing time table for their practice teaching lessons
- Teachers offer suggestions for student-teachers during practice teaching for improvements
- Some teachers are invited to give demonstration lessons for the benefit of our student teachers.
- Teachers work as external examiners for university practical examination.

6.3.5 How are objectives communicated and deployed at all levels to assure individual employees contribution for institutional development.

Objectives are communicated in the meetings of the faculties. All academic and administrative activities are planned to realize the vision, mission and objectives. The faculty in-charge of each activity executes the plans in an effective manner. Freedom is given for the faculty to conduct activities.

6.3.6 How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

The principal monitors and evaluates the activities in the light of vision and mission.

- Periodic meetings are held to review the vision, mission and objectives of the institution
- Feedback mechanism is used to see the level of accomplishment of the activity and the same is revised for further improvements.

6.3.7 How does the institute plan and deploy the new technology?

- Technological requirements are discussed in a staff meeting
- List of required equipments is prepared and the same is sent to management for approval
- Faculty use PPT and LCD during their curricular transactions
- Office records are maintained in the form of soft copies
- Library is partially automated.

6.4 Human Resource Management

6.4.1 **How do you identify the faculty development needs and career progression of the staff?**

The institution is very much concerned about the academic needs and progress of its faculty members to meet the challenges in the field of education. The institution encourages the faculty members to increase their professional development in the following ways:

- Provides an opportunity to organize seminars, workshops at different levels.
- Faculty are encouraged to pursue research activities
- Faculty are encouraged to participate in seminars, workshops and conferences organized at different levels
- Faculty are encouraged to participate in orientation and refresher courses.
- Faculty are given permission 'on duty' to attend seminars, workshops.
- They are encouraged to become members of various academic bodies like BOS, COB and BOE
- Encouraged to use technology in their teaching
- Encourage faculty to pursue higher education and to take up NET/SLET examination.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self appraisal method, comprehensive valuations by students and peers). Does the institution use evaluation to improve teaching, research and service of the faculty and other staff?

The following are the mechanisms adopted to assess the faculty members

- Faculty members performance is appraised by the students and also by themselves by using appraisal form at the end.
- Performance of the faculty is collected by the principal informally through interaction with the students and parents
- Assessment is communicated by the principal personally to the faculty members and guidance is given for further improvement.

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

The following are the welfare schemes available for the employees of the college

Gratuity, Provident Fund, FBF, Leave encashment, maternity leave, loan facility and free medical checkup.

6.4.4 Has the institution conducted any staff development program for skill up gradation and training of the teaching and non-teaching staff? If yes, give details.

The following efforts have been made by the institution for skill upgradation of faculty.

- Facilitates to organize seminars, workshops at different levels
- Encourages the staff to participate as resource persons in training programs and workshops
- Encourages faculty to pursue higher studies
- Motivates faculty to undertake research work and publication.

6.4.5 What are 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 condition) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University, etc)

The institution has qualified teaching and non-teaching staff as per NCTE norms and ours is a grant-in-aid institution which follows the recruitment policy of government Karnataka and UGC.

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

College has no part-time/adhoc faculty

6.4.7 What are the policies, resources and practices of the institutions 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 institution encourages all the faculty members for their professional growth and development.
- The institution encourages members for higher studies.
- The equip faculty at par with technology the institution has provided technology equipment.
- Faculty are encouraged to attend seminars, conference and workshops held at various levels.
- The management provides permission on duty to attend workshops seminars.

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

- Faculty are provided with well furnished staff rooms
- Wi-Fi facility, scanning and printing facility is available in the office/library
- Class room is furnished with LCD facility
- Partially automated library
- Laboratory facilities.

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

The following are the mechanisms to seek information and or make complaints

- College website
- General body meeting of education society
- Governing council meeting
- Induction program
- Faculty meeting

- Parent-Teachers meeting

- Alumni meeting
- College magazine
- Suggestion box

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

- Since it is a grant-in-aid institution work load is according to UGC norms.
- Calendar of events is prepared in the beginning of the academic year.
- The principal distributes responsibilities to each faculty member
- Each portfolio is distributed to two or three faculty members
- Principal seek the assistance of the faculty in administrative activities whenever needed
- Faculty involve in providing consultancy services to the students, schools and Alumni and community
- Faculty are encouraged to adopt innovative methods of teaching and technology based teaching
- Mutual exchange of material and human resources.

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

- Institution identifies the achievements of the faculty members and appreciates them.

6.5 Financial Management and Resource mobilization

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

Yes, the institute gets the financial support from Government of Karnataka towards salary.

Financial year	Salary grants from govt.
April 2012 to March 2013	Rs. 40,62,036=00

April 2013 to March 2014	Rs. 43,40,950=00
April 2014 to March 2015	Rs. 66,28,170=00

UGC Grants (seed money)

Financial Year	Heads	Amount
2012-13	Under scheme equal opportunity (16 merged schemes)	50,000=00
2014-15	Under the scheme of establishment and Monitoring of the IQAC	2,70,000=00

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

The institution does not collect any donation as it is a private aided institution.

6.5.3 Is the operational budget of the institute adequate to cover the day to day expenses? If no, how is the deficit met?

The institution prepares the budget keeping in view the availability of the finance. If the financial requirement exceeds, the management provides the financial help on priority basis.

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

The budget is prepared annually by allocating funds to institutional expenditure keeping in view the income. Management provides financial assistance in case of deficit. The budget of the last five years is enclosed in the Annexure.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits (Major pending audit paras, objections, raised and dropped)

Yes, the account of the institute is audited regularly through internal and external audit mechanism. Audit report is enclosed.

Internal audit is done by Chartered Accountant duly appointed by the management and external audit is done by Department of Collegiate Education.

6.5.6 Has the institution computerized its finance management system? If yes, give details.

Yes, the institution has computerized its financial management by maintaining the following records.

- Salary account
-

6.6. Best Practices in Governance and Leadership

6.6.1 **What are the significant best practices in Governance and leadership carried out by the institution?**

- The college promotes a culture of participative management. Faculty members are participating from top level as governing council members to the admission committee members and to the level of committee coordinators.
- Let apart assigning the role of coordinators of various committees/cells, faculty are made in-charge of monthly activities on rotation basis to carry out the work smoothly.
- Students are given an opportunity to become the members of monthly in-charge activities on rotation basis.
- Students are given an opportunity to become the presidents and chief-guests on the occasion of celebration of national festivals.

CRITERION-VII

INNOVATIVE PRACTICES

- **Internal Quality Assurance System**
- **Inclusive Practices**
- **Stackeholder Relationships**

CRITERION VII: Innovative Practices

7.1 Internal Quality Assurance (IQAC)

7.1.1 Has the institution established an Internal Quality Assurance cell (IQAC)?,

If 'Yes', what is the institutional policies with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes, the institution has IQAC and it was established on 05/09/2015 and it was restructured on 10th July 2016

Composition of IQAC is as follows

Sl.No.	Designation	Name
1.	Chairman	Dr. R. Rudraradhya
2.	Management member	Sri T.K Nanjundappa
3.	Co-ordinator	Dr.Jyothi.B.Panth
4.	Members	Faculty
5.	Administrative Staff	Satish K.S Nirmala H.S.
6.	External Experts	• Dr. Paramashivaiah, PG. Dept of Commerce, Tumkur University, Tumkur. • Dr.H.N. Vishwanath, Assistant Professor, Sharada Vilas Teachers College, Mysore • Prof. Niranjanaradhya Principal(Retd.) Sree Siddaganga College for Women • Prof. Nagabhushan Principal(Retd.) Sree Siddaganga Arts, Science and Commerce College.

		Dr. Manjunath.A.M. Assistant Director, University Science College, Tumakuru
7.	Community Representatives	• Prof H.G Basavaraju, Chairman, Gurushree Education Society(Regd), Siddashree bhavan,Tumkur. • Sri. M.B. Kumar, Ex-president, Taluk Panchayat, Tumakuru Taluk
8.	Alumini Representative	Sri K.S. Lingaraju Smt. Kalpana Sri Guruprasad
9.	Student Reprensentative	Shilpa B.E.

Major activities of IQAC

- Organizing health check-up and blood donation camp.
- Observing AIDS day.
- Providing placement service to student teachers.
- Exhibition of teaching learning material for neighbouring schools.
- Organizing "thought for the day" by the students teachers every day during prayer.

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

In order to achieve the goals and objectives of the institution the following mechanisms were adopted:

- Analysing the entry and terminal behaviours of the student teachers.
- Informal observation and interaction of faculty members with the student teachers.
- Collecting the feedback from student teachers,
- The curricular and co-curricular activities which are planned to achieve the objectives of the institution are evaluated through observation, discussion, assignment, simulated teaching, practice teaching, test and examination.
- Through University results.

7.1.3. How does the institution ensures the quality of its academic programs

The institution ensures the quality of its academic programs through the following ways:

- Preparing the calendar of events for curriculum transaction.
- Organising curricular and co-curricular activities.
- Conducting workshops, orientations, guest lectures, seminar for student teachers in the institution.
- Adapting feedback mechanism.
- Analysing university results and taking necessary measures.
- Appraisal of faculty members by student teachers.

7.1.4. How does the institution ensures the quality of its administration and financial management processes?

Administration

- Administrative activities are decentralised through well-defined roles and responsibilities of teaching and non-teaching staff.
- Minimum of two Governing Council meeting is conducted every year to ensure the quality of administration in the institution.
- Democratic environment of the institution encourages the stakeholders to provide suggestions with respect to quality improvement.
- Addressing the grievances of the stakeholders.

Financial

- Systematic budget allocation.
- Proper documentation of financial transactions.
- Regular audit of the accounts.

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

Institution shares its good practices through the following measures:

- The good practices of the other institutions are identified by the staff members during their visit to different institutions such as participation in seminar, workshops and meetings which are discussed in informal meetings with faculty members.
  looking into the institutional needs institution modifies those practices and implements in the institution.
- Interaction with the experts, alumini, head of practice teaching schools and student teachers, provides avenues for best practices.
- College magazine which reflects all the academic and co-curricular activities of the institution is distributed to the various related departments and student teachers to know the quality of education the institution offers.
- Achievement of the staff and students are encouraged during the official gathering of the institution such as founder's Day.

- Prize winners at inter and intra college competitions are known to others through circulars, display or announcements in morning assembly.
- Interaction of faculty members with the staff of teaching practices schools to share their experiences.

7.2 Inclusive practices

7.2.1 How does the institution sensitize teachers to issue of inclusion and the focus given to these in the national policies and the school curriculum?

- The institution sensitizes the faculty members to issue of inclusion through the participation in various seminars and workshops conducted in different institutions.
- Guest lectures on the related issues of inclusive education and visits to special education schools are organized by institution which in turn helps in sensitizing the trainees and the staff towards the related changes and issues on inclusive education.
- Institution conducts the classes in two mediums separately i.e. in Kannada and English.
- Institution provides separate book bank for SC/ST student teachers to encourage SC/ST students.
- Remedial teaching is provided for identified low achievers.

7.2.2 What is the provision in the academic plan for students to learn about inclusion exceptionalities as well as gender differences and their impact on learning?

As B.Ed. curriculum reflects the topics on gender issues and exceptionalities, regular classes focus on the issues related to these topics.

- The institution being co-educational provides equal opportunities for both, male and female student teachers.
- Without any discrimination, all the student teachers are provided equal opportunities to participate in all the curricular and co-curricular activities.
- Institution celebrates International Women's Day, and organizes various related programmes to create awareness among the student teachers about inclusion.
- Institution has established Women Empowerment Cell and provides Guidance to student teachers.

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation

The institution organises various activities and provides learning experiences to foster positive social interaction by making the student teachers active in the following activities.

Positive Social Interaction

- Teaching skill's practice
- Paper presentation on seminar topics
- Demonstrations
- Workshops
- Extension activities
- Classroom interaction
- Practice in teaching
- Panel discussion
- Educational Excursion
- Community Living Camp
- Different inter and intra college competitions.
- Celebration of various national and cultural days/festivals.

Active engagement in learning and self-motivation

- General Orientation and subject wise orientation about various programmes of the academic year.
- Using library resources and internet facilities.
- Life skills development programme.
- Personality development programmes.
- Annual day and sports meet.
- Guest lectures on motivation.

7.2.4. How does the institution ensure the student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

- Institution ensures the participation of the student teachers in various community Centered programs like visits to special education schools, slums, orphanage and NGOs.

- The student teachers are provided with opportunities to take up community services during community living camp in neighbouring selected villages. The interaction with the people of the community helps them to know their practical problems related to various issues which in turn sensitizes the student teachers towards the community.

- Institution provides the opportunities to student teachers to celebrate national and cultural days which enable them to know the diversified nature of the society and its people.
- Practice teaching in various schools enables the student teachers to understand various types of learners from various backgrounds.

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

So far no such student has sought admission in the institution. In future if such students are admitted, provision will be provided to facilitate them.

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

- The students admitted to the course are grownups with the responsibilities; however, the provision has been made through the Women Empowerment cell to provide guidance and counseling to women students according to their social and academic needs.
- As such the institution did not face any harassment issues so far, some minor issues are resolved through guidance given by the faculty members.
- Social issues related to women in the society are discussed in the classroom. It helps the student teachers to understand gender equality.

7.3 Stakeholder Relationships

7.3.1. How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stakeholders?

- College website.
- College prospectus.

- College Magazine.
- Alumni Association meetings.
- Financial records.
- Administrative records.
- Parents meetings.
- Display of circular and other information on the notice board.

7.3.2 How does the institution share and use the information/data on success and failure of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement.

- The quality parameters have been identified by the institution. By keeping these parameters and the feedback from the stakeholders, the curricular and co-curricular activities are planned, discussed and finalised in IQAC meetings.
- IQAC discusses the success and failure of the various programs. It also suggests modifications for implementing it in the regular academic /administrative processes.
- The institution seeks the suggestions from the stakeholders in formal and informal meetings which are implemented for further improvements in quality.
- Discussion and the guidance from the experts, sought to improve the quality parameters of institutional activities.

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

The institution receives continuous feedback from the stakeholders. The feedback is collected from the student teachers through various mechanisms. The data collected are analysed, a report is submitted to the management/principal and suggestions for the improvement are discusses in IQAC meetings.

The institution collects the feedback from the student teachers in tn following ways:

- Students appraisal of teachers.
- Self-appraisal report of teachers.
- Feedback on B.Ed. course.
- Feedback on each activity.

- Feedback from the heads of practice teaching school.

Apart from this the principal collects the information from the stakeholders through informal ways that is discussed in IQAC meetings and suggestions are communicated to the concerned person. The feedback given, is used for further quality enrichment.

7.4 Additional Information

7.4.1. How is the core values of NAAC reflected in the various functions of the institution?

The curriculum of B.Ed. course reflects all five core values identified by NAAC.

A) Contribution to the national development

- The vision of our institution – "to visualize our institution surging ahead towards the pinnacle of total quality education".
- Equal opportunities are provided to all the student teachers without any discrimination like gender, caste, race and language.
- Institution celebrates all the days of national and cultural significance so as to develop the feeling of nationalism, secularism and pride towards the nation among the student teachers. They are the preserver of culture and heritage and transfer the same to the young generation of the future.
- To integrate the secular values like justice, equality and brotherhood in B.Ed. program, institution provides an opportunity to all the student teachers to involve in service to the society by understanding the community.
- The student teachers are equipped with soft skills, social skills and effective skills of teaching through various academic and co-curricular activities. These skills are the indicator of human resource enrichment , contributing towards the national development.

b) Fostering global competencies among the student teachers:

- With a concern towards globalization student teachers are equipped with various skills needed for sustainable teaching profession.
- The institution integrates ICT in curriculum transaction. In addition, it also provides training in application of computers and PowerPoint presentations in turn students use this skill in teaching learning process and also for the instructional purpose during the teaching practice.
- Teaching skills, practice in teaching, project work , team work, community services, and extension activities help to sensitize the student teachers towards social realities, issues and challenges to cope up with uncertain circumstance in teaching .Through these activities they are introduced to the exceptionalities, diverse culture, socio-economic, gender, linguistic and regional disparities in a school environment which

enables them to broaden their view points towards flexible teaching in challenging global society.

c) Inculcation of value system:

The mission, vision and objectives of the institution are reflected in these core values.

- The personal and social values such as team spirit, mutual reverence, dignity of labour, discipline, national integration, courage, peace, leadership, tolerance, self-motivation are infused among the student teachers through various programmes like projects, seminar, practical activities, community services, extension activities, excursion, community living camp, morning assembly and various cultural programmes.

d) Promoting the use of technology:

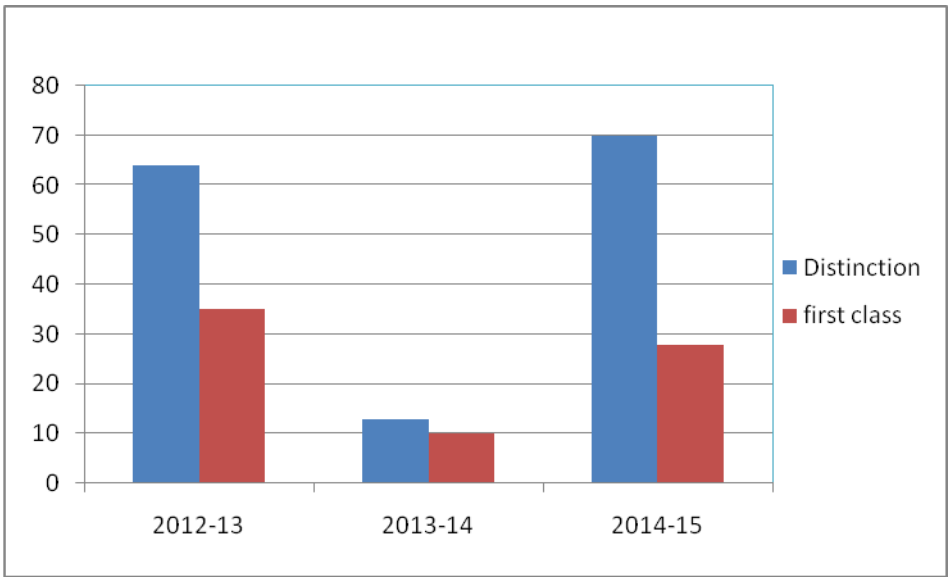
- By keeping the need of the hour and in order to produce effective teachers for 21st century, training in computer application in teaching learning process is conducted for promoting technology.
- Institute integrates the technology in leading process. Seminar and workshops on innovative programmes using technology are periodically conducted .Student teachers and faculty members are provided with the computer and internet facility.
- The institution is equipped with technological resources which provide knowledge of technology and its usage.
- The institution seeks the help of sister institution, Siddaganga Institute of Technology to get the additional training and assistance in technology as per the requirement of student teachers and faculty members.

c) Quest for Excellence:

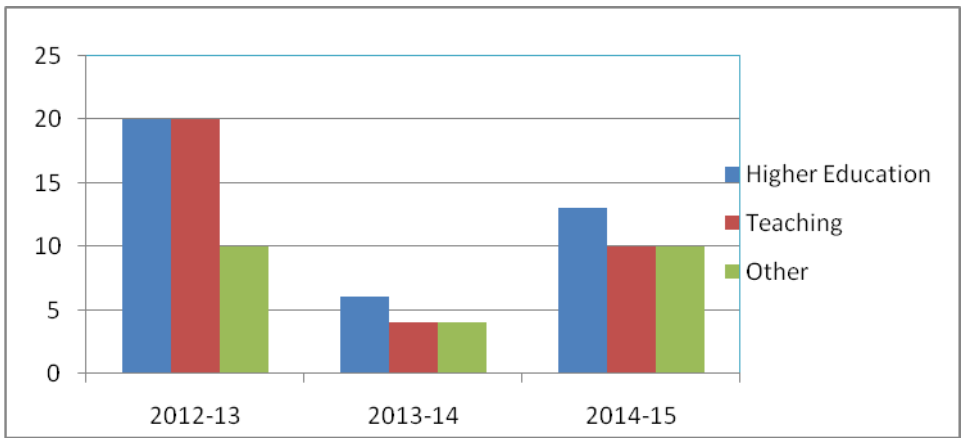
Institute has established IQAC to promote, maintain and sustain quality parameters in academic activities. It takes care of institutional quality aspects like curriculum transaction, infrastructural facilities, curricular and co-curricular activities, students support and placement services. Faculty enrichment and research promotion are the major concerns of IQAC. The good results of the institution are indicator of the academic excellence.

The institution is making constant efforts every academic year to achieve the vision and the mission through academic excellence.

GRAPH SHOWING YEAR WISE RESULT

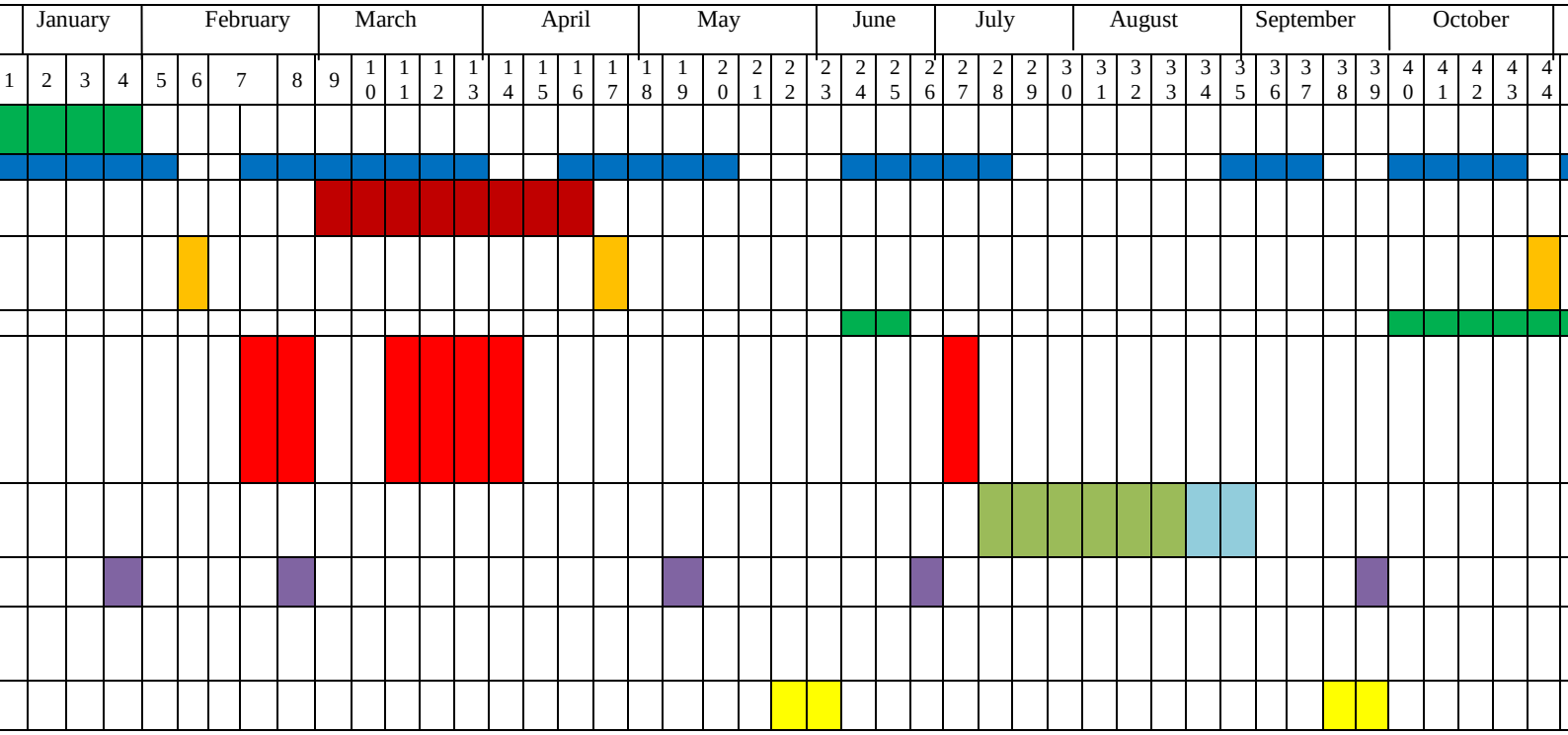


GRAPH SHOWING PERCENTAGE OF STUDENTS OPTED FOR HIGHER EDUCATION AND EMPLOYMENT



Mapping of Academic Activities of the Institution

Mapping of Academic Activities of the Institution



Estd : 1972
☎ : 0816-2278212
SREE SIDDAGANGA EDUCATION SOCIETY (Regd.)
SREE SIDDAGANGA COLLEGE OF EDUCATION
B.H. Road, Tumakuru-572 102. (Karnataka)
(Affiliated to Tumkur University)

SSCE No. : 12 /2016-17
Date : 07-05-2016.

Dr. SHANTHAMMA
M.A.,M.Ed.,M.A.,(Psy),DPJ.Ph.D.
Principal

Certificate of Compliance

(Affiliated/constituent/Autonomous Colleges and Recognized Institution)

This is to certify that Sree Siddagnga College of Education, Tumakuru fulfills all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body(such as UGC, NCTE, AICTE, MCI, DCI,BCI, etc) and
3. The affiliation and recognition (if applicable) is valid as on date.

In case the affiliation/recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the Intuition will be sent.

It is noted that NAAC's accreditation, If granted, shall stand cancelled automatically, once the Institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the under taking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that that undertaking given to NAAC will be displayed on the college website.

Principal
Sree Siddaganga College of Education,B.H. Road, Tumkur

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Date : 07-05-2016

Dr. SHANTHAMMA
M.A.,M.Ed.,M.A.,(Psy),DPJ.Ph.D.
Principal

DECLARATION BY THE HEAD OF THE INSTITUTION

I hereby with to certify and admit that the data and the details incorporated/included in the Self Appraisal Reports are true to the best of my knowledge.

This Self Appraisal Report (SAR) is prepared by the Institution after Internal discussion and involvement by all faculty members concerned and no part of the report has been out sourced.

I am quite aware that the peer team will assess and validate the information and details provided in this report during the peer team visit.

Principal
Sree Siddaganga College of Education,B.H. Road, Tumkur

APPENDICES

Best Practices

5.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and /or contributed to the quality improvement of the core activities of the college.

Best Practice 1:

Title of the practice: Practice Teaching

Objectives:

- To develop teaching skills among student -teachers.
- To develop class room management among student –teachers

The Context

Practice teaching is the cream of the B.Ed. Course. In this context rigorous training is given to the student teachers in order to develop teaching skills and class room managerial skills, so that they can become successful classroom teachers.

Practice followed:

- Sufficient practising schools from Urban and Rural areas
- Schools are allotted to student -teachers keeping in view their background and need
- Workshop on the development of lesson plans is arranged
- Demonstration lessons are given by faculty and also by senior teachers, experts and Alumni of Secondary school
- Involving student teachers in feed-back mechanism helps them to observe lessons and give feedback
- Student teachers have to write 12 lesson plans in each pedagogy subjects and all the lesson plans are corrected by the concerned faculty between 8.30a.m. to 10.30 a.m.
- Student -teachers have to observe the lessons given by the peer
- Faculty also observe the lessons given by the student-teachers and discussion is held together with other observers at the end of the session
- Encourage the student teachers to prepare teaching materials(using technology for each lesson)
- Special provision is made for observing lessons of student-teachers by the teachers of concerned practicing schools
- Week-end discussion/feed-back system help students to develop healthy competition among themselves in giving lessons

Evidence of success: This practice provides better understanding of the subject, skills of teaching and class room management.

5.2 Best Practice

Title of the practice: Formation of Science club and Humanities club

Objectives:

Science Club

- To develop scientific attitude among the student teachers
- To acquaint the student teachers with the present knowledge

❖ **Humanities Club:**

- To develop Democratic outlook among the student teachers
- To develop Humanistic Values

The Context:

The existing environment demands for the resourceful and confident teachers. Hence to provide a platform for such development humanities and science clubs are formed in the institution.

The Practice:

Formation of the Committee:

The Principal of the institution is the Patron of both the Clubs

One of the Faculty each from science and humanities subjects will be the Sponsor of the Science and Humanities Clubs respectively.

Student Representatives from Science and Humanities Subjects will be the members of Executive Committee of the clubs respectively

Programmes organised:

With this committee programmes such as guest lectures, field visit, demonstrations, celebrations of National days(Environmental day, AIDS day, Science day)

Best Practice 3: Rewarding the top ten achievers of the college and best teachers in the community every year.

Objectives:

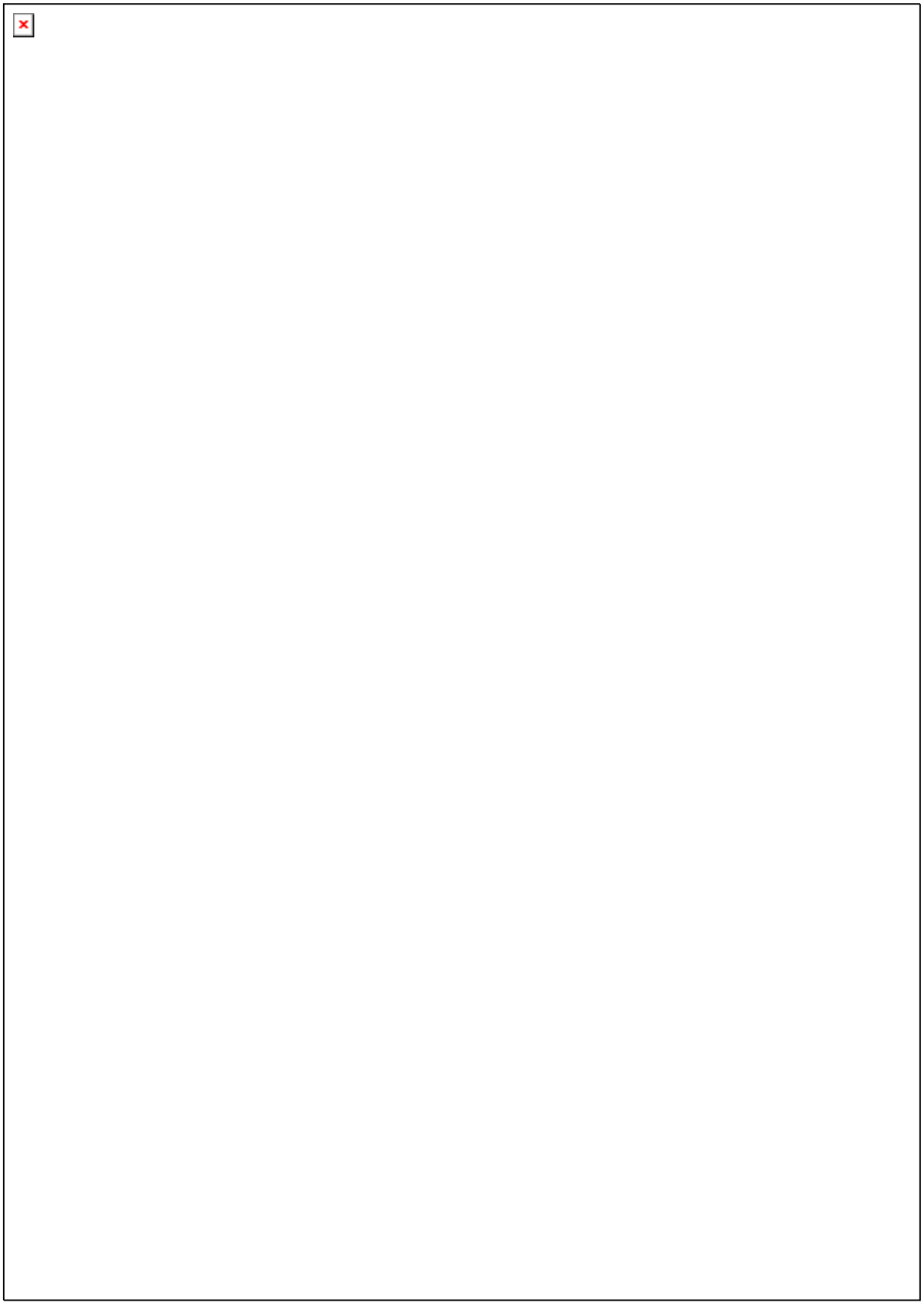
- To motivate the student teachers
- To solicit the contribution of teacher achievers to the society

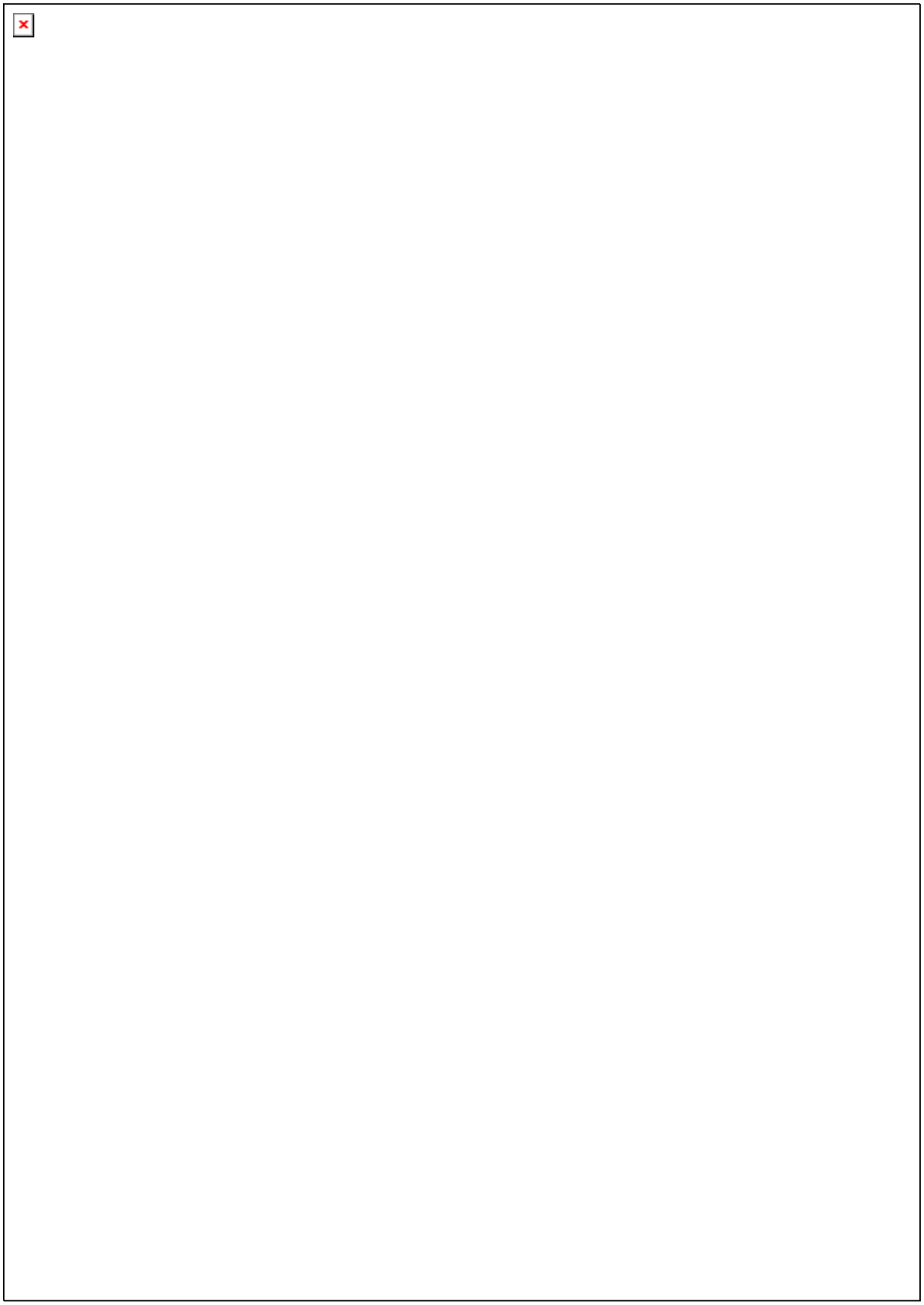
Practice:

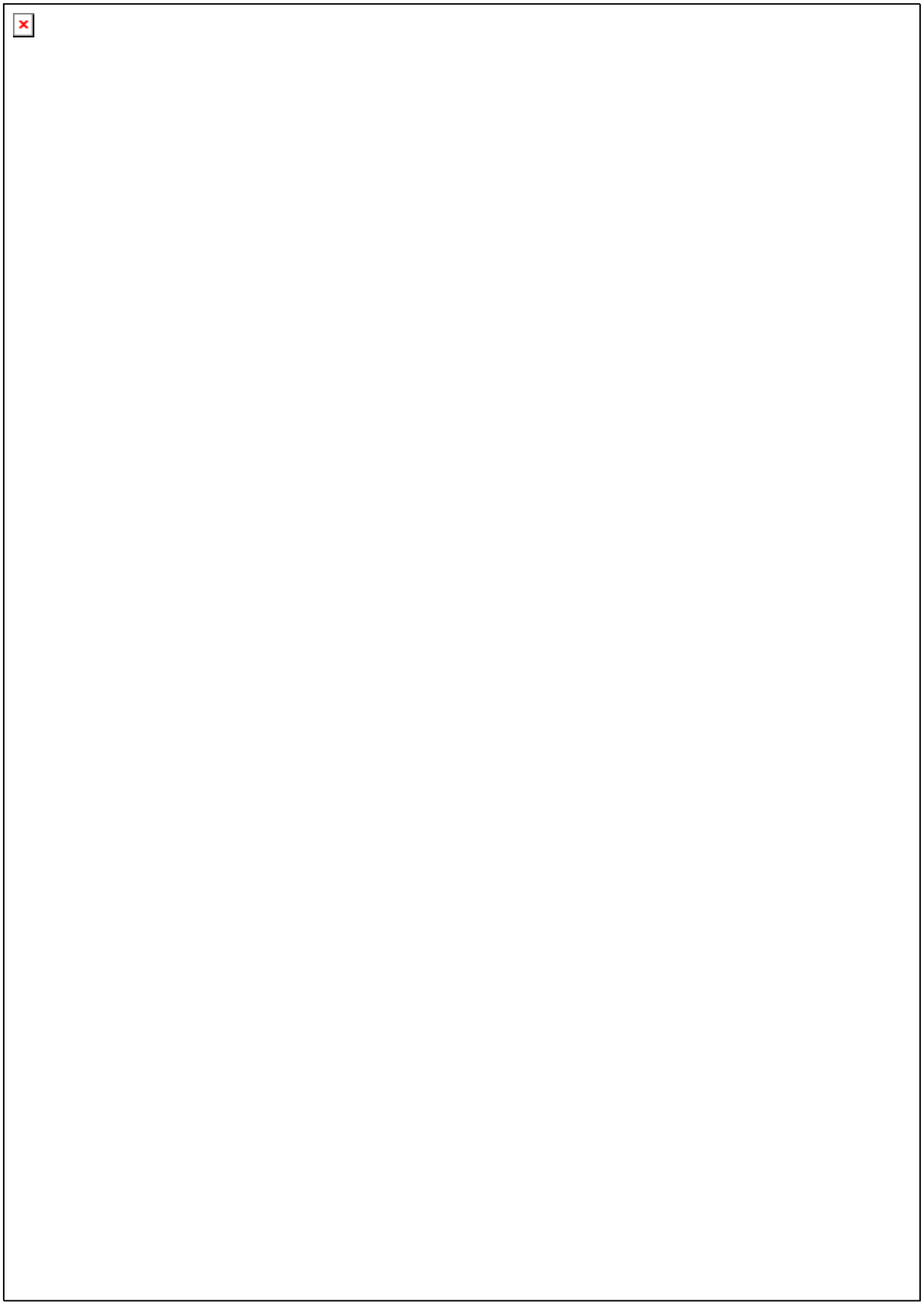
The top achievers of the institution are honoured during valedictory function every year

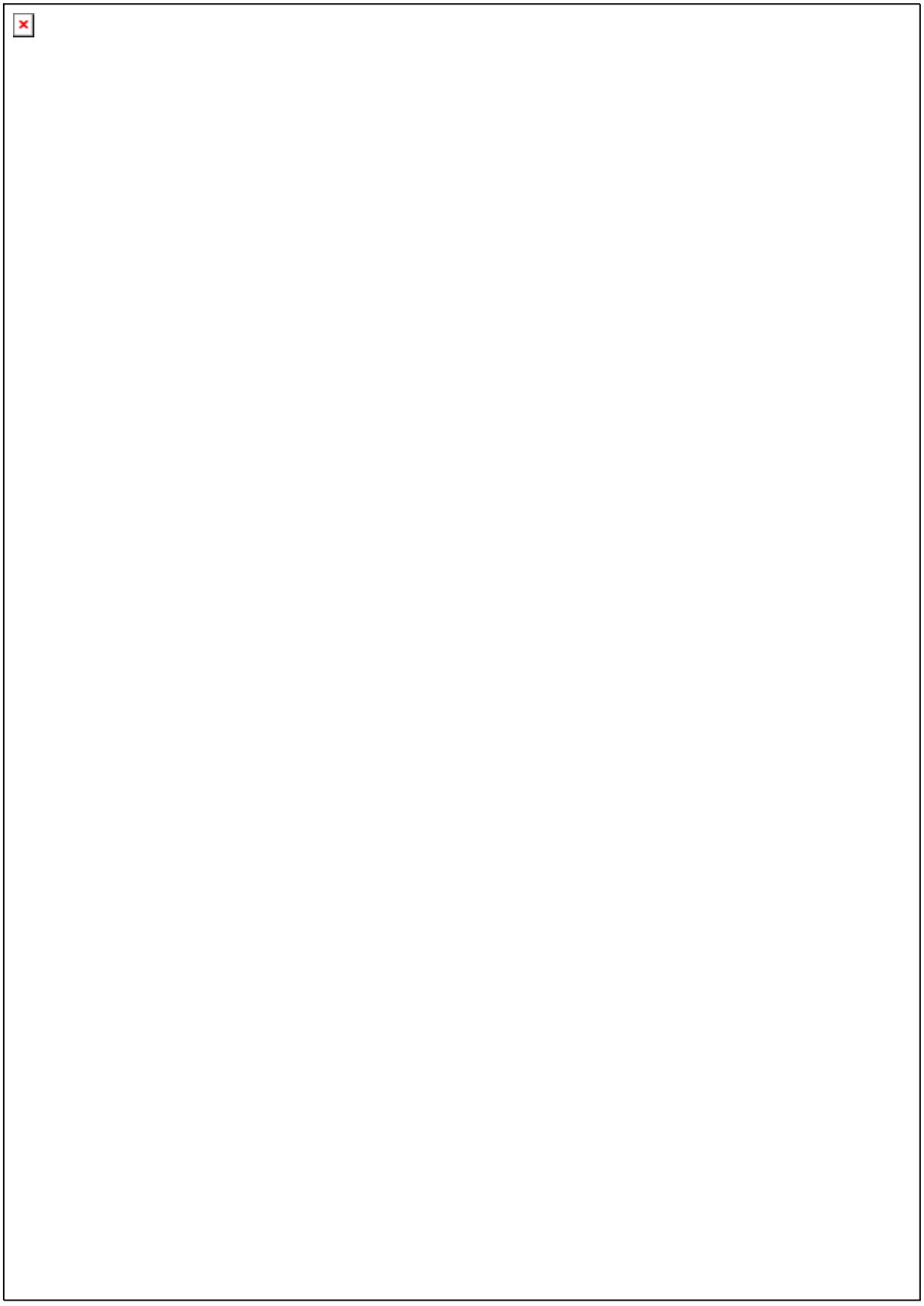
The teacher achievers are honoured on Teachers day every year.

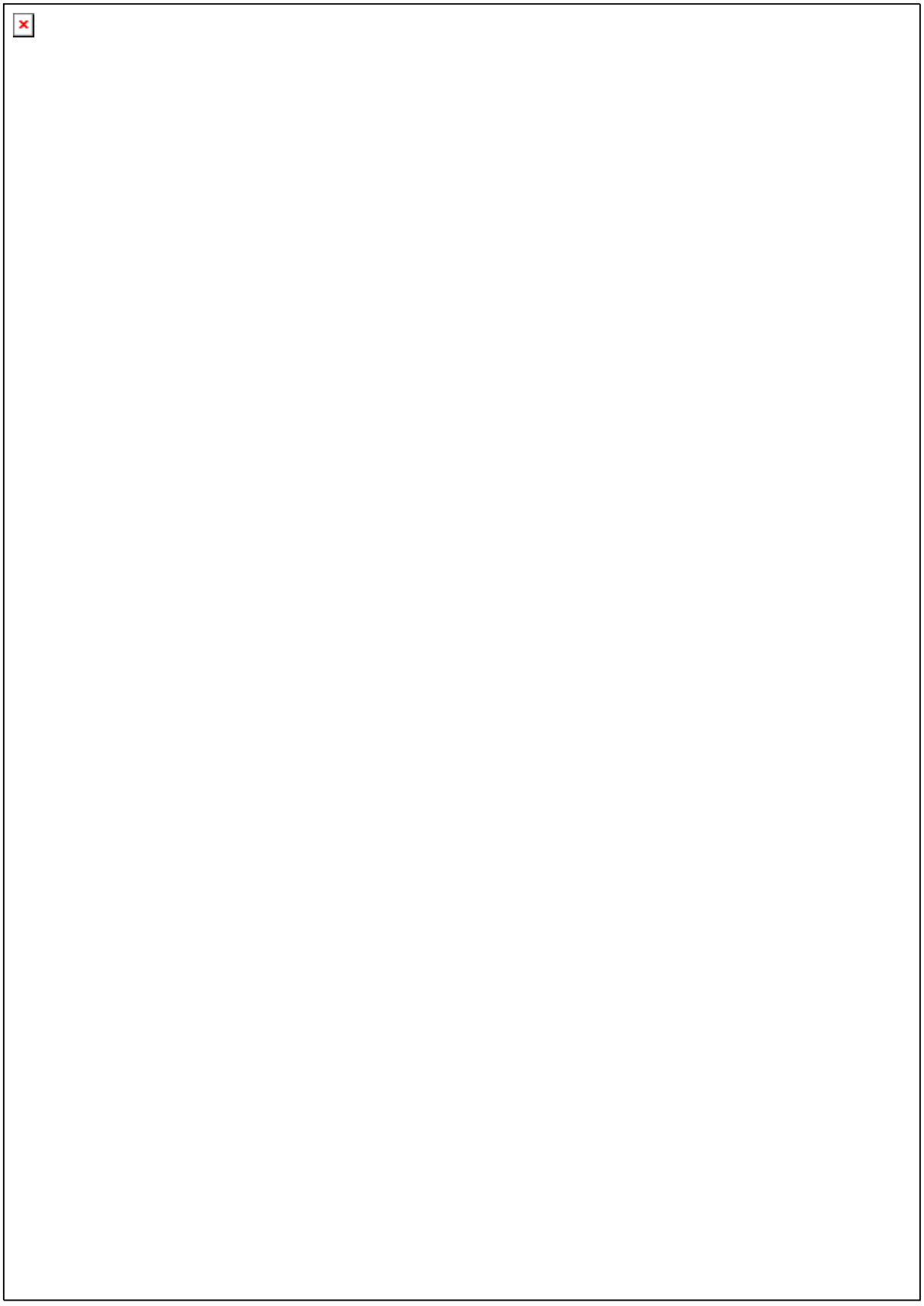
Fund: Fund is generated from the Alumni and Institution.

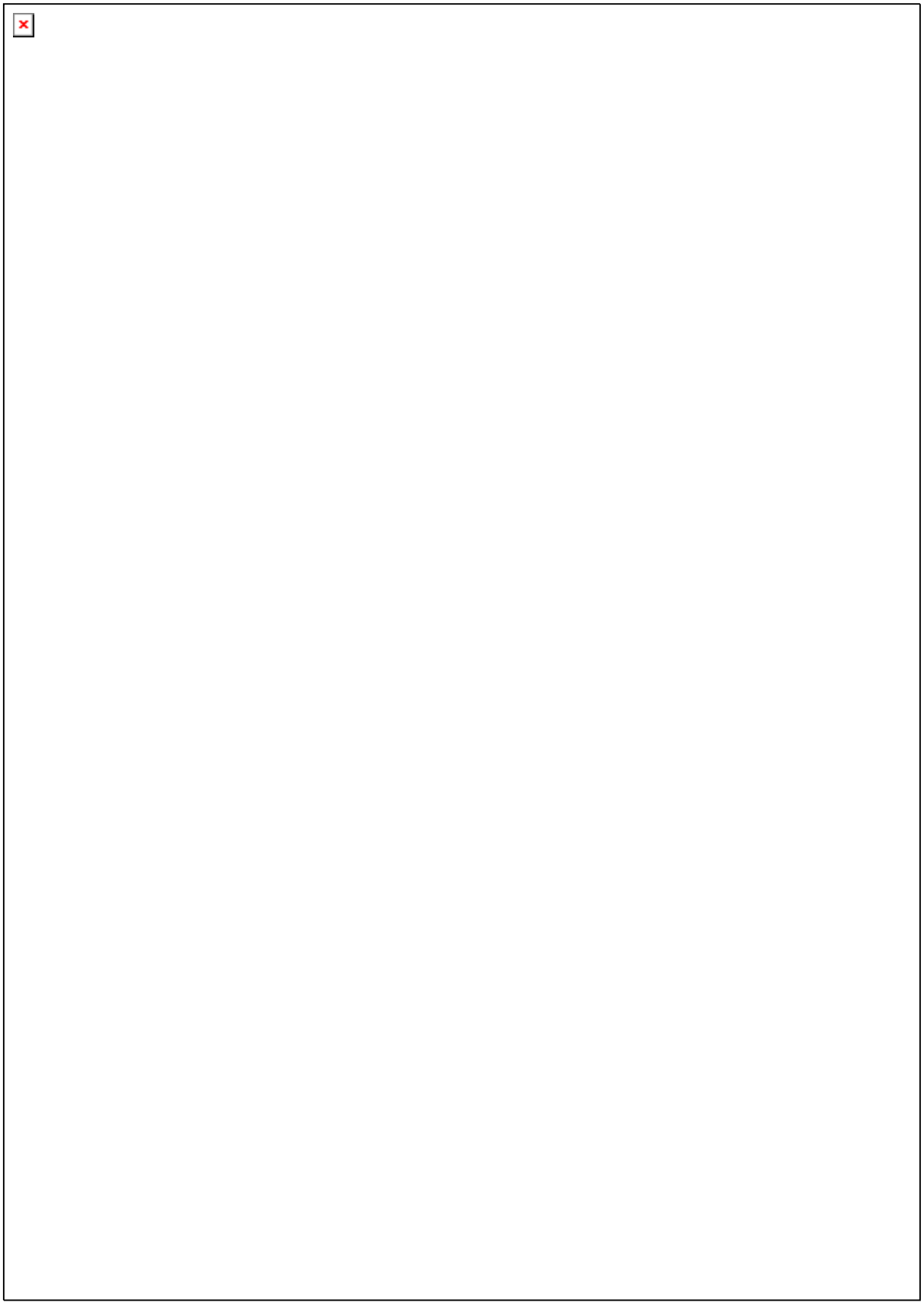


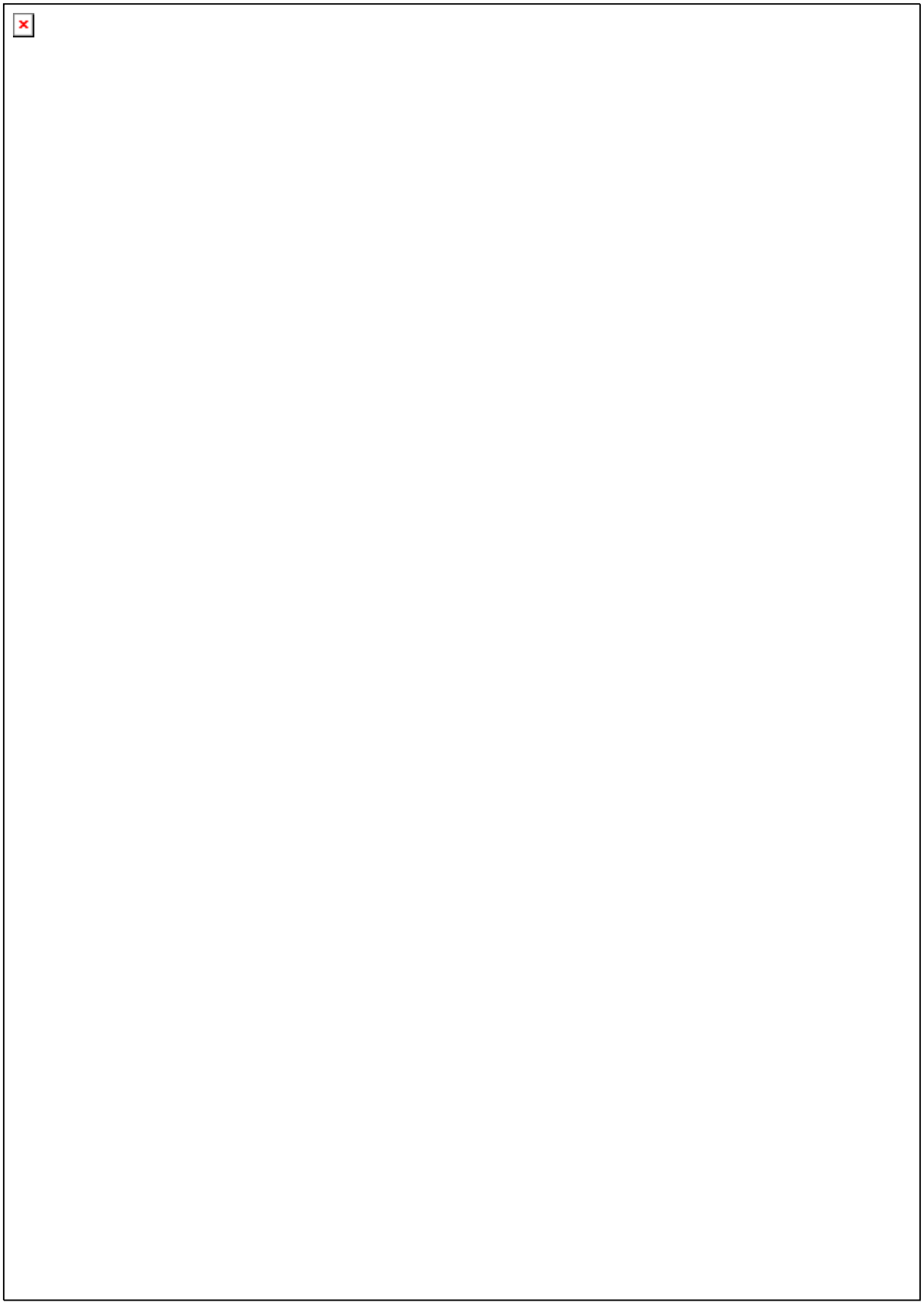


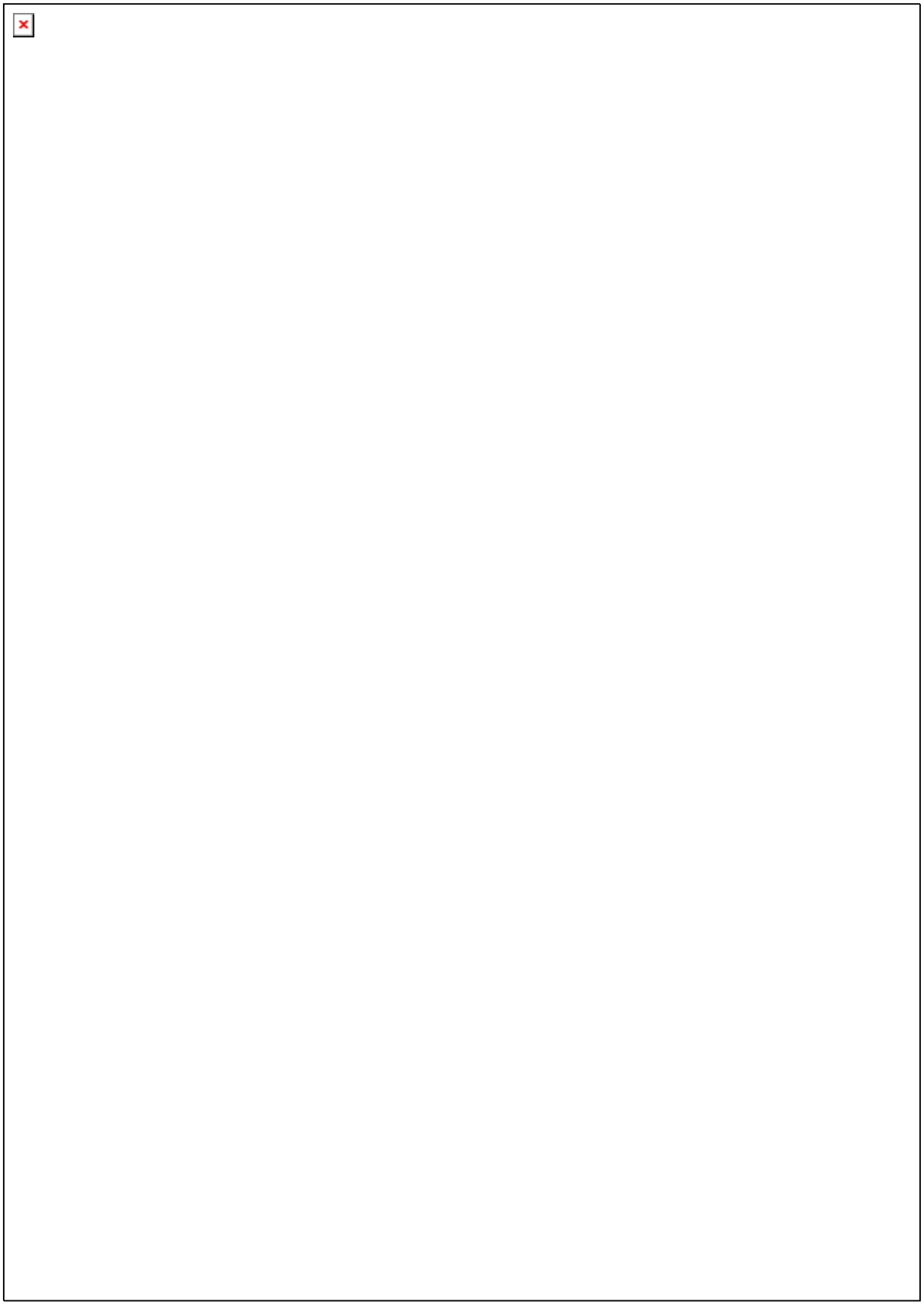


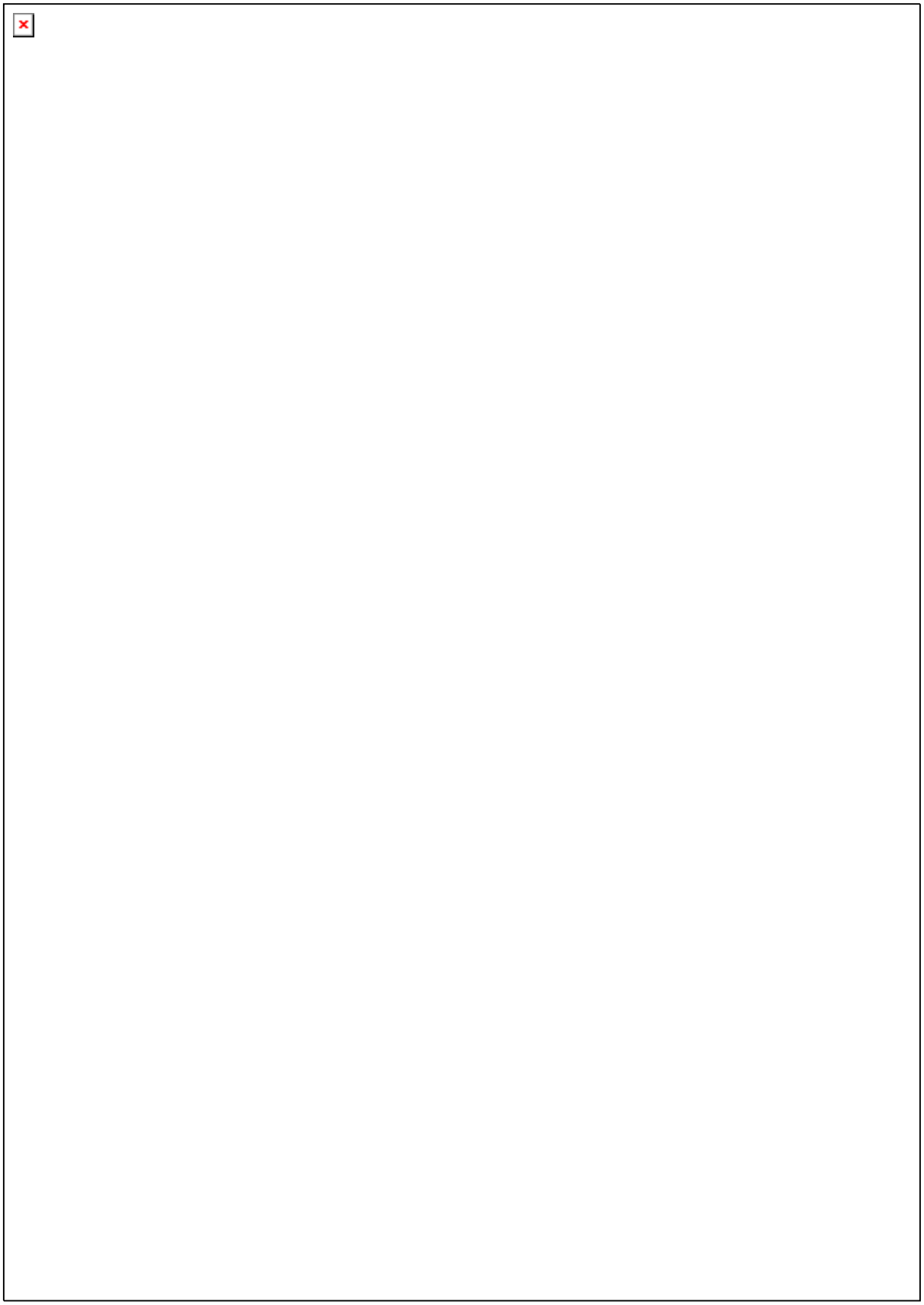


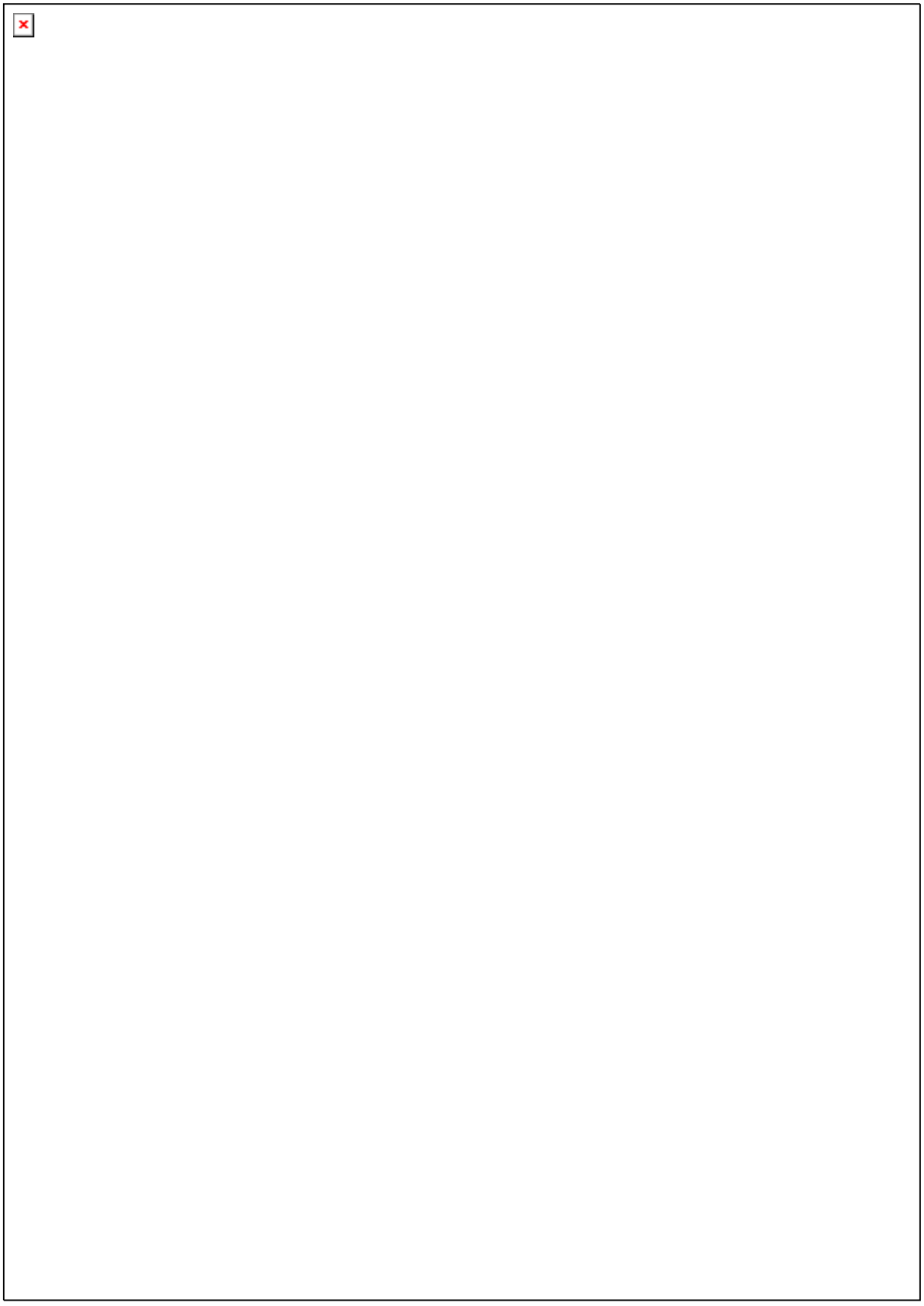


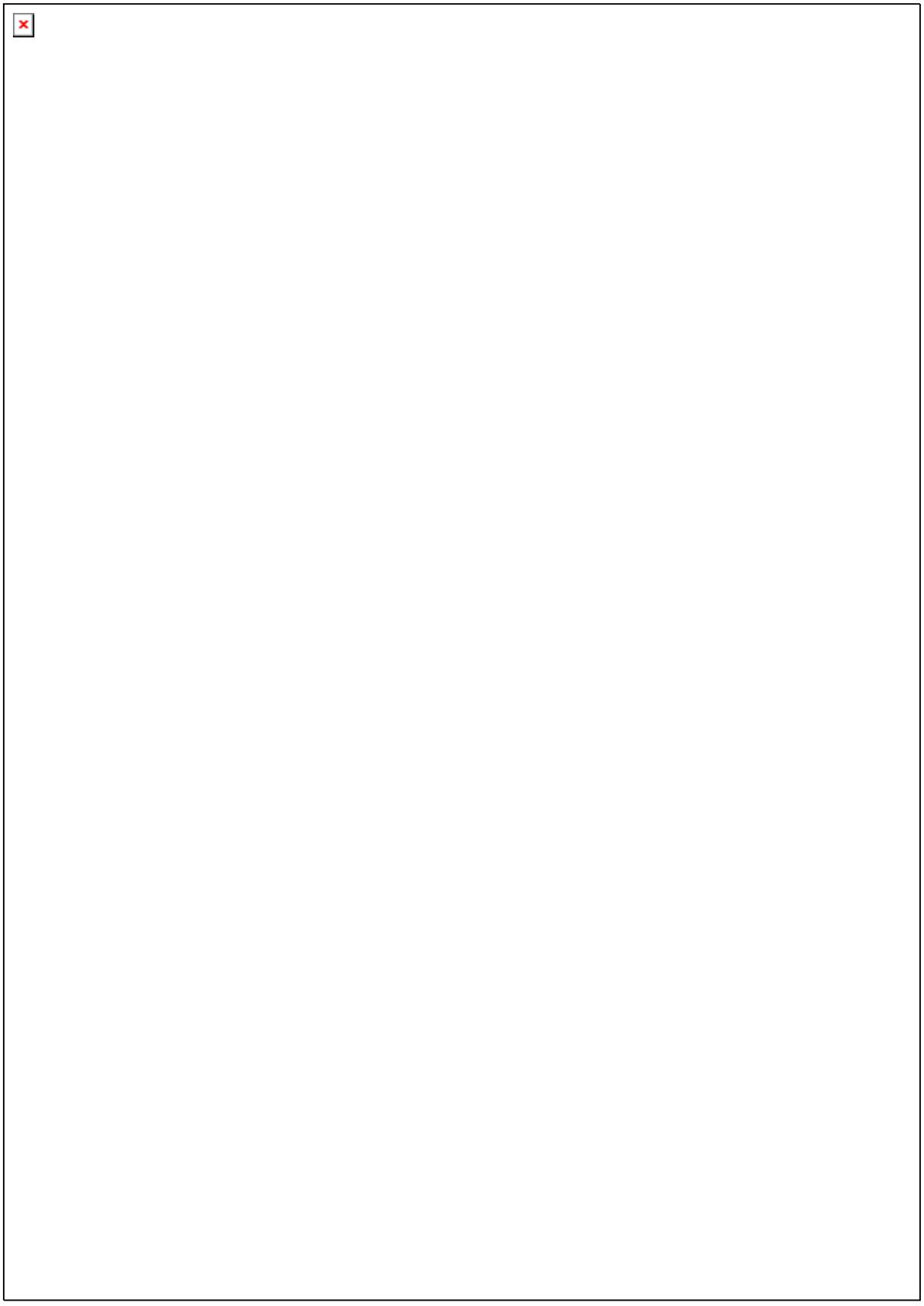


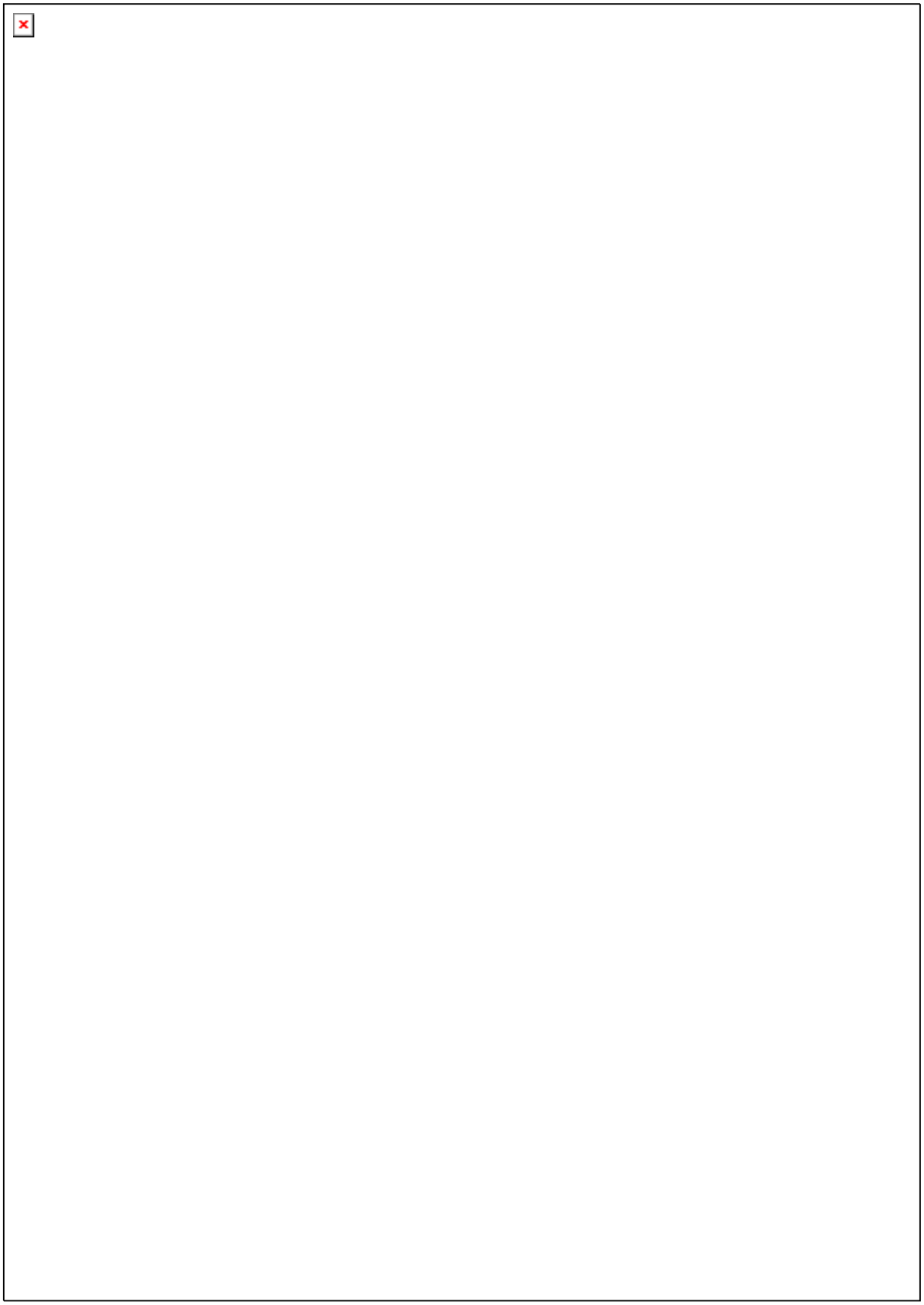


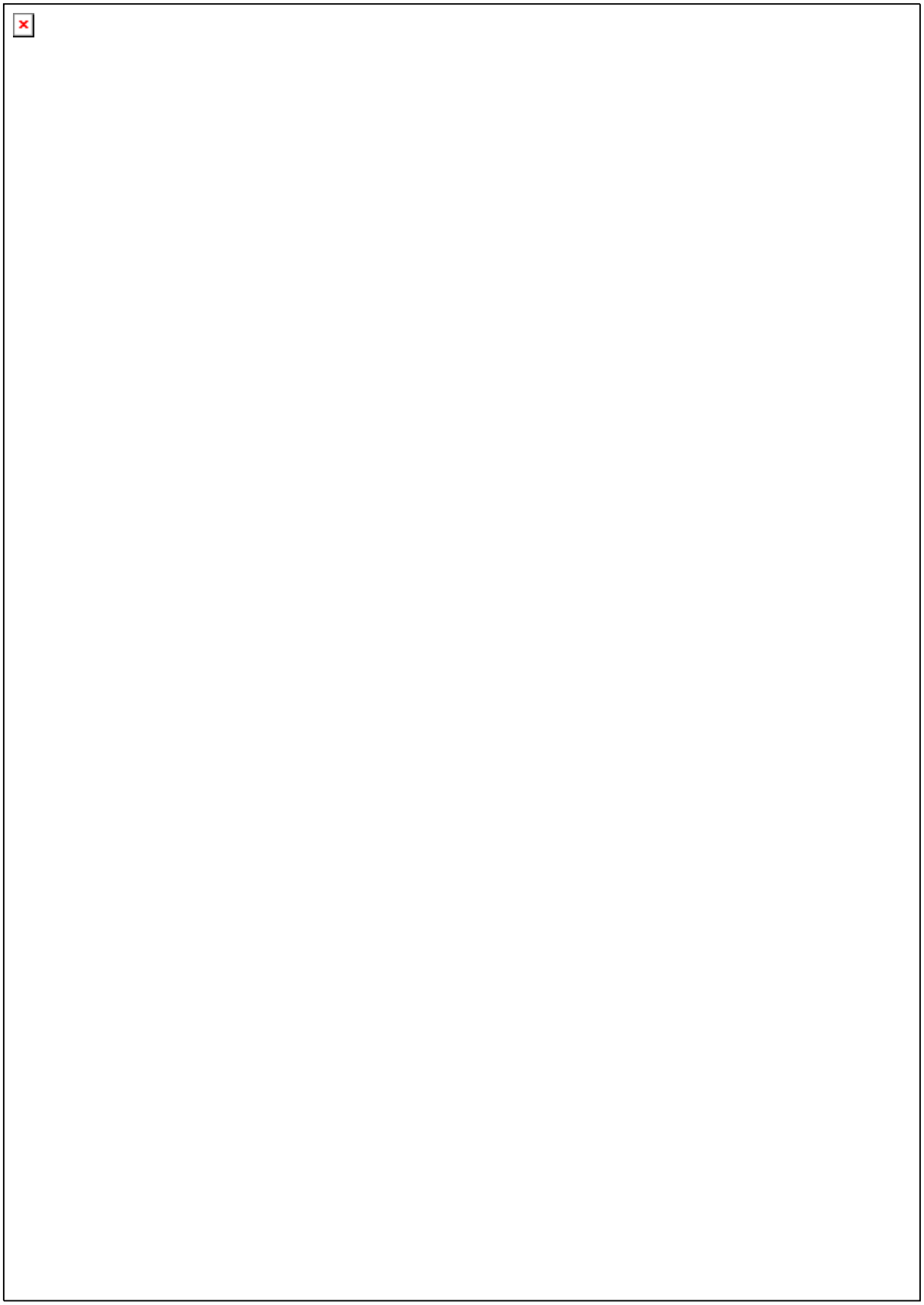


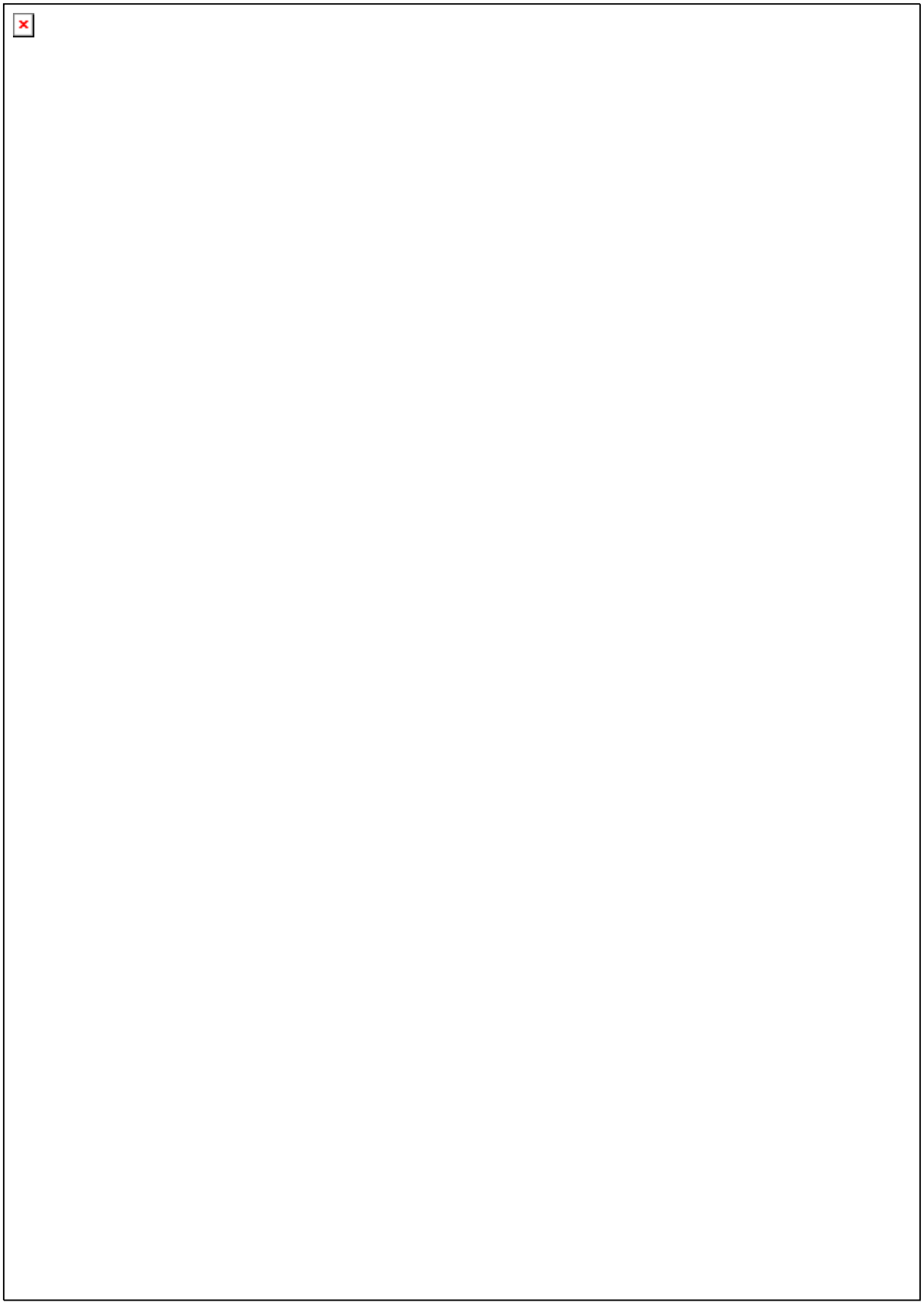


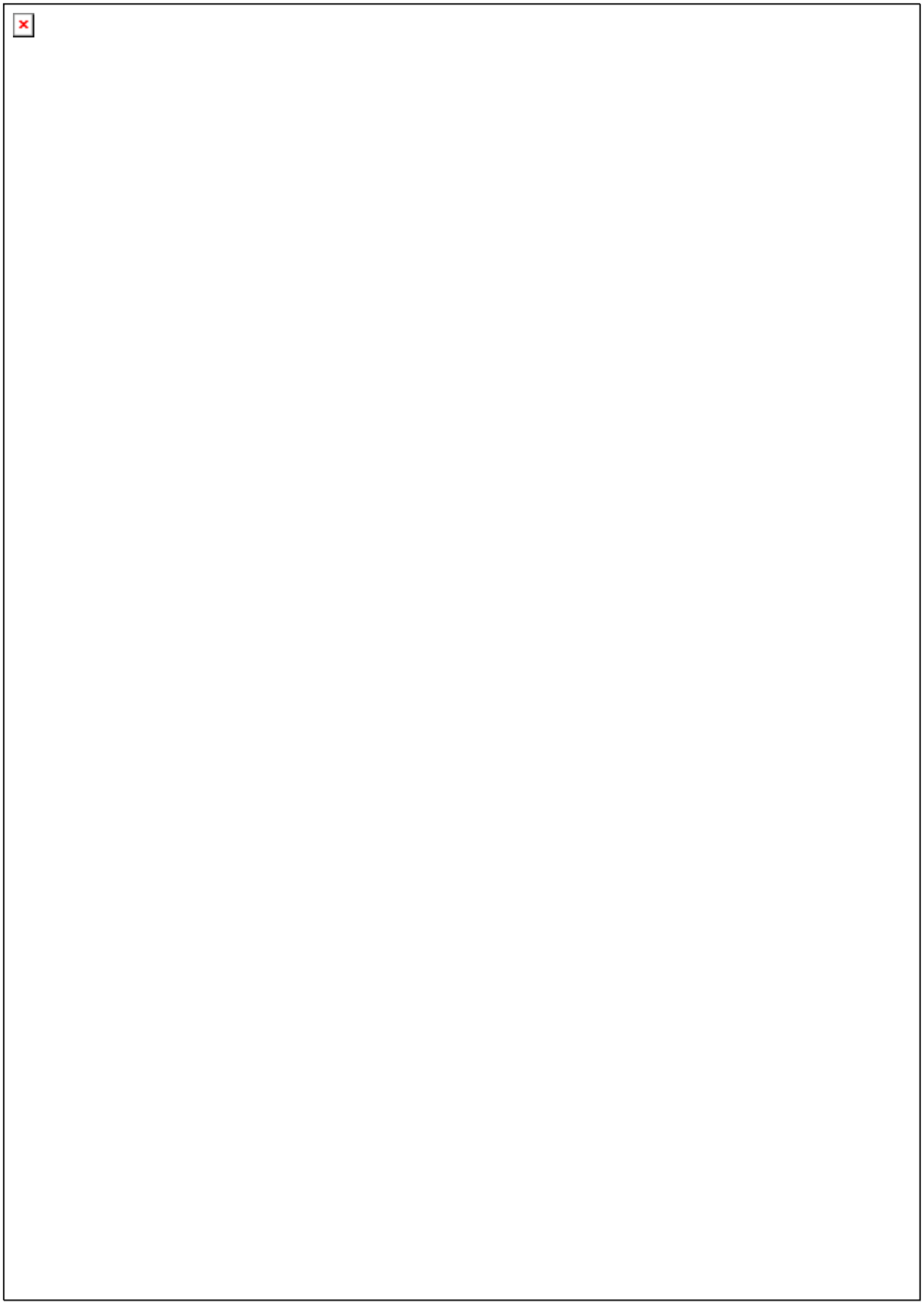


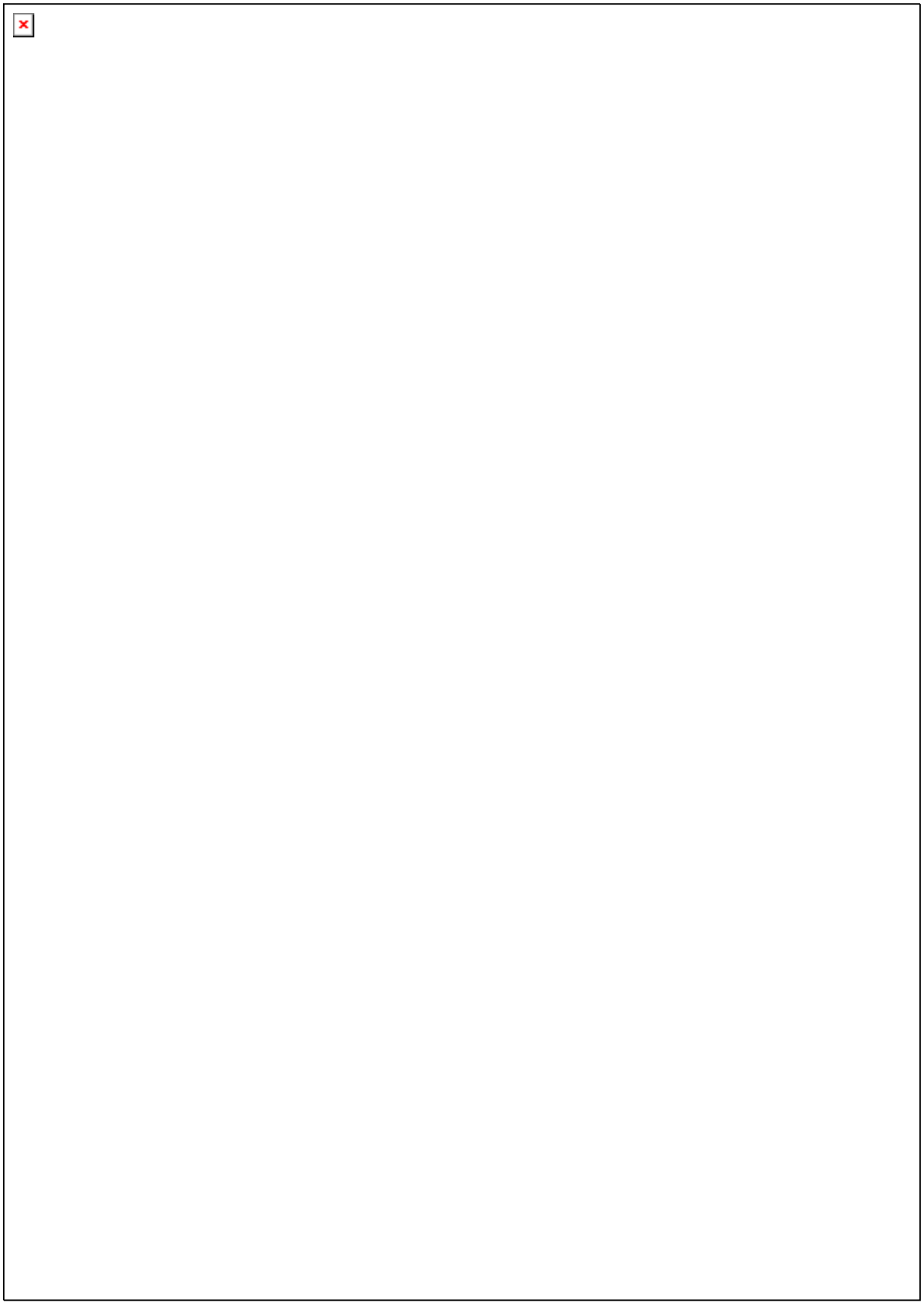


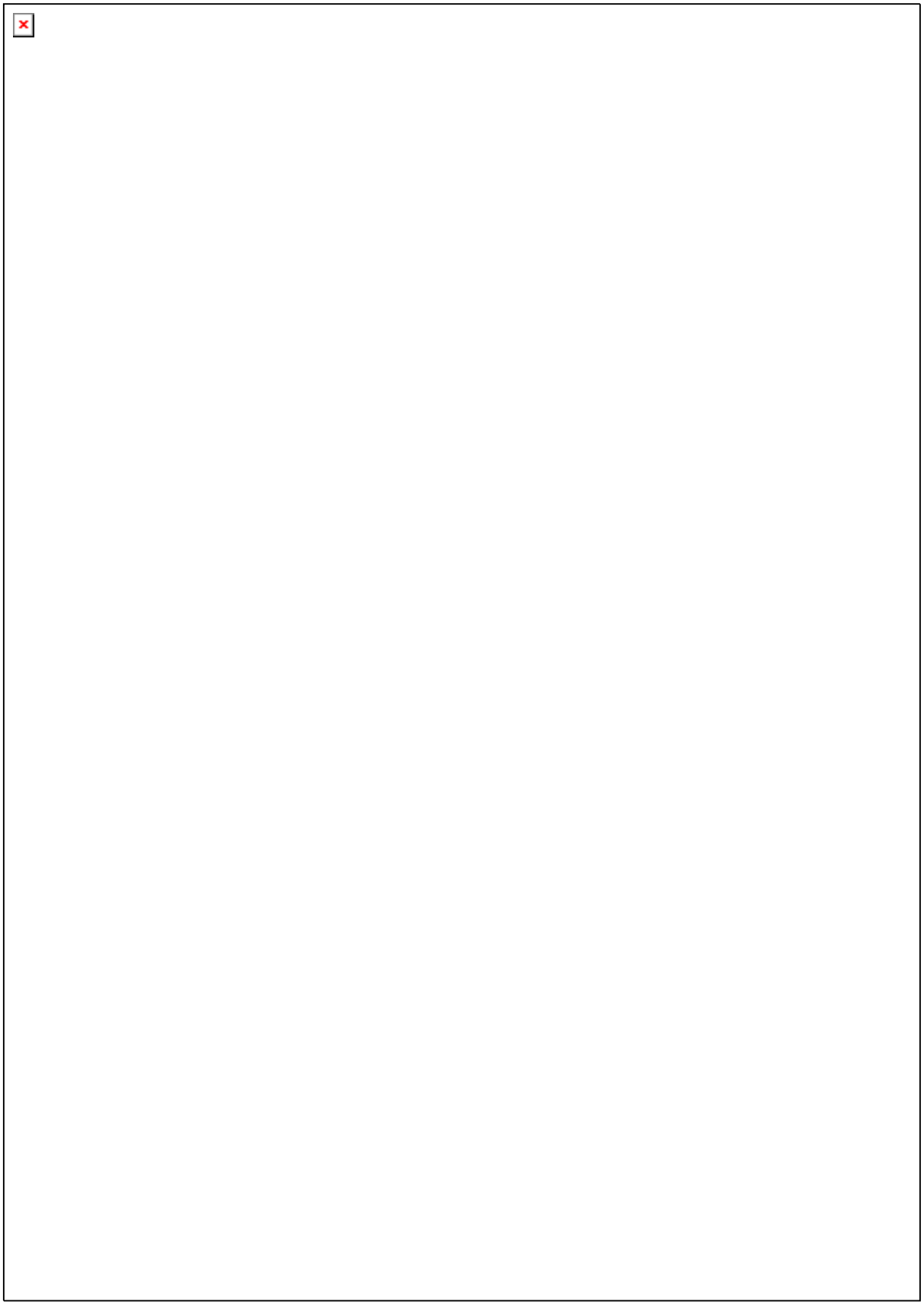


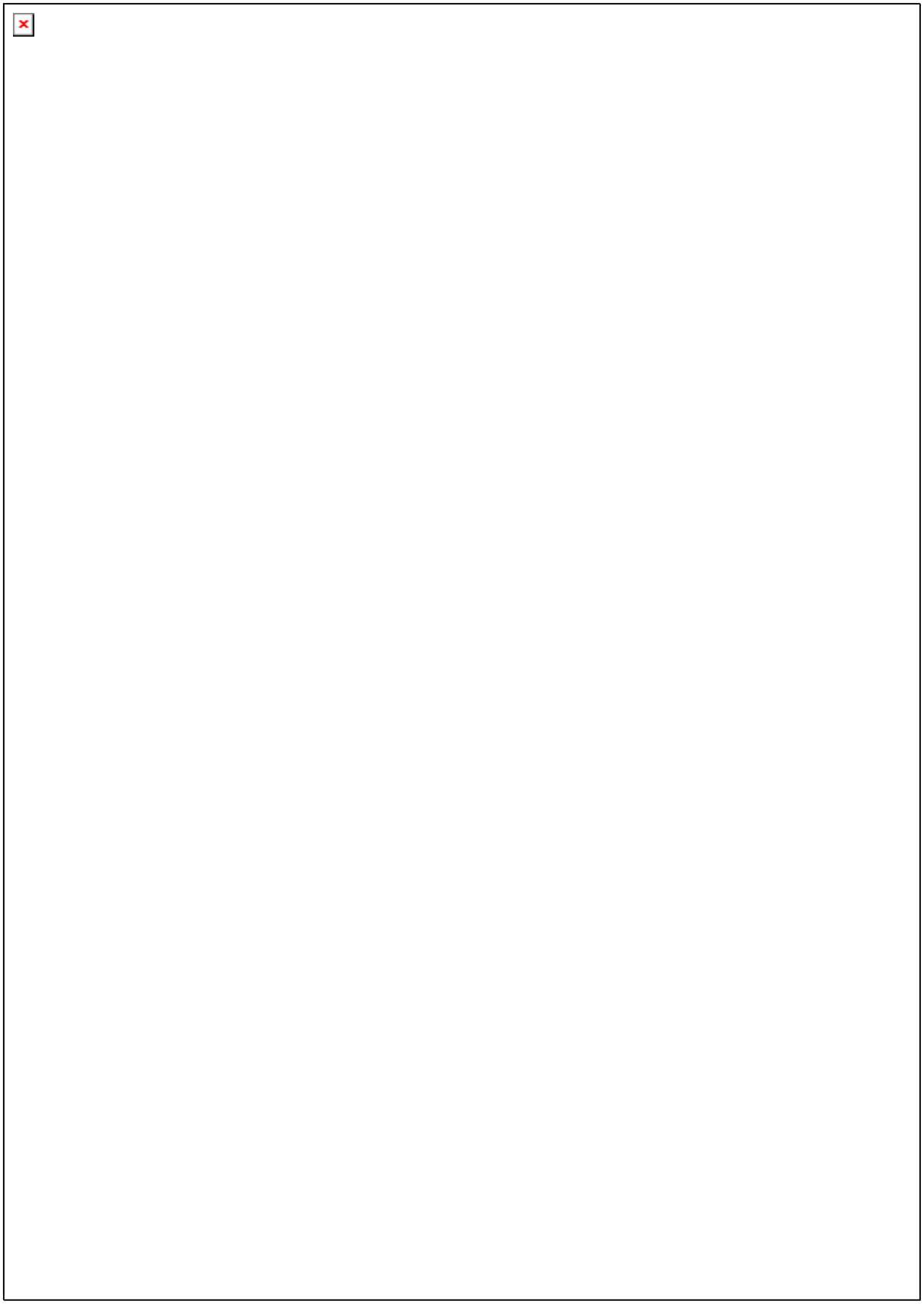


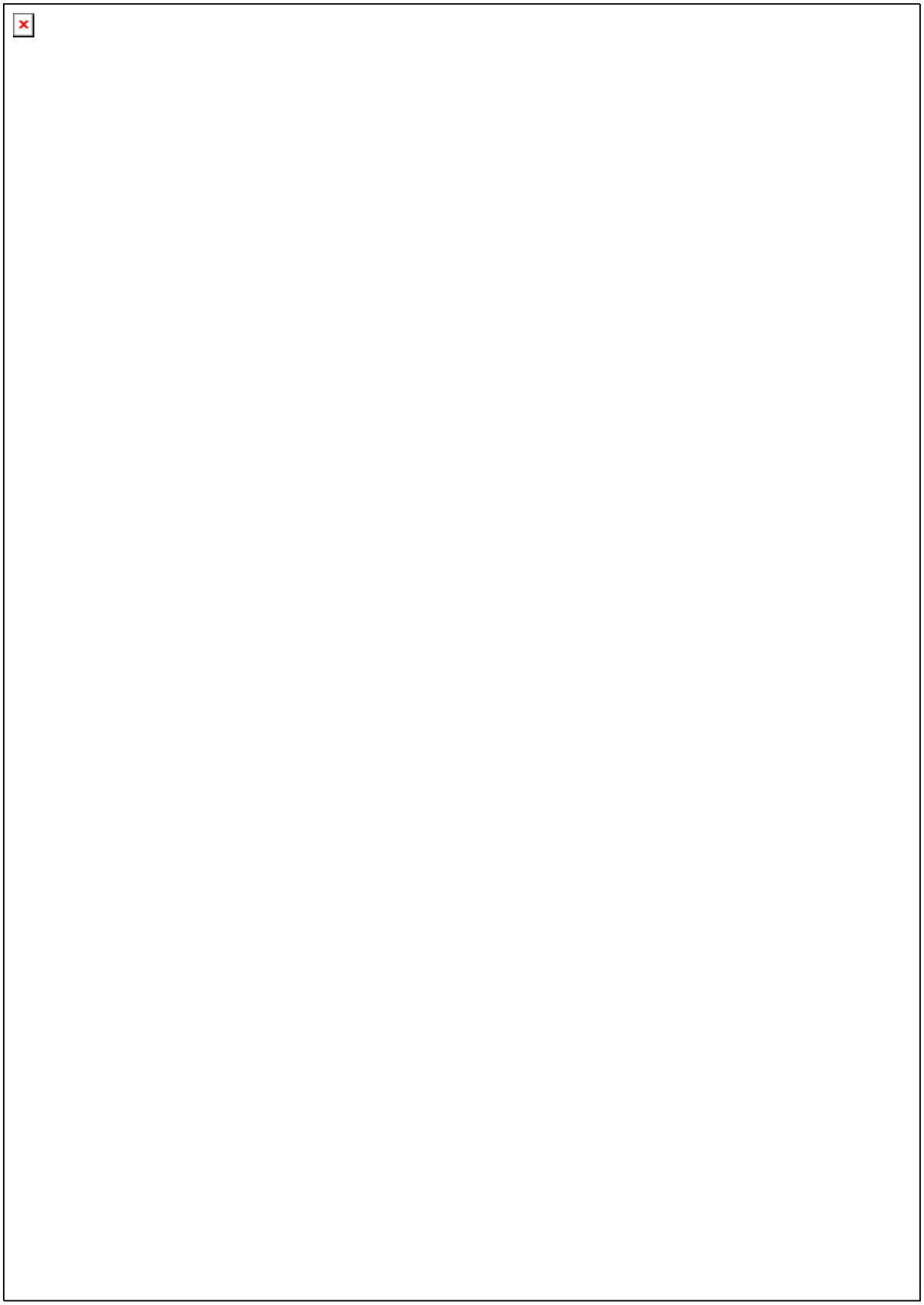


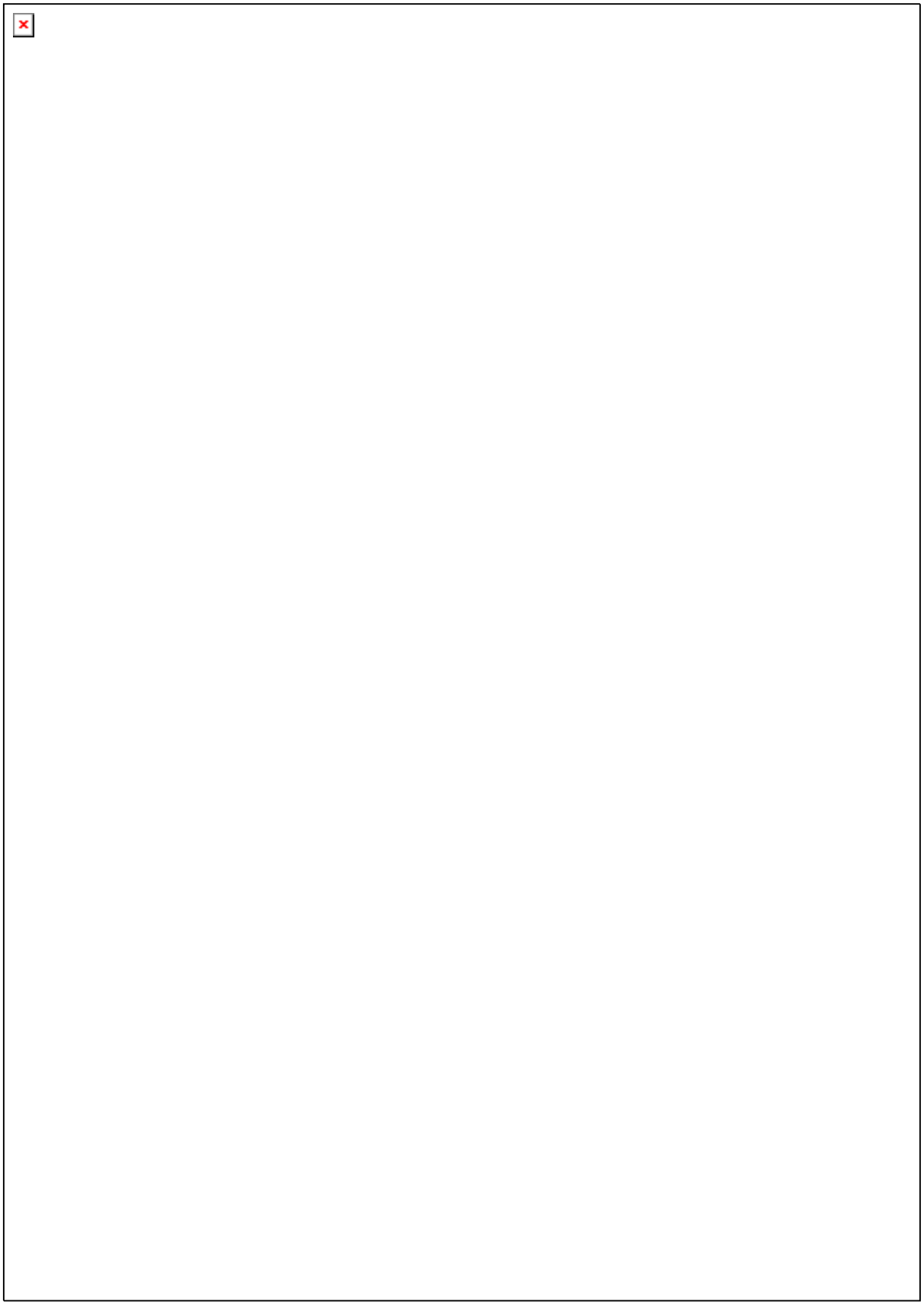


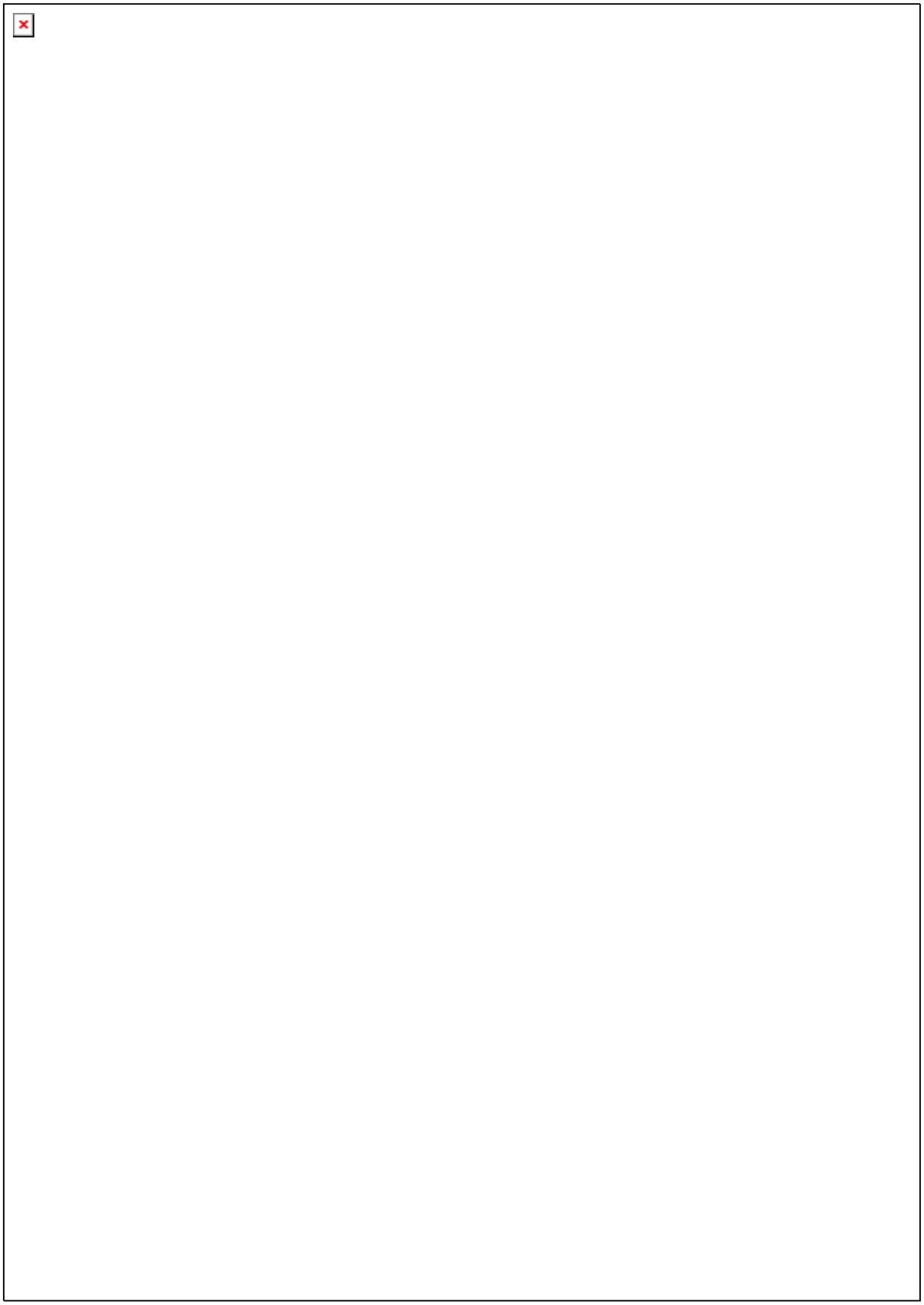


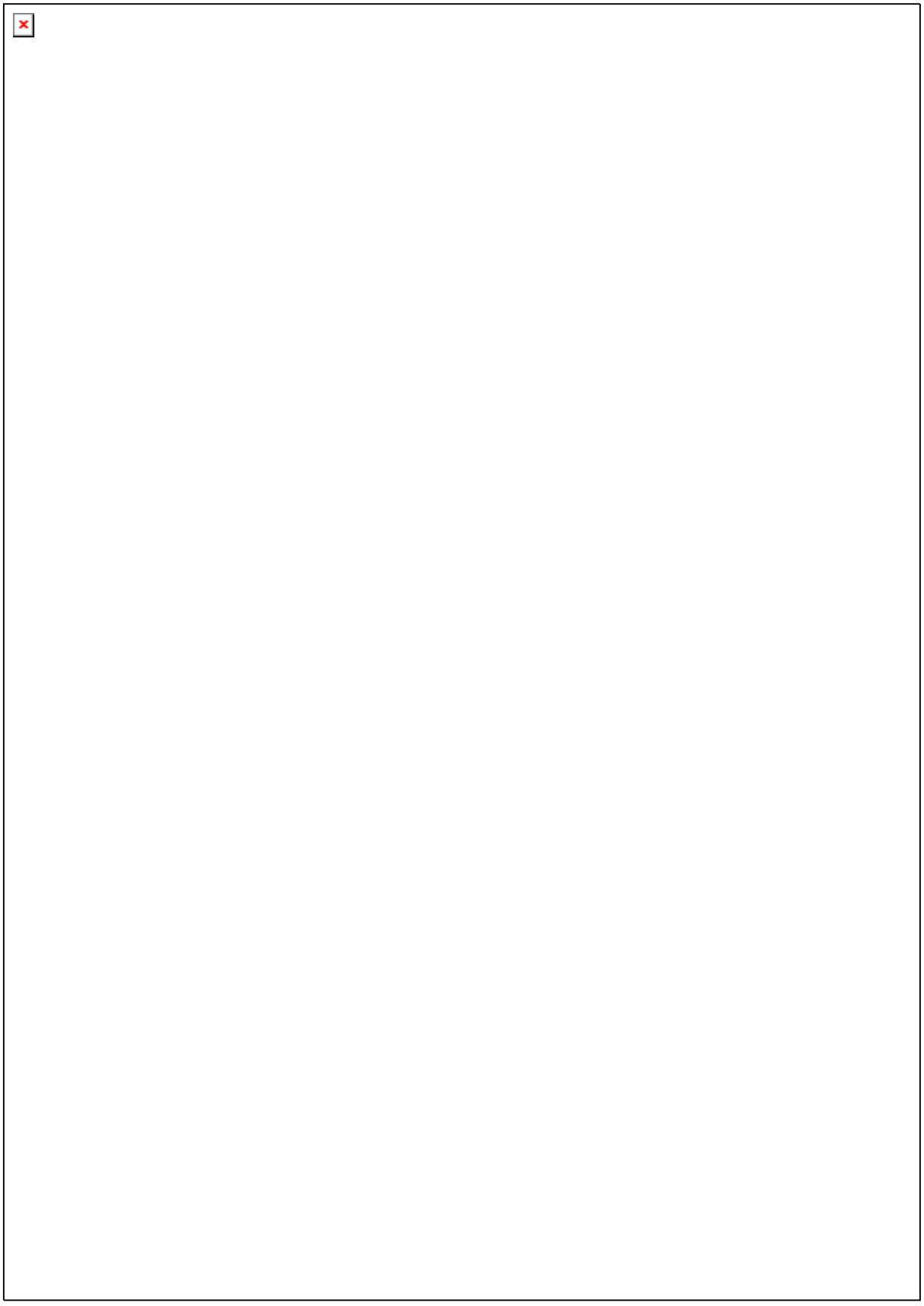


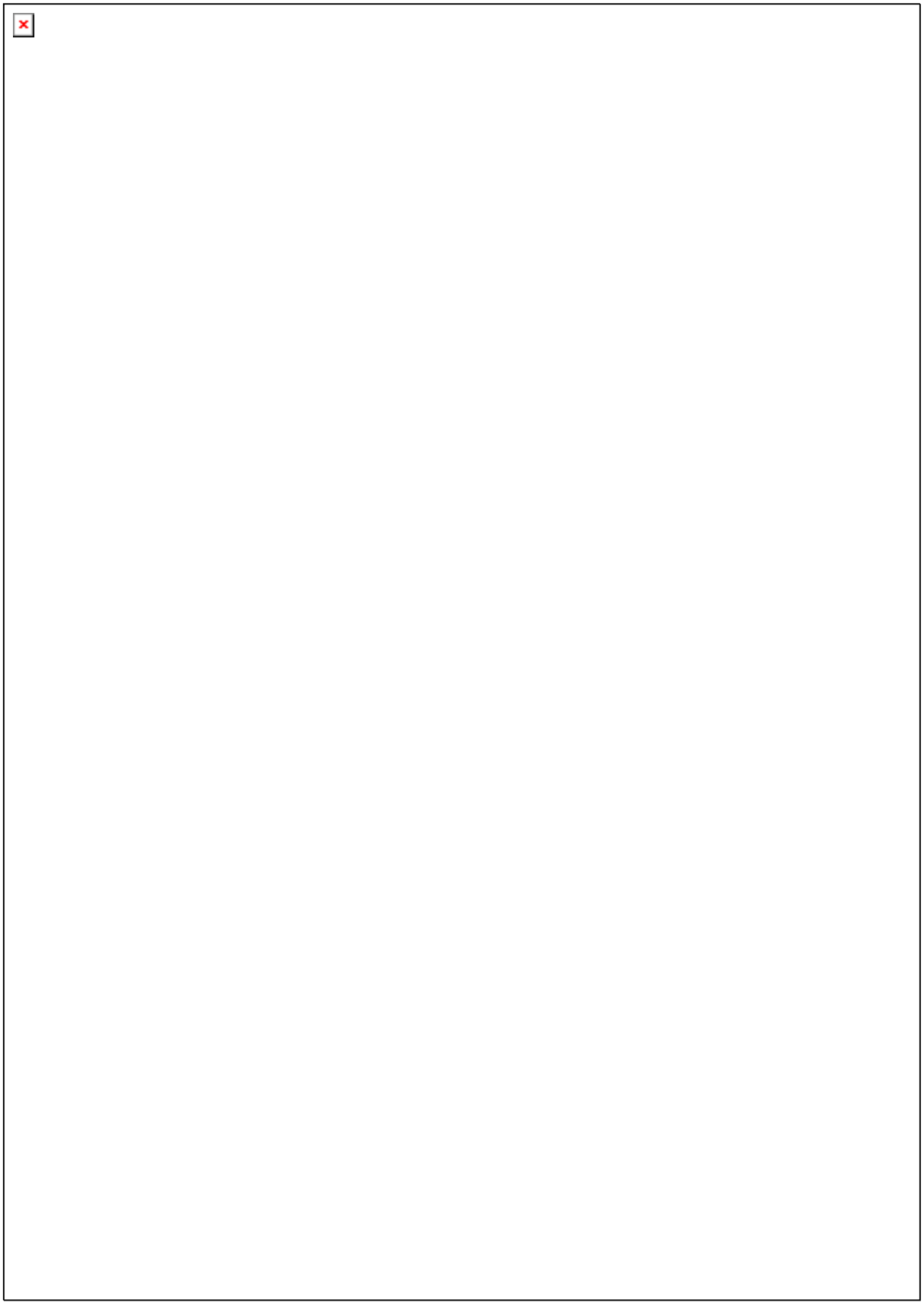


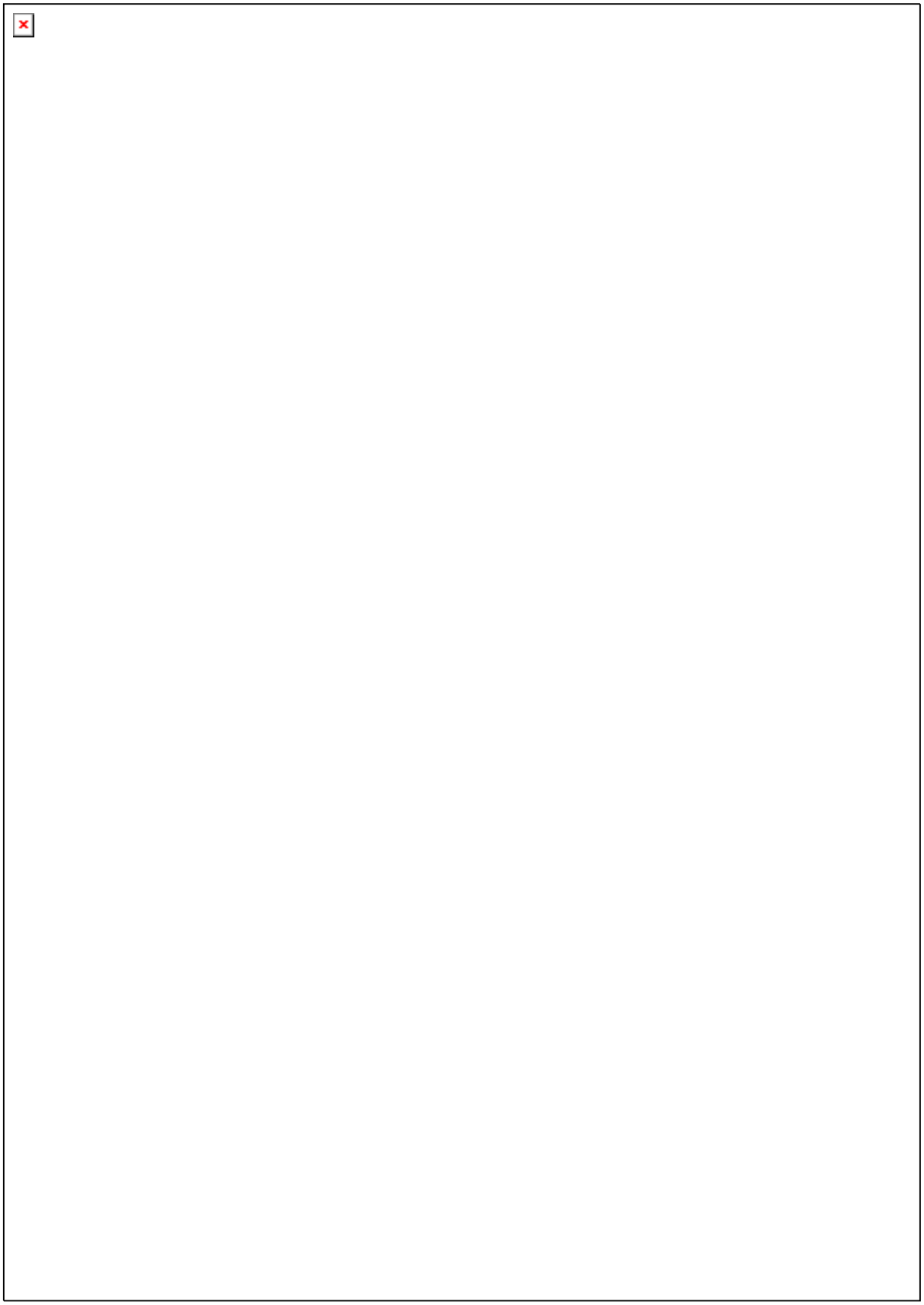


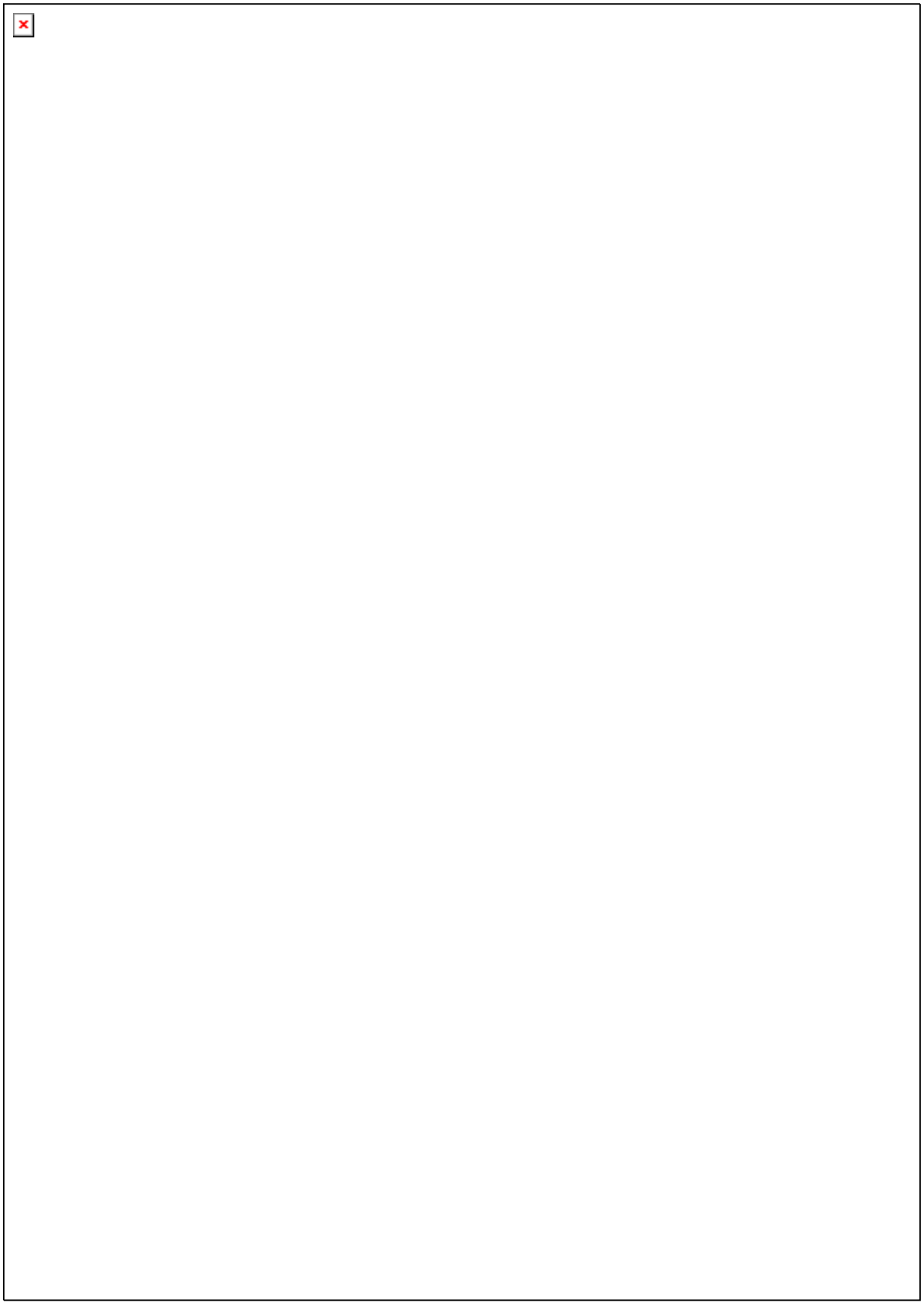


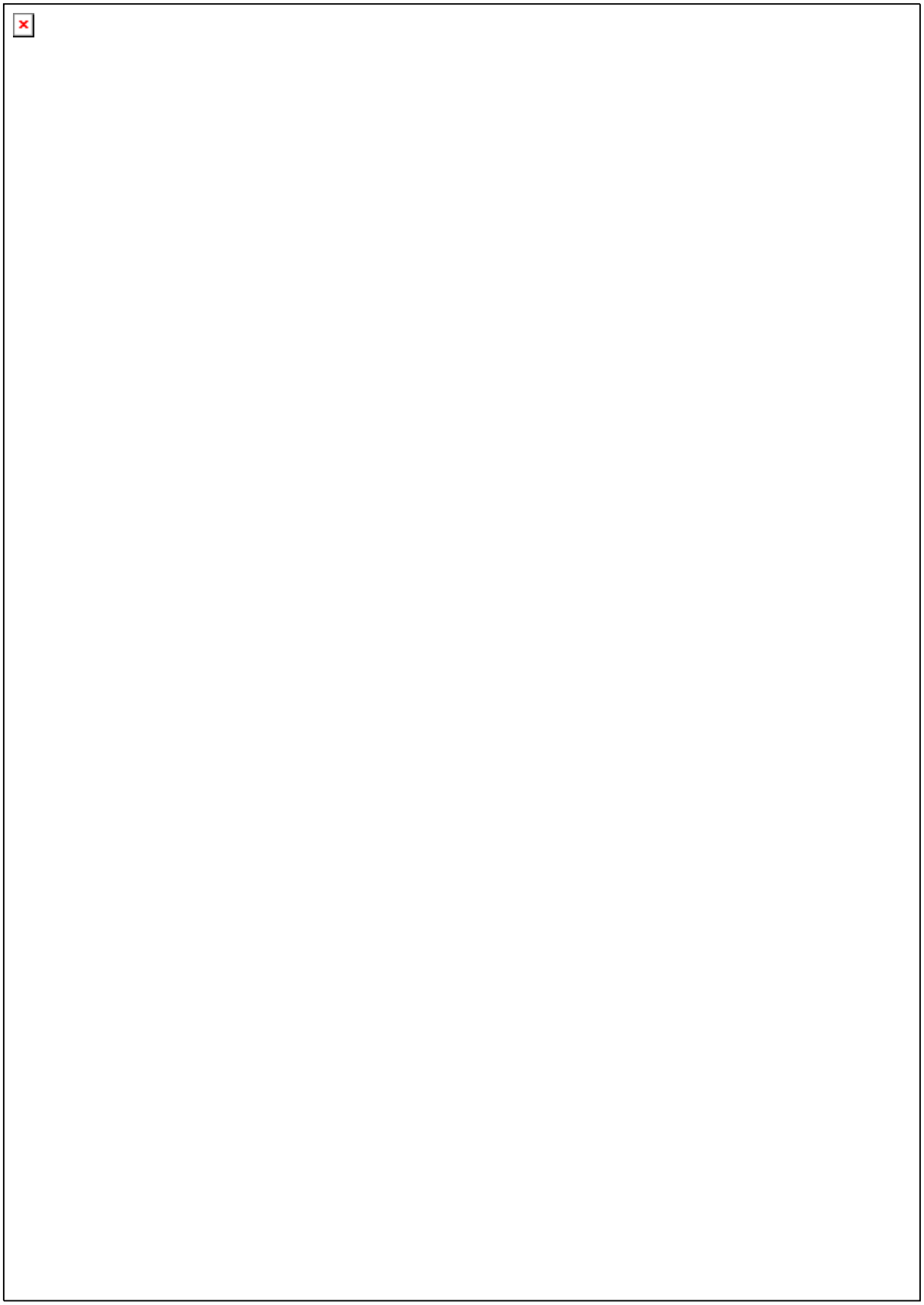


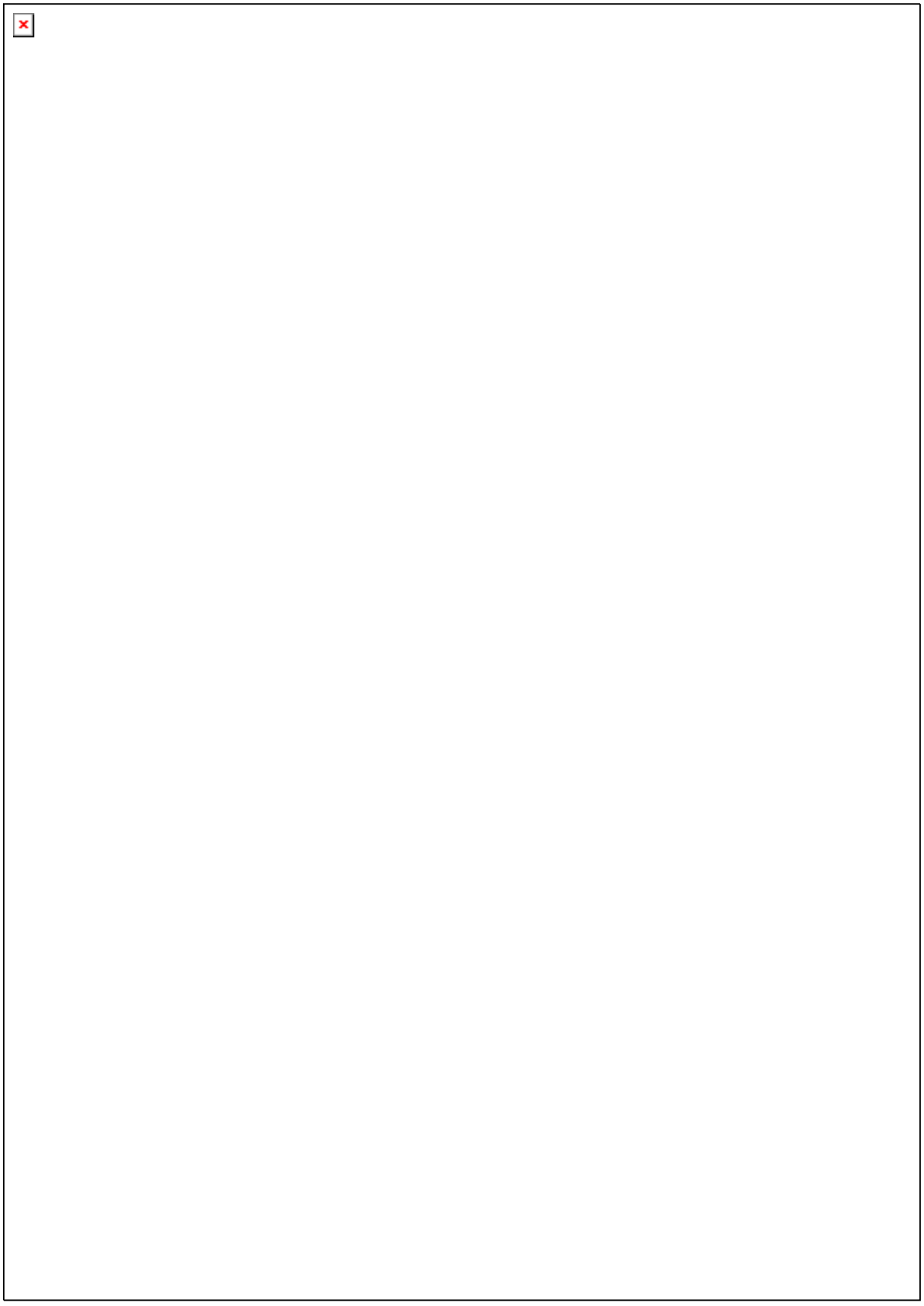


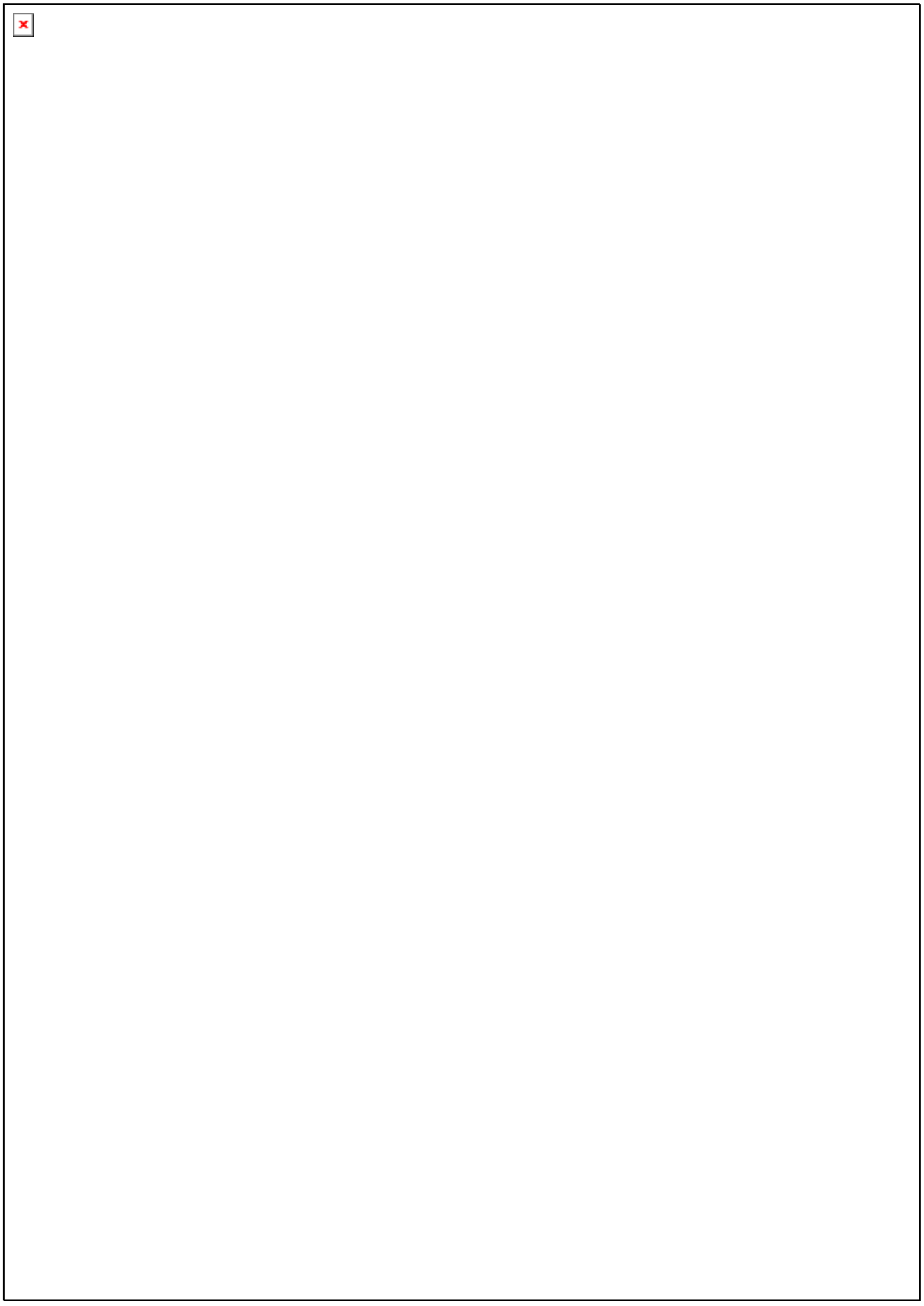












SREE SIDDAGANGA COLLEGE OF EDUCATION

B.H.ROAD, TUMAKURU.

Feedback from the Head Masters of Practice Teaching Schools

Name and Address of the School: Contact No.

Name of the Teacher:

Instructions

Kindly go through each statement and tick any one of the following option which is appropriate according to you. The information provided by you will be used only for the qualitative improvement of the practice teaching programme and the course.
Scale: E-Excellent, G-Good, S-Satisfactory.

Sl. No.	Parameters	E	G	S
1	**Attendance and Discipline**			
	a. Regularity of student teachers for practice teaching			
	b. Punctuality of student teachers in taking classes			
	c. Assistance given by student teachers in maintain school discipline			
	d. Discipline of student teachers in the school			
	e. Participation in co-curricular activities			
2	**Pedagogy**			
	a. Adequacy of student teachers allotted			
	b. Relevance of the lesson plan written by the student teachers			
	c. Suitability of the methodology adopted by the student teachers			
	d. Appropriateness of the Teaching aids used by the student teachers			
	e. Number of student teachers allotted			
	f. Subject wise allotment of student teachers			
	g. Adequacy of the training received by the student teachers			
3.	**Teacher Educators**			
	a. Rapport of teacher educators with the head of the institution			
	b. Rapport of teacher educators with the school teachers			
	c. Regularity and Punctuality of teacher educators			
	d. Supervision of student teachers lessons by the teacher educator			
	e. Feedback given to student teachers by the teacher educators			
	f. Academic guidance given by the teacher educators to school teachers			

Signature of the Head of the Institution
With seal:

SREE SIDDAGANGA COLLEGE OF EDUCATION

B.H.ROAD, TUMAKURU.

Feedback from the Co-operative teachers of Practice Teaching Schools

Name and Address of the School: Contact No.

Name of the Teacher:

Instructions

Kindly go through each statement and tick any one of the following option which is appropriate according to you. The information provided by you will be used only for the qualitative improvement of the practice teaching programme and the course.
Scale: E-Excellent, G-Good, S-Satisfactory.

Sl. No.	Parameters	E	G	S
1	**Attendance and Discipline**			
	f. Regularity of student teachers for practice teaching			
	g. Punctuality of student teachers in taking classes			
	h. Assistance given by student teachers in maintain school discipline			
	i. Discipline of student teachers in the school			
	j. Participation in co-curricular activities			
2	**Pedagogy**			
	h. Adequacy of student teachers allotted			
	i. Relevance of the lesson plan written by the student teachers			
	j. Suitability of the methodology adopted by the student teachers			
	k. Appropriateness of the Teaching aids used by the student teachers			
	l. Number of student teachers allotted			
	m. Subject wise allotment of student teachers			
	n. Adequacy of the training received by the student teachers			
3.	**Teacher Educators**			
	g. Rapport of teacher educators with the head of the institution			
	h. Rapport of teacher educators with the school teachers			
	i. Regularity and Punctuality of teacher educators			
	j. Supervision of student teachers lessons by the teacher educator			
	k. Feedback given to student teachers by the teacher educators			
	l. Academic guidance given by the teacher educators to school teachers			

Signature of the Teacher

SREE SIDDAGANGA COLLEGE OF EDUCATION

B.H.ROAD, TUMAKURU.

Feedback from Student-teacher on the B.Ed programme

Name : . . . . . Academic Year : . . . . . .

Kindly note that the information provided by you will be used only for the qualitative improvement of the course in future. You can tick any one of the options given below Judiciously.

Grading Scale (E-Excellent, S-Satisfactory. NL-Needs improvement)

Sl. No.	Parameters	E	S	NI
1	**Curriculum and its transaction:**			
	a Relevance and scope of the papers			
	b Methodologies adopted by the teacher educators in transacting the curriculum			
	c Innovativeness and creativity in transaction of curriculum			
	d Relevance of the curriculum			
	e Applicability of the practicum conducted			
	f Techniques adopted for evaluation throughout the course			
	g Internal assessment system adopted			
	h Academic guidance given by the teacher educators			
2	**Micro teaching:**			
	a Organization of micro teaching session			
	b Usefulness of the practice of micro teaching skills			
3	**Communication skills:**			
	a Organization of communication skills			
	b Usefulness of the practice of communication skills			
4.	**Teaching practice:**			
	a Preparatory inputs provided by the teacher educators for teaching practice			
	b Guidance received for lesson plan and teaching aid preparation			
	c Demonstration lessons given by the teacher educators			
	d Environment in teaching practice schools			
	e Co-operation in teaching practice schools			
	f Utility of feedback received from the supervisor and peer group			
	g Overall impact of practice teaching			
5	**Community Living Camp and Excursion:**			
	a Relevance of activities conducted during the camp.			
	b Realisation of educational, recreational & social values during excursion.			
6	**Extra-curricular and Extended activities**			
	a Organisation and the relevance of visits conducted by the institution			
	b Organisation and the relevance of celebrations			
	c Relevance of the guest lectures and workshops organised			
	d Sports activities conducted			
	e Encouragement and guidance given to participate in Inter and intra			

	college competitions			
	f Encouragement provided to participate in cultural activities			
	g Guidance and motivation received to bring out college magazine			

7	**Facilities** a Infrastructural facilities			
	b Instructional facilities			
	c Computer facilities			
	d Library facilities			
8	**Support System** a Support provided by the management			
	b Services provided by administrative staff			
	c Services provided by the support staff			
	d Placement services through campus interview and references			
9	**Institutional tradition**			
	a Morning assembly			
	b Mechanism adopted to maintain discipline			
	c Initiation and valedictory programme			
	d Overall ambience of the institution			
10	**Overall rating** Overall impact of all the activities conducted by the institution in making you an effective teacher			

Suggestion for the qualitative improvement :

. . . . . .

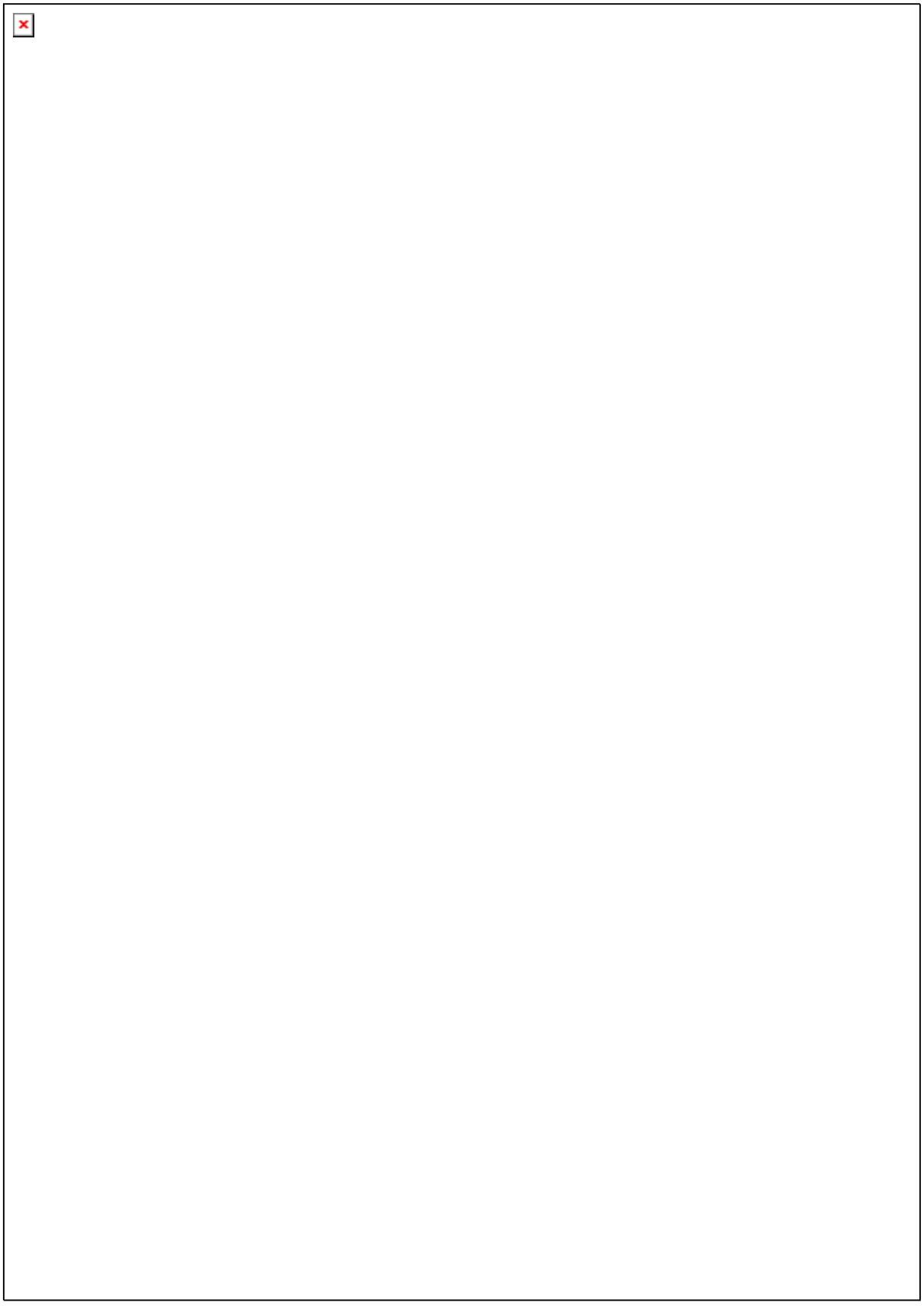
. . . . . .

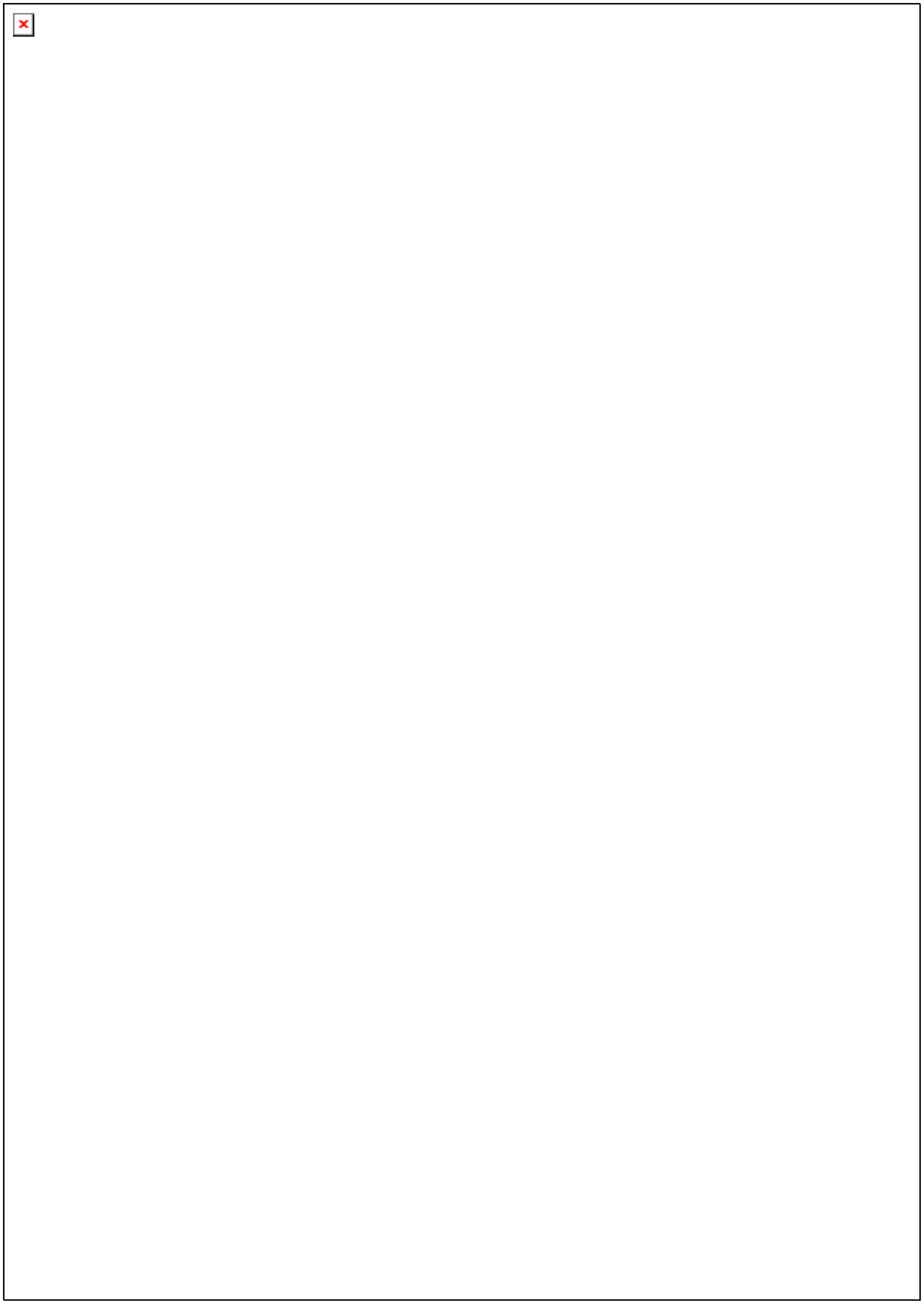
. . . . . .

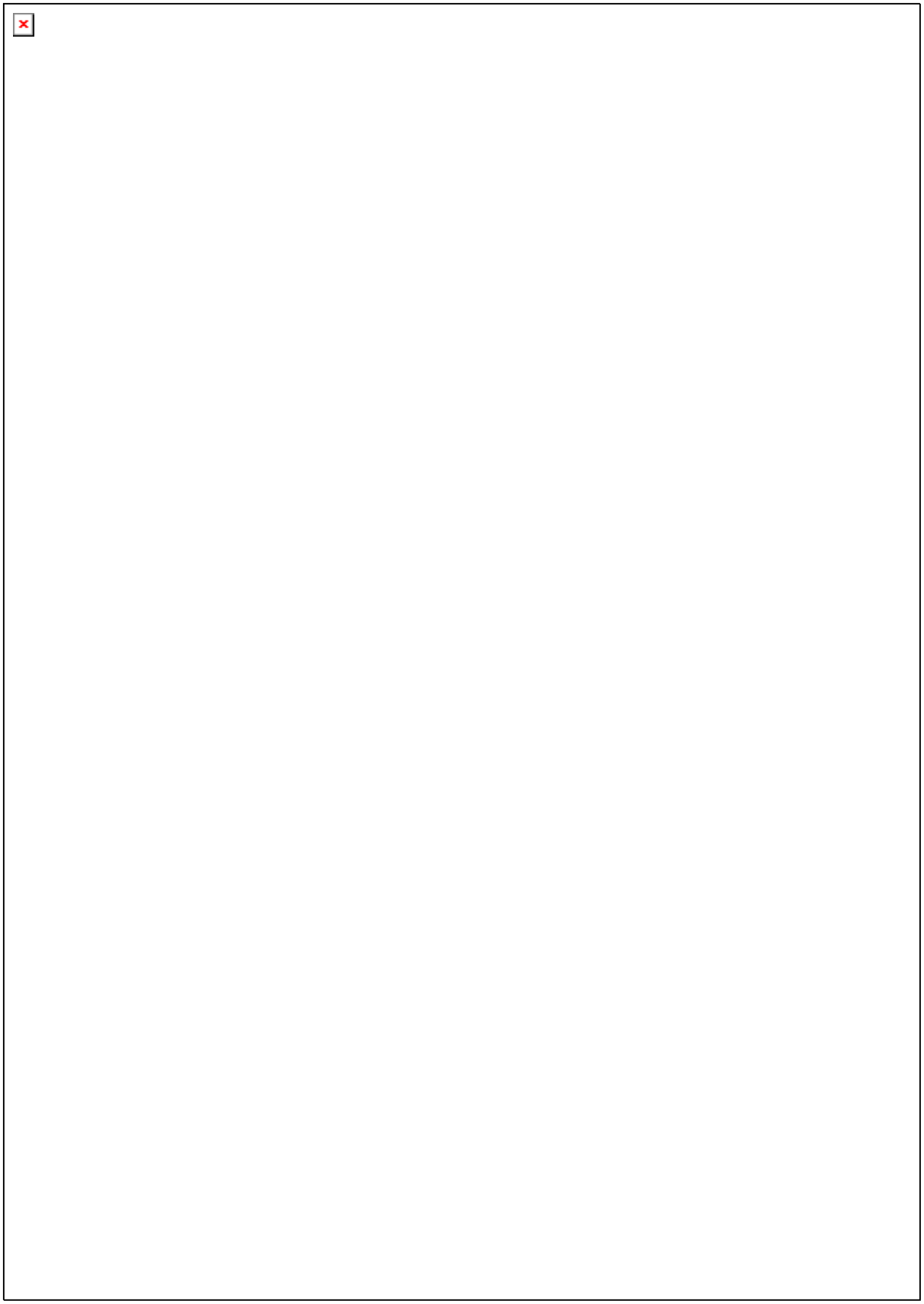
. . . . . .

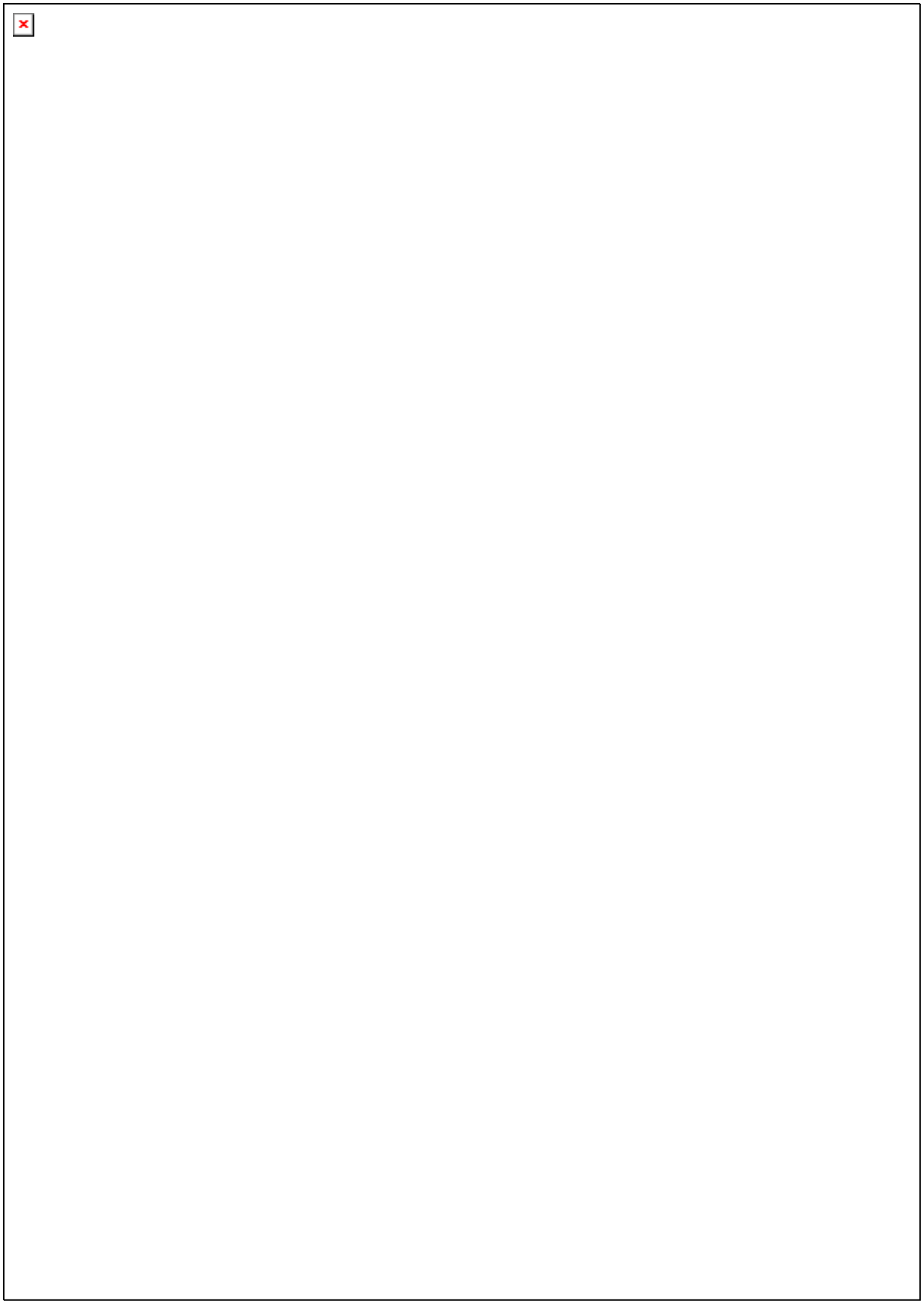
Date : Signature:

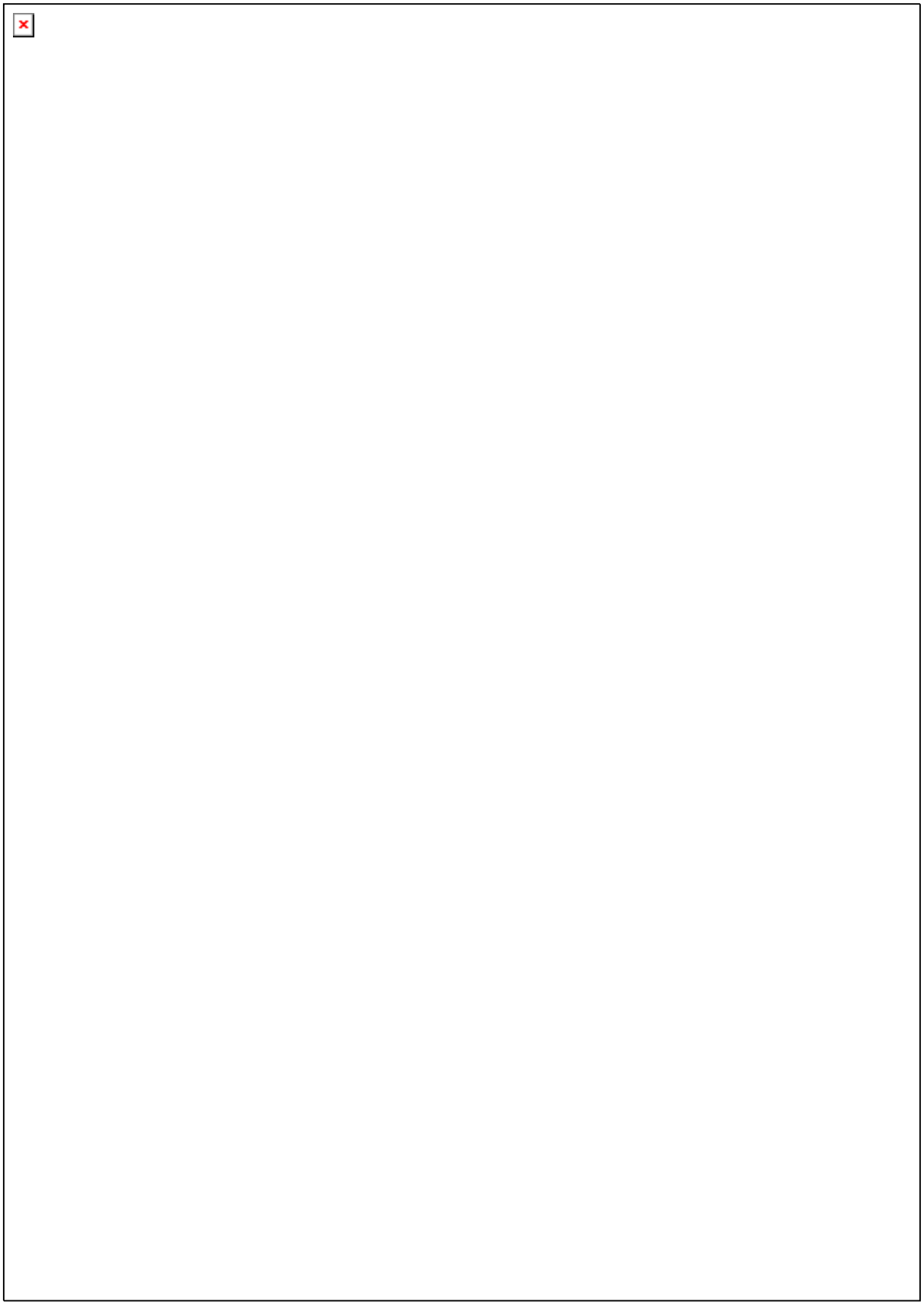
Signature of the Head of the Institution
With seal:

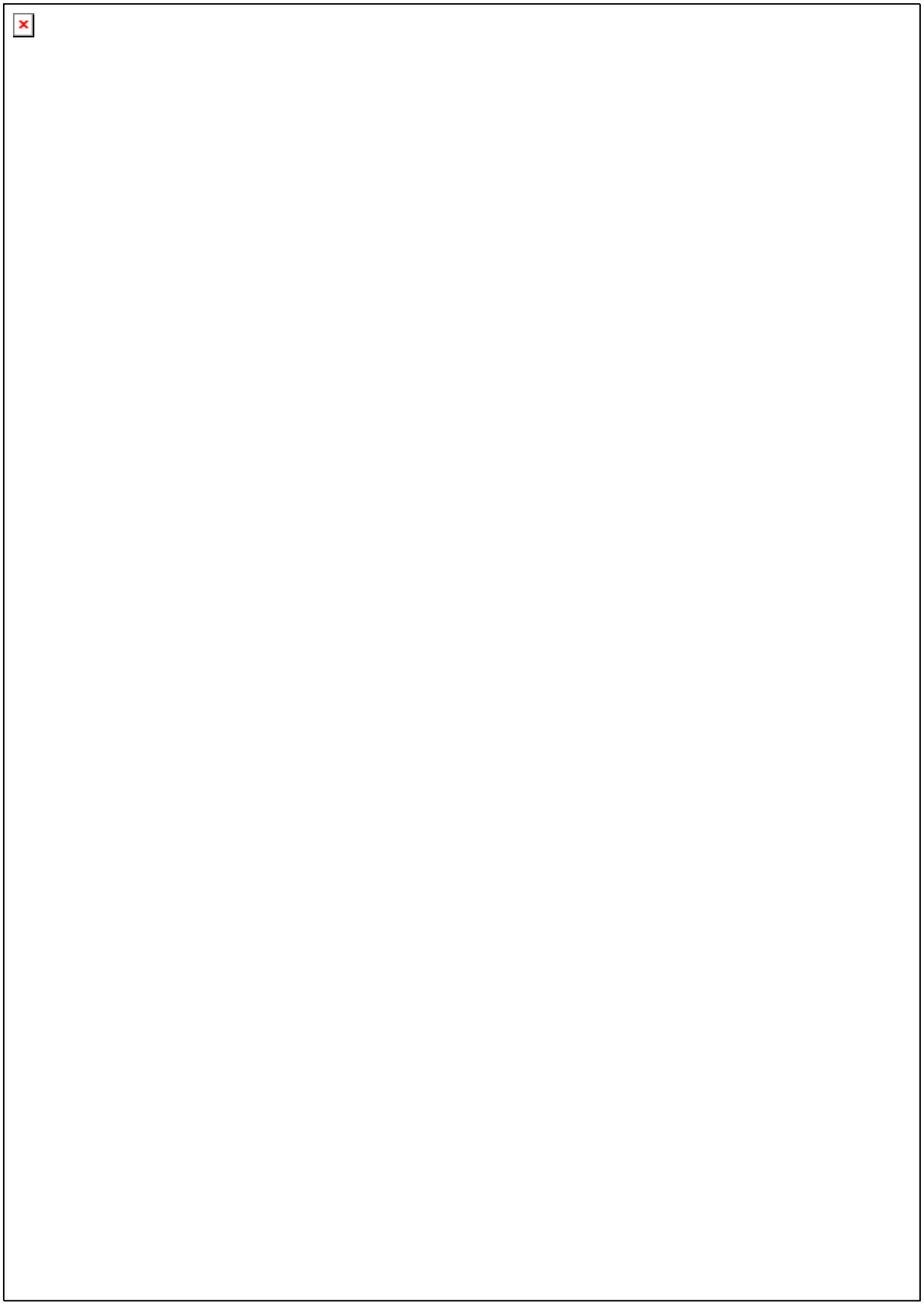


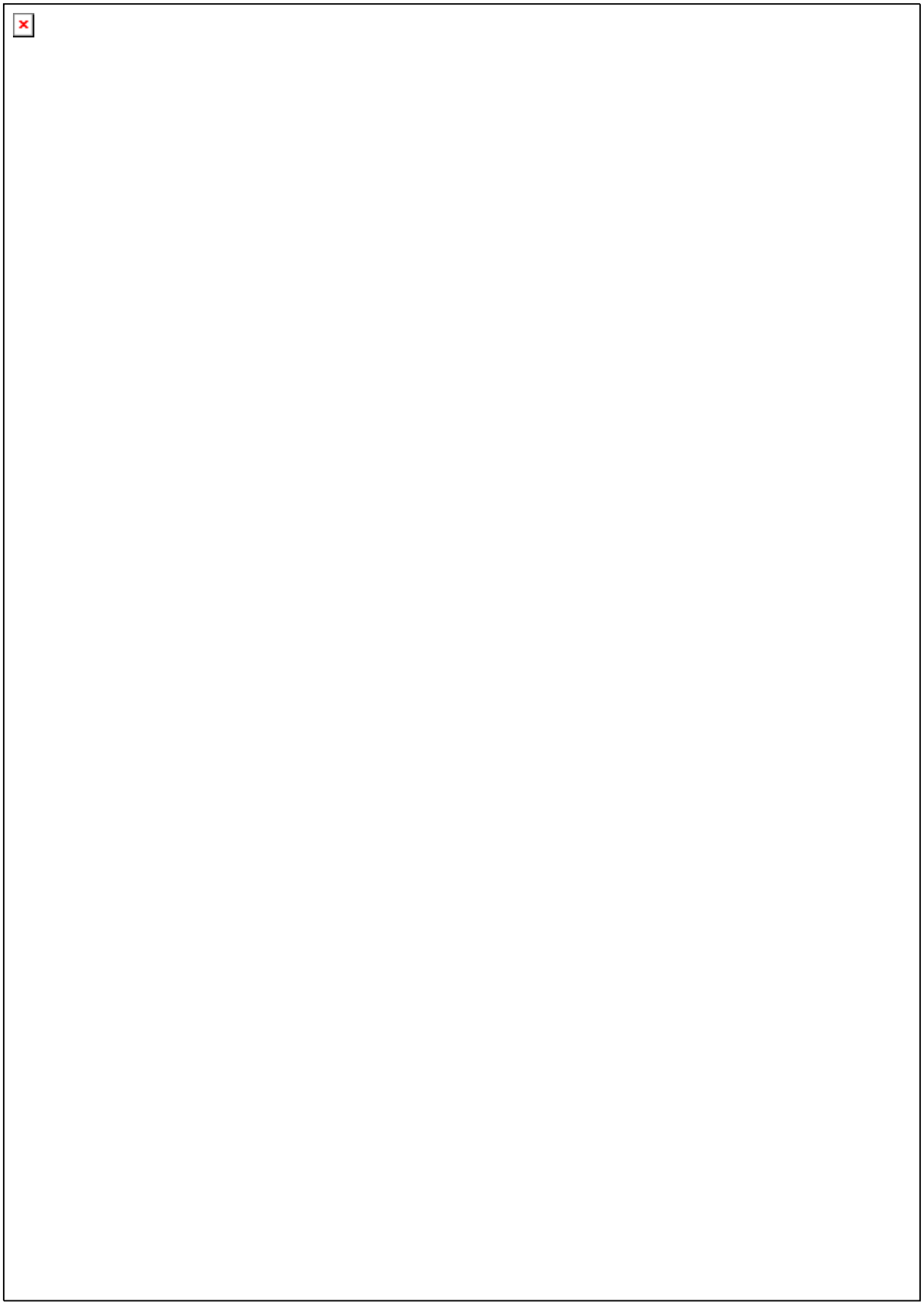












Appendix- 2: Sample formats for Teacher appraisal Reports

(Source: UGC)

Format- 1

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

i) **General Information**

a) Name :

b) Address (Residential) : Ph. No. :

c) Designation :

d) Department :

e) Date of Birth :

f) Area of Specialization :

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's Degree (s)				
Master's Degree (s)				
Research Degree (s)				
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.

ii) **Research Experience & Training**

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) **Research Projects carried out**

Title of the Project	Name of the funding Agency	Duration	Remarks

C) **Seminars, Conferences, Symposia Workshops etc. attended**

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience :

a) Under-graduate (Pass) :

b) Under-graduate (Hons):

c) Post-graduate :

viii) Innovations/Contributions in Teaching

a) Design of Curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material Including books, reading materials, Laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension
Work and National Service Scheme (NSS), or NCC or any other similar activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

a) College/University/Institution

b) Co-curricular Activities

c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)

d) Students Welfare and Discipline

e) Membership/Participation in Bodies/Committees
on Education and National Development

f) Professional Organization of Teachers.

E. (a) **Membership of Professional Bodies, Societies etc.**

(b) Editorship of Journals

F. Any other information

(Signature of the Teacher)

Format- 2

PERFORMANCE APPRAISAL REPORT FOR SELF APPRAISAL OF TEACHERS

A. General Information

a) Name

b) Date of Birth

c) Address (Residential) Ph.No.

d) Designation

e) Department

f) Area of Specialization

g) Date of Appointment

(i) in the institution

(ii) in the present post

h) Honors Conferred

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P	Taught in the year L T/P	Steps taken for the teaching of periods missed during absence or leave
	(1)	(2)	(3)

i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)			
ii) PG (M.A./M.Sc.etc.)			
iii) M.Phil			
iv) Any other			

* (To be filled at the end of every academic year)
** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

(i) University Education

(ii) Internal Evaluation

(iii) Paper Setting

(iv) Assessment of Home assignments

(v) Conduct of Examinations

(vi) Evaluation of Dissertation etc.

C. Details of Innovations / Contribution in Teaching, during the year :

a) Design of curriculum

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material including books, reading materials, laboratory manuals etc.

f) Remedial Teaching / Student Counseling (academic)

g) Any other

D. Improvement of Professional Competence:

(a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

E. Research Contributions:

a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

b) No. of research papers published (please enclose list)

c) Research Projects:

Title of the Project	Name of the funding agency	Duration

d) Details of Seminars, Conferences, Symposia organized

e) Patents taken, if any, give a brief description

f) Membership of Professional Bodies, Editorship of Journals etc.

F. Extension Work/Community Service

a) Please give a short account of your contribution to:

i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

ii) National Literacy Mission

b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

a) College/University/Institution

b) Co-curricular activities

c) Enrichment of campus life (hostels, sports, games, cultural activities)

d) Students welfare and Discipline

e) Membership/Participation in Bodies/Committees on Education and National Development

f) Professional Organizations of Teachers

H. Assessment

a) Steps taken by you for the evaluation of the course programme taught

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.

(Signature of the Teacher)

J. * Verification of factual data

A. General Information

B. Teaching

C. Details of Innovations/Contribution in teaching, during the year

D. Improvement of Professional competence

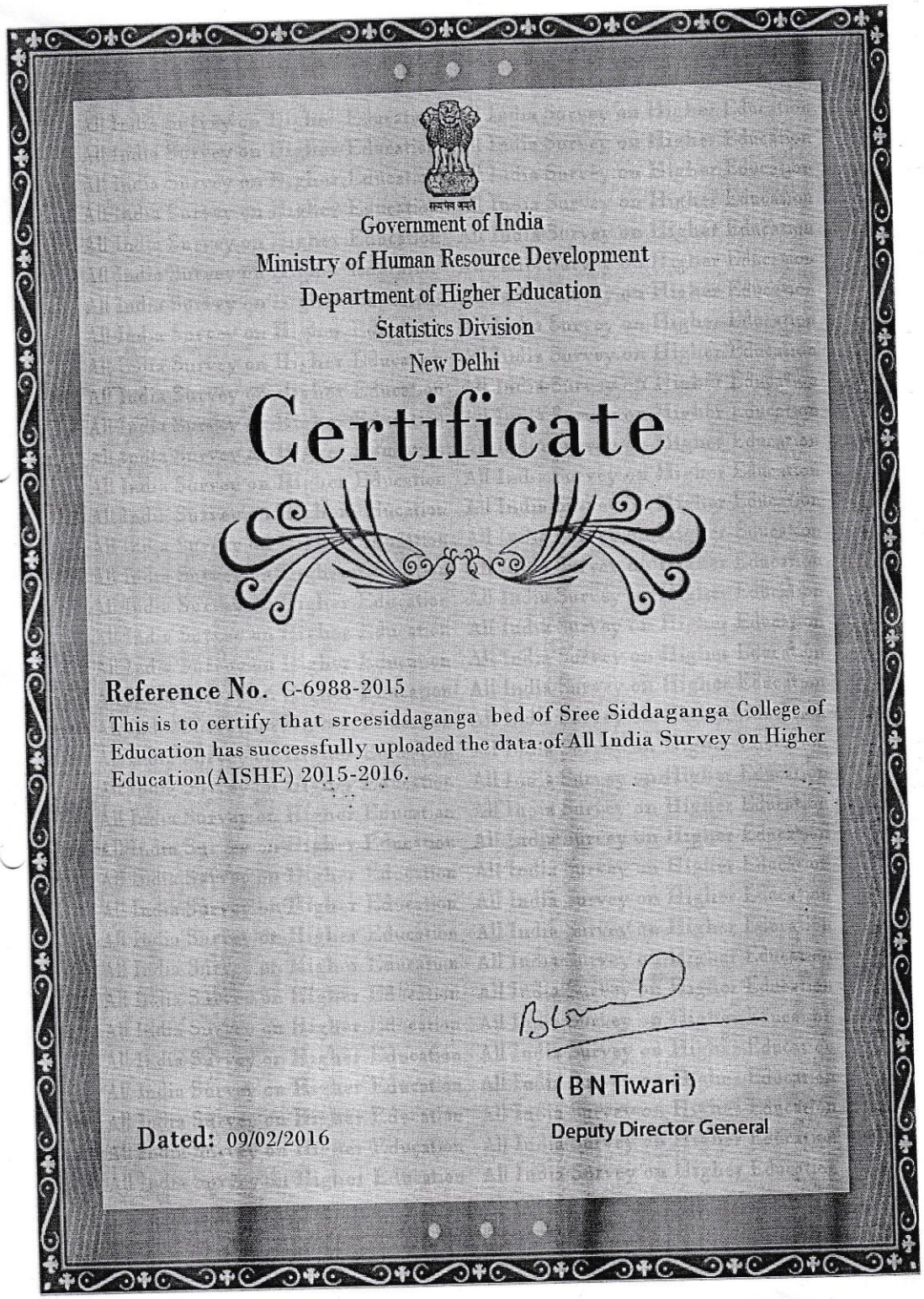
E. Research contributions

F. Extension work/community service

G. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.



Government of India
Ministry of Human Resource Development
Department of Higher Education
Statistics Division
New Delhi

Certificate

Reference No. C-6988-2015

This is to certify that sreesiddaganga bed of Sree Siddaganga College of Education has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2015-2016.

(B N Tiwari)
Deputy Director General

Dated: 09/02/2016

Sree Siddaganga College of Education, Tumkur, Karnatka-02

Results Statement of B.Ed Student-

Sl No	Reg No	Name of the Students	Method	Marks in I Sem Max 600	Marks in II Sem Max 800	Grand Total Max1400	Percentage
1	14ED3601	ASHA.C.A.	KH	391	603	994	71
2	14ED3602	BHARATHA.D.S.	KH	480	729	1209	86.35
3	14ED3603	BHAVANI.T.	KH	516	714	1230	87.85
4	14ED3604	BHIMAVVA PUJARI	KH	491	708	1199	85.64
5	14ED3605	CHETHANA.S.	KH	491	710	1201	85.78
6	14ED3607	ERAIAH.D.	KH	481	698	1179	84.21
7	14ED3608	GOPAL	KH	446	686	1132	80.85
8	14ED3609	GURUSIDDAPPA.D.R	KH	395	664	1059	75.64
9	14ED3610	I SMAIL KHADRI	KH	407	674	1081	77.21
10	14ED3611	JAGADEESHA.K.S.	KH	492	708	1200	85.71
11	14ED3612	KRISHNA MURTHY.D.R.	KH	496	711	1205	86.07
12	14ED3613	LAKSHMINARASAMMA.M.R	KH	502	730	1232	88
13	14ED3614	LATHA.N.G.	KH	477	704	1181	84.35
14	14ED3615	LOKESH.A.R.	KH	392	605	997	71.21
15	14ED3616	MAHALAKSHMAMMA.N.	KH	491	732	1223	87.35
16	14ED3617	MANJULA.N.	KH	433	700	1133	80.92
17	14ED3618	MANJUNATHA.B.S.	KH	410	682	1092	78
18	14ED3619	MARIYAPPA	KH	400	640	1040	74.28
19	14ED3620	MUTTAWA BHIMAPPA BADDI	KH	459	696	1155	82.5
20	14ED3621	PAVITHRA.G.T.	KH	488	732	1220	87.14
21	14ED3622	RAJASHEKARA	KH	455	709	1164	83.14
22	14ED3623	RAJASHEKHAR BIRADAR	KH	459	679	1138	81.28
23	14ED3624	RANGAIAH.K.S.	KH	485	724	1209	86.35
24	14ED3625	RAVEENDRA.C.K.	KH	480	697	1177	84.07
25	14ED3626	SANTOSH CHOUGALE	KH	414	641	1055	75.35
26	14ED3627	SHIVARANJINI.H.G.	KH	465	697	1162	83
27	14ED3628	SHWETHA.G.	KH	478	711	1189	84.92
28	14ED3629	SOUNDARYA.V.	KH	441	693	1134	81
29	14ED3630	SUMA.H.	KH	455	692	1147	81.92
30	14ED3631	TEEKYAPPA	KH	405	674	1079	77.07
31	14ED3632	THAYUB.C.K.	KH	457	690	1147	81.92
32	14ED3633	VASAVAMBA	KH	397	631	1028	73.42
33	14ED3634	VINODAKUMAR.C.P.	KH	425	692	1117	79.78
34	14ED3635	YATHEESHA.T.P.	KH	471	715	1186	84.71

35	14ED3636	ANITHALAKSHMI.B.K.	EH	484	718	1197	85.54
36	14ED3637	ARSHIYA BANU	EH	404	676	1080	77.14
37	14ED3638	BASAVARAJ MULLUR	EH	466	701	1167	83.35
38	14ED3639	BEERESH KARAMADI	EH	456	690	1146	81.85
39	14ED3640	CHANDRA CHUDAMANI.T.V.	EH	429	680	1109	79.21
40	14ED3641	CHETHAN.S.	EH	411	655	1066	76.14
41	14ED3642	DURAGAMMA	EH	398	629	1027	73.35
42	14ED3643	GEETHA LAKSHMI.K.R.	EH	459	689	1148	82
43	14ED3644	HUTTAPPA MARANABASARI	EH	444	668	1112	79.42
44	14ED3645	KAVYA.S.	EH	494	720	1214	86.71
45	14ED3646	MAHESHBHARATHY.H.S.	EH	431	657	1088	77.71
46	14ED3647	MAHESH HOSAMANI	EH	432	678	1110	79.28
47	14ED3648	PUSHPAVATHI.B.M.	EH	520	759	1279	91.35
48	14ED3649	RAJESH.C.	EH	366	615	981	70.07
49	14ED3650	SHASHIKUMAR.D.B.	EH	397	686	1083	77.35
50	14ED3651	SHRUTHI	EH	432	679	1111	79.35
51	14ED3652	SHRUTHI.C.	EH	435	689	1124	80.28
52	14ED3653	SHWETHA.H.	EH	486	721	1207	86.21
53	14ED3654	SUMITHRA.M.C.	EH	518	728	1246	89
54	14ED3655	PAVITRA.	EG	511	722	1233	88.07
55	14ED3656	AMBIKA.H.S.	PM	447	653	1100	78.57
56	14ED3657	ANANDA.D.V.	PM	413	637	1050	75
57	14ED3658	BHARATHI.H.L.	PM	492	710	1202	85.85
58	14ED3659	BHARGAVI.H.G.	PM	471	684	1155	82.5
59	14ED3660	BHAVYASHREE.Y.	PM	483	703	1186	84.71
60	14ED3661	DIVYA.V.	PM	492	736	1228	87.71
61	14ED3662	DIVYASHREE.A.	PM	482	676	1158	82.71
62	14ED3663	GEETHA.C.N.	PM	492	690	1182	84.42
63	14ED3664	HARISH KUMAR.H.	PM	477	621	1098	78.42
64	14ED3665	KAVITHA.B.	PM	465	677	1142	81.57
65	14ED3666	KIRANKUMAR.B.P.	PM	396	652	1048	74.85
66	14ED3667	LAXMIKANT.S.	PM	456	688	1144	81.71
67	14ED3668	LEPAKSHI.K.	PM	528	749	1277	91.21
68	14ED3669	MANJUNATHA.N.K.	PM	456	688	1144	81.71
69	14ED3670	MUNIRAJU.D.	PM	459	692	1151	82.21
70	14ED3671	NANDINI.J.	PM	528	731	1259	89.92
71	14ED3672	PREMAKUMARI.P.N.	PM	497	730	1227	87.64
72	14ED3673	PRIYANKA.P.	PM	475	711	1186	84.71
73	14ED3674	ROOPA.C.	PM	516	728	1244	88.85
74	14ED3675	SANGEETHA.T.L.	PM	536	742	1278	91.28
75	14ED3676	SHARANABASAPPA	PM	456	700	1156	83.57
76	14ED3677	SHYAM PRASAD.N.B.	PM	479	663	1142	81.57
77	14ED3678	SOWBHAGYALAKSHMI.K.H.	PM	488	708	1196	85.42
78	14ED3679	SOWMYASHREE.G.B.	PM	494	700	1194	85.28
79	14ED3680	SOWMYASHREE.M.	PM	437	683	1120	80
80	14ED3681	THEJASWINI.C.	PM	490	711	1201	85.78
81	14ED3682	VIDYASHREE.K.V.	PM	490	712	1202	85.85
82	14ED3683	VIJAYAKUMARI.H.V.	PM	476	712	1188	84.85

83	14ED3684	AMEENA AKTHAR	BC	510	732	1242	88.71
84	14ED3685	ASHWINI.H.G.	BC	530	745	1275	91.07
85	14ED3686	BHARATHI.S.M.	BC	422	691	1113	79.5
86	14ED3687	DEEPIKA.A.N.	BC	492	719	1211	86.5
87	14ED3688	DIVYA.H.S.	BC	503	710	1213	88.64
88	14ED3689	JYOTHI.K.	BC	473	701	1174	83.85
89	14ED3690	KANIMAKKA.N.	BC	519	742	1261	90.07
90	14ED3691	KAVITHA.M.	BC	510	736	1246	89
91	14ED3692	KAVYA.R.	BC	485	721	1206	86.14
92	14ED3693	MAMATHA.	BC	478	726	1204	86
93	14ED3694	NOOR MAHAMADI.M.	BC	490	711	1201	85.78
94	14ED3695	PRABHA.C.	BC	401	630	1031	73.64
95	14ED3696	ROOPESH KUMAR.P.H.	BC	395	596	991	70.78
96	14ED3697	SATHISH CHANDRA.B.	BC	432	650	1082	77.28
97	14ED3698	SHASHIKALA.R.	BC	447	687	1134	81
98	14ED3699	SYEDA MAYRAJ FATHIMA	BC	475	708	1183	84.5

INNAUGURAL PROGRAMME OF STUDENTS' ACTIVITY :2014-15

TALENTS EXHIBITION OF STUDENT-TEACHERS

CELEBRATION OF 69th INDEPENDENCE DAY

ONE DAY ORIENTATION PROGRAMME ON CURRICULUM FRAMEWORK FOR TWO YEAR B.Ed. PROGRAMME IN COLLABORATION WITH TUMKUR UNIVERSITY

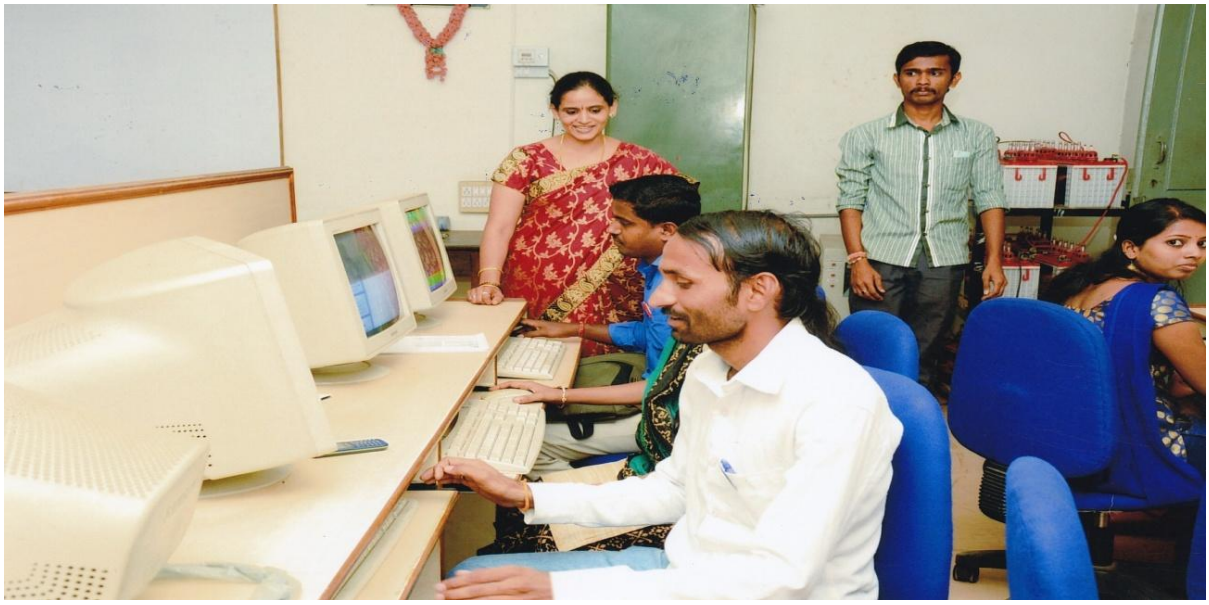
CELEBRATION OF NATIONAL YOUTH DAY

OATH TAKING DURING THE INAUGURATION OF YOUTH RED CROSS SOCIEY

THEORY TEST

CULTURALPROGRAMME

DEMONSTRATION OF PREPARING FLAG BASE



COMPUTER LAB

LIBRARY

STREET PLAY AT MARANAYAKANAPALYA

PARENT TEACHERS MEET

EXHIBITION OF TEACHING LEARNING MATERIAL

INTER - COLLEGE SINGING COMPETITION

INTERACTION WITH REVERED VICE PRESIDENT, SREE SIDDAGANGA EDUCATION SOCIETY

VALEDICTORY FUNCTION OF SCIENCE AND HUMANITIES CLUBS

VALEDICTORY FUNCTION OF STUDENTS' ACTIVITY: 2014-15