Pali Education Society®

St.Paul’s College of Education

#1, 2nd main road, B.D.A. Layout, Prashanthnagar (Pattegarapalya), Vijayanagar, Bangalore – 560079. Phone: 080-23287415
Email: info@palieducationsociety.org

SELF-APPRAISAL REPORT - 2015

Submitted To
National Assessment and Accreditation Council

P. O. Box No. 1075, Nagarbhavi, Bangalore -560072, Karnataka, India.
Phone +91-80-23210261
Sri. H S Palaksha Murthy
Receiving Kempegowda Award by Bruhath Bangalore Mahanagara Palike Bangalore
STPCE NAAC Self Appraisal Report
# INDEX

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</tbody>
</table>
PART -I
PROFILE OF THE INSTITUTION
A) Profile of the Institution

1. Name and address of the Institution: St. Paul’s College of Education
   #1, 2nd Main, B.D.A Layout, Prashanthnagar
   Pattegarapalya, Vijayanagar West, Bangalore – 560079

2. Website URL: www.palieducationsociety.org

3. For communication:

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number with STD Code</th>
<th>Fax No</th>
<th>E-Mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Prof K R Jayadevappa</td>
<td>080-23287415 9448427285</td>
<td>080-23287415</td>
<td><a href="mailto:krjaydev@yahoo.co.in">krjaydev@yahoo.co.in</a></td>
</tr>
<tr>
<td>Vice Principal Smt Rupa N T</td>
<td>080-23287415</td>
<td>080-23287415</td>
<td><a href="mailto:Rupapmurthy@yahoo.co.in">Rupapmurthy@yahoo.co.in</a></td>
</tr>
<tr>
<td>Self–Appraisal Coordinator Vijay Mareppanavar</td>
<td>080-23287415</td>
<td>080-23287415</td>
<td><a href="mailto:vijaymareppanavr@yahoo.com">vijaymareppanavr@yahoo.com</a></td>
</tr>
</tbody>
</table>
Residence

<table>
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<tr>
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<th>Telephone Number with STD Code</th>
<th>Mobile Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof</td>
<td>080 41643961</td>
<td>9448427285/9741097761</td>
</tr>
<tr>
<td>K R Jayadevappa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice Principal</td>
<td>080 23405861</td>
<td>9448367417</td>
</tr>
<tr>
<td>Smt Rupa N T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self–Appraisal Coordinator</td>
<td>08023287415</td>
<td>9035116429</td>
</tr>
<tr>
<td>Vijay Mareppanavar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Location of the Institution:

- Urban [✓]
- Semi-urban [✗]
- Rural [✗]
- Tribal [✗]
- Any other (specify and indicate) [✗]
5. Campus area in acres: 0.52

6. Is it a recognized minority institution? No

7. Date of establishment of the institution:

<table>
<thead>
<tr>
<th>Month &amp; Year</th>
<th>MM</th>
<th>YYYY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>2004</td>
</tr>
</tbody>
</table>

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

Bangalore University, Bengaluru

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

<table>
<thead>
<tr>
<th>Act</th>
<th>Month and Year</th>
<th>Month and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2(f)</td>
<td>MM YYYY</td>
<td>MM YYYY</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12B</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

10. Type of Institution:

a. By funding
   i. Government X
   ii. Grant-in-Aid X
   iii. Constituent X
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. RIE
   iii. IASE
   iv. Autonomous College
   v. Affiliated College
   vi. Constituent College
   vii. Dept. of Education of a
        Composite College
   viii. CTE
   ix. Any other (specify and indicate)
11. Does the University / State Education Act have provision for Autonomy?

Yes ☑ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☑

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

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Level</th>
<th>Programme/Course</th>
<th>Entry Qualification</th>
<th>Nature of Award</th>
<th>Duration</th>
<th>Medium of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>Secondary/Sr. Secondary</td>
<td>---------------</td>
<td>---------------</td>
<td>Certificate</td>
<td>1 Year</td>
<td>Kan / Eng</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.Ed</td>
<td>Any Degree</td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii)</td>
<td>Post Graduate</td>
<td>---------------</td>
<td>---------------</td>
<td>Certificate</td>
<td>1 Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.Ed</td>
<td>Any Degree</td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii)</td>
<td>Other (specify)</td>
<td>---------------</td>
<td>---------------</td>
<td>Certificate</td>
<td>1 Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.Ed</td>
<td>Any Degree</td>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

<table>
<thead>
<tr>
<th>Level</th>
<th>Programme</th>
<th>Order No. and Date</th>
<th>Valid upto</th>
<th>Sanctioned Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary/Sr.</td>
<td>B.Ed</td>
<td>APSO1834 29/11/2004</td>
<td>Permanent</td>
<td>100</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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CRITERION – WISE INPUTS

➤ Curricular Aspects

➤ Teaching Learning and Evaluation

➤ Research, Consultancy and Extension

➤ Infrastructure and Learning Resources

➤ Student Support and Progression

➤ Governance and Leadership

➤ Innovative Practices
Criterion I

Curricular Aspects
B) Criterion – wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated?
   - Vision: Yes ✓ No □
   - Mission: Yes ✓ No □
   - Values: Yes ✓ No □
   - Objectives: Yes ✓ No □

2. a) Does the institution offer self-financed programme(s)?
   - YES
   - If yes,
     a) How many programmes?
     - 01
     b) Fee charged per programme
     - B.Ed RS.37,150/-

3. Are there programmes with semester system?
   - YES

4. Is the institution representing/participating in the curriculum development / revision processes of the regulatory bodies?
   - Yes ✓ No □
If yes, how many faculty are on the various curriculum development/ vision committees/boards of universities/regulating authority?

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

B. Ed.

M.Ed. (Full Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes No

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

Yes No

8. Are there Programmes with faculty exchange / visiting faculty.

Yes No
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?

   [02 Years]

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 01
13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes   √   No  X

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

Yes   √   No  X
Criterion II

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>B.Ed</th>
<th>M.Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Date of start of the academic year</td>
<td>28/01/2015</td>
<td>---</td>
</tr>
<tr>
<td>b) Date of last admission</td>
<td>28/02/2015</td>
<td>---</td>
</tr>
<tr>
<td>c) Date of closing of the academic year</td>
<td>21/12/2015</td>
<td>---</td>
</tr>
<tr>
<td>d) Total teaching days</td>
<td>228</td>
<td>---</td>
</tr>
<tr>
<td>e) Total working days</td>
<td>280</td>
<td>---</td>
</tr>
</tbody>
</table>
3. Total number of students admitted

<table>
<thead>
<tr>
<th>Programme</th>
<th>Number of students</th>
<th>Reserved</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>35</td>
<td>62</td>
<td>97</td>
</tr>
</tbody>
</table>

4. Are there any overseas students?

Yes  X  No  √

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  7577.31
b) Unit cost including salary component  29226.80

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

<table>
<thead>
<tr>
<th>Programme</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highest (%)</td>
<td>Lowest (%)</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>77.27%</td>
<td>50.27%</td>
</tr>
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</table>

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

Yes  √  No  X
8. Does the institution develop its academic calendar?

Yes ☑️  No ❌

9. Time allotted in percentage

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Theory</th>
<th>Practice Teaching</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed.</td>
<td>57%</td>
<td>24%</td>
<td>19%</td>
</tr>
</tbody>
</table>

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

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

11. Practice Teaching at School

a) Number of schools identified for practice teaching

b) Total number of practice teaching days

c) Minimum number of practice teaching lessons given by each student
12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

<table>
<thead>
<tr>
<th></th>
<th>Number of Lessons in Simulation</th>
<th>Number of Lessons Pre-practice teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04</td>
<td>04</td>
</tr>
</tbody>
</table>

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

Yes ✅ No ❌

14. Does the institution provide for continuous evaluation?

Yes ✅ No ❌

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

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Internal</th>
<th>External</th>
</tr>
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<tbody>
<tr>
<td>B.Ed.</td>
<td>51.87%</td>
<td>48.13%</td>
</tr>
</tbody>
</table>

16. Examinations:

a) Number of sessional tests held for each paper

02

b) Number of assignments for each paper

02
17. Access to ICT (Information and Communication Technology) and technology.

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Perticulars</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Computers</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>02</td>
<td>Intranet</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>03</td>
<td>Internet</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>04</td>
<td>Software / courseware (CDs)</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>05</td>
<td>Audio resources</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>06</td>
<td>Video resources</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>07</td>
<td>Teaching Aids and other related materials</td>
<td>√</td>
<td>-</td>
</tr>
</tbody>
</table>

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

Yes [√] No [X]

Number 01

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

Yes [√] No [X]

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

Compulsory [√] Optional [X]
Criterion III

Research, Consultancy And Extension
Criterion III: Research, Development and Extension

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>25.00%</td>
</tr>
</tbody>
</table>

2. Does the Institution have ongoing research projects?
   Yes [✓] No [✗]

3. How does the institution motivate its teachers to take up research in education? (Mark ‘✓’ for positive response and ‘X’ for negative response)
   - Teachers are given study leave [✓]
   - Teachers are provided with seed money [✓]
   - Adjustment in teaching schedule [✓]
   - Providing secretarial support and other facilities [✓]

4. Does the institution provide financial support to research scholars?
   Yes [✓] No [✗]

5. Number of research degrees awarded during last 5 years.
   b. M.Phil. [2]
6. Does the institution support student research projects (UG & PG)?

Yes [✓] No [x]

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

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>*****</th>
<th>Yes</th>
<th>No</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>International Journals</td>
<td>✓</td>
<td>x</td>
<td>05</td>
</tr>
<tr>
<td>02</td>
<td>National Journals - referred papers</td>
<td>✓</td>
<td>x</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Non referred papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Academic articles in reputed magazines/newspapers</td>
<td>✓</td>
<td>x</td>
<td>03</td>
</tr>
<tr>
<td>04</td>
<td>Books</td>
<td>✓</td>
<td>x</td>
<td>15</td>
</tr>
</tbody>
</table>

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

Yes [✓] No [x]

Number [01]

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

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Seminars</td>
<td>31</td>
<td>-</td>
</tr>
<tr>
<td>International Seminars</td>
<td>25</td>
<td>-</td>
</tr>
<tr>
<td>Any other Academic forum</td>
<td>*Developed &amp; Published 8 research tools</td>
<td>-</td>
</tr>
</tbody>
</table>
10. 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

11. Does the institution have a designated person for extension Activities?

Yes [√] No [X]

If yes, indicate the nature of the post.

- Full-time
- Part-time
- Additional charge [√]

12. Are there NSS and NCC / CLC programmes in the institution?

Yes [√] No [X]
13. Are there any other outreach programmes provided by the institution?

Yes ☑ No ☒

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

Yes ☑ No ☒

15. Does the institution provide consultancy services?

Yes ☑ No ☒

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

HONORARY

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

<table>
<thead>
<tr>
<th>Level</th>
<th>☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Level</td>
<td></td>
</tr>
<tr>
<td>State level</td>
<td></td>
</tr>
<tr>
<td>National level</td>
<td></td>
</tr>
</tbody>
</table>
Criterion IV

Infrastructure and Learning Resources
Criterion IV: Infrastructure and Learning Resources

01. Built up Area (in sq. mts.)
   - 6503

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

   a) Methods Lab       Yes ✓   No X
   b) Psychology lab    Yes ✓   No X
   c) Science Lab (s)   Yes ✓   No X
   d) Educational Technology Lab Yes ✓   No X
   e) Computer Lab      Yes ✓   No X
   f) Workshop for preparing teaching aids Yes ✓   No X

03. How many Computer terminals are available with the institution?
   - Yes 45   No X

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?
   - 1.5 LAKHS
04. What is the Amount spent on maintenance of computer facilities during the previous academic year?

50,000/-

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

05 LAKHS

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

10 LAKHS

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

YES

09. Total number of posts sanctioned

<table>
<thead>
<tr>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>04</td>
</tr>
<tr>
<td>Non – teaching</td>
<td>03</td>
</tr>
</tbody>
</table>

10. Total number of posts vacant

<table>
<thead>
<tr>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Non – teaching</td>
<td>-</td>
</tr>
</tbody>
</table>
11. a. Number of regular and permanent Teachers

(Gender-wise)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Open M</th>
<th>Open F</th>
<th>Reserved M</th>
<th>Reserved F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. Professor</td>
<td>00</td>
<td>01</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>01</td>
<td>02</td>
<td>02</td>
<td>-</td>
</tr>
<tr>
<td>Professors</td>
<td>01</td>
<td>-</td>
<td>01</td>
<td>-</td>
</tr>
</tbody>
</table>

b. Number of temporary / ad-hoc / part-time teachers

(Gender – wise)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Open M</th>
<th>Open F</th>
<th>Reserved M</th>
<th>Reserved F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Readers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

c. Number of teachers from

Same state: ALL

Other states: NIL

12. Teacher student ratio (program-wise)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Teacher Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed.</td>
<td>1:12.5</td>
</tr>
</tbody>
</table>
13. a. Non-teaching staff

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Permanent</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Temporary</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

b. Technical Assistants

<table>
<thead>
<tr>
<th></th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Permanent</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Temporary</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

14. Ratio of Teaching – non teaching staff

1: 2

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

31, 68,000/-
16. Is there an advisory committee for the library?

Yes [✓] No [✗]

17. Working hours of the library

On working days

8 HOURS

AS PER THE REQUIREMENTS

On holidays

10 HOURS

During Examinations

18. Does the library have an Open access facility?

Yes [✓] No [✗]
19. Total collection of the following in the library*****

a. Books
   - Text Books 6100
   - Reference Books 200
b. Magazines 11
c. Journals subscribed
   - Indian journals 20
   - Foreign journals 02
d. Peer reviewed journals -
e. Back volumes of journals -
f. E-information resources 03
   - Online journals/e-journals -
   - CDs/DVDs. 125
   - Databases -
   - Video Cassettes 15
   - Audio Cassettes 25

20. Mention the

   Total carpet area of the Library (in sq. mts.) 150
   Seating capacity of the Reading room 60
### 21. Status of automation of Library

<table>
<thead>
<tr>
<th>Automation Status</th>
<th>Indication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yet to initiate</td>
<td>x</td>
</tr>
<tr>
<td>Partially automated</td>
<td>✓</td>
</tr>
<tr>
<td>Fully automated</td>
<td>x</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Service/Facility</th>
<th>Indication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation</td>
<td>✓</td>
</tr>
<tr>
<td>Clipping</td>
<td>✓</td>
</tr>
<tr>
<td>Bibliographic compilation</td>
<td>✓</td>
</tr>
<tr>
<td>Reference</td>
<td>✓</td>
</tr>
<tr>
<td>Information display and notification</td>
<td>✓</td>
</tr>
<tr>
<td>Book Bank</td>
<td>✓</td>
</tr>
<tr>
<td>Photocopying</td>
<td>✓</td>
</tr>
<tr>
<td>Computer and Printer</td>
<td>✓</td>
</tr>
<tr>
<td>Internet</td>
<td>✓</td>
</tr>
<tr>
<td>Online access facility</td>
<td>✓</td>
</tr>
<tr>
<td>Inter-library borrowing</td>
<td>x</td>
</tr>
<tr>
<td>Power back up</td>
<td>✓</td>
</tr>
<tr>
<td>User-orientation/information literacy</td>
<td>✓</td>
</tr>
</tbody>
</table>
23. Are students allowed to retain books for examinations?

Yes √ No X

24. Furnish information on the following:

Average number of books issued/ Returned per day

50

Maximum number of days books are permitted to be retained

by the students 07 DAYS
by the faculty 30 DAYS

Maximum number of books permitted for issue

for students 03
for faculty 05

Average number of users who visited/consulted per month

97

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

1:10

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

5%
Criterion V
Student Support and Progression
Criterion V: Student Support and Progression

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

<table>
<thead>
<tr>
<th>Programme</th>
<th>Year -1 (2011-12)</th>
<th>Year- 2 (2012-13)</th>
<th>Year -3 (2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed</td>
<td>02</td>
<td>03</td>
<td>02</td>
</tr>
</tbody>
</table>

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

|     | 
|-----|-------------------|
| Yes | No X              |

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

10 - 15

3. Does the institution offer Remedial instruction?

|     | 
|-----|-------------------|
| Yes | No X              |

4. Does the institution offer Bridge courses?

|     | 
|-----|-------------------|
| Yes | No X              |
5. Examination Results during past three years (provide year wise data)

<table>
<thead>
<tr>
<th></th>
<th>UG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Pass Percentage</td>
<td>95.60</td>
</tr>
<tr>
<td>Number of first classes</td>
<td>87</td>
</tr>
<tr>
<td>Number of distinctions</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET</td>
<td>06</td>
<td>05</td>
<td>09</td>
</tr>
<tr>
<td>SLET/SET</td>
<td>10</td>
<td>09</td>
<td>10</td>
</tr>
<tr>
<td>K.A.S (specify and indicate)</td>
<td>01</td>
<td>--</td>
<td>01</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Merit Scholarship</td>
<td>---</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>(ii) Merit-cum- means scholarship</td>
<td>---</td>
<td></td>
<td>---</td>
</tr>
<tr>
<td>(iii) Fee concession</td>
<td>32</td>
<td>26</td>
<td>23</td>
</tr>
</tbody>
</table>
8. Is there a Health Centre available in the campus of the institution?

   Yes  √  No  x

9. Does the institution provide Residential accommodation for:

   Faculty  Yes  x  No  √

   Non-teaching staff  Yes  x  No  √

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

    Yes  √  No  x

    If yes, number of students residing in hostels.

    Men  00

    Women  24

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

    Sports fields  Yes  √  No  x

    Indoor sports facilities  Yes  √  No  x

12. Availability of rest rooms for Women

    Yes  √  No  x
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.

<table>
<thead>
<tr>
<th></th>
<th>Organized</th>
<th>Participated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Inter-collegiate</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Inter-university</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>National</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>Any other (Zonal)</td>
<td>-</td>
<td>√</td>
</tr>
</tbody>
</table>

17. Does the institution have an active Alumni Association?

Yes √ No ✗

If yes, give the year of establishment

2012-13
18. Does the institution have a Student Association/Council?

Yes ✓ No ✗

19. Does the institution regularly publish a college magazine?

Yes ✓ No ✗

20. Does the institution publish its updated prospectus annually?

Yes ✓ No ✗

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

<table>
<thead>
<tr>
<th></th>
<th>Year -1 (%)</th>
<th>Year -2 (%)</th>
<th>Year -3 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher studies</td>
<td>10%</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Employment (Total)</td>
<td>45%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>Teaching</td>
<td>40%</td>
<td>35%</td>
<td>36%</td>
</tr>
<tr>
<td>Non teaching</td>
<td>05%</td>
<td>04%</td>
<td>08%</td>
</tr>
</tbody>
</table>

22. 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.

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>26</td>
<td>30</td>
</tr>
</tbody>
</table>

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

- Academic guidance and Counseling: Yes ✓ No ×
- Personal Counseling: Yes ✓ No ×
- Career Counseling: Yes ✓ No ×
Criterion VI

Governance and Leadership
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 x

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

<table>
<thead>
<tr>
<th>Body</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governing Body/management</td>
<td>02</td>
</tr>
<tr>
<td>Staff council</td>
<td>06</td>
</tr>
<tr>
<td>IQAC/or any other similar body / committee</td>
<td>02</td>
</tr>
<tr>
<td>Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)</td>
<td>03</td>
</tr>
</tbody>
</table>

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

   Loan Facility             Yes ✓ No x
   Medical assistance        Yes ✓ No x

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

   01 01 01
5. Furnish the following details for the past three years

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

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

<table>
<thead>
<tr>
<th>National</th>
<th>3</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

| 1 | 1 | 1 |

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

<table>
<thead>
<tr>
<th>Symposia</th>
<th>Seminar</th>
<th>Work Shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>02</td>
<td>04</td>
</tr>
</tbody>
</table>

e. Research development programmes attended by the faculty

| 0 | 5 | 5 |
f. Invited/endowment lecturers at the institution

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
</table>

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

a. Self-appraisal (Teachers)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>√</td>
<td>X</td>
</tr>
</tbody>
</table>

b. Student assessment of faculty performance

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>√</td>
<td>X</td>
</tr>
</tbody>
</table>

c. Expert assessment of faculty performance

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>√</td>
<td>X</td>
</tr>
</tbody>
</table>

d. Combination of one or more of the above

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>√</td>
<td>X</td>
</tr>
</tbody>
</table>

7. Are the faculty assigned additional administrative work?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>√</td>
<td>X</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>02</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
8. Provide the income received under various heads of the account by the institution for previous academic session.

<table>
<thead>
<tr>
<th></th>
<th>Year-1</th>
<th>Year-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant-in-aid</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fees</td>
<td>33,09,540/-</td>
<td></td>
</tr>
<tr>
<td>Donation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Self-funded courses</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hostel</td>
<td>10,50,000/-</td>
<td></td>
</tr>
</tbody>
</table>

9. Expenditure statement (for last two years)

<table>
<thead>
<tr>
<th>****</th>
<th>Year-1</th>
<th>Year-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sanctioned Budget</td>
<td>1,71,94,400/-</td>
<td>71,94,400/-</td>
</tr>
<tr>
<td>% spent on the salary of faculty</td>
<td>14.5%</td>
<td>34.6%</td>
</tr>
<tr>
<td>% spent on the salary of non-teaching employees</td>
<td>4.1%</td>
<td>9.3%</td>
</tr>
<tr>
<td>% spent on books and journals</td>
<td>0.5%</td>
<td>1.6%</td>
</tr>
<tr>
<td>% spent on developmental activities (expansion of building)</td>
<td>72.7%</td>
<td>34.7%</td>
</tr>
<tr>
<td>% spent on telephone, electricity and water</td>
<td>0.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.</td>
<td>4.6%</td>
<td>11.1%</td>
</tr>
<tr>
<td>% spent on maintenance of equipments, teaching aids, contingency etc.</td>
<td>0.6%</td>
<td>1.3%</td>
</tr>
<tr>
<td>% spent on research and scholarship (Seminars, conference, faculty development programs, faculty exchange etc.)</td>
<td>1.5%</td>
<td>3.4%</td>
</tr>
<tr>
<td>% spent on travel</td>
<td>0.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Expenditure incurred</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

********

Surplus in Rs

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>39,69,953/-</td>
</tr>
<tr>
<td>71,32,205/-</td>
</tr>
<tr>
<td>59,88,632/-</td>
</tr>
</tbody>
</table>

11. Is there an internal financial audit mechanism?

Yes √ No x

12. Is there an external financial audit mechanism?

Yes √ No x

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

- Administration Yes √ No x
- Finance Yes √ No x
- Student Records Yes √ No x
- Career Counseling Yes √ No x
- Aptitude Testing Yes √ No x
- Examinations/Evaluation/ Assessment Yes √ No x
14. Does the institution have an efficient internal co-coordinating and monitoring mechanism?

Yes √ No x

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

Yes √ No x

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

Yes √ No x

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

Yes √ No x

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
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?

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Category</th>
<th>Men</th>
<th>Percentage</th>
<th>Women</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>SC</td>
<td>06</td>
<td>06.18%</td>
<td>08</td>
<td>08.24%</td>
</tr>
<tr>
<td>b</td>
<td>ST</td>
<td>04</td>
<td>04.12%</td>
<td>07</td>
<td>07.21%</td>
</tr>
<tr>
<td>c</td>
<td>OBC</td>
<td>17</td>
<td>17.52%</td>
<td>43</td>
<td>44.32%</td>
</tr>
<tr>
<td>d</td>
<td>Physically</td>
<td>-</td>
<td>-</td>
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<td>challenged</td>
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<td>e</td>
<td>General</td>
<td>08</td>
<td>08.24%</td>
<td>04</td>
<td>04.12%</td>
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<td></td>
<td>Category</td>
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<td>f</td>
<td>Rural</td>
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<tr>
<td>g</td>
<td>Urban</td>
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</tr>
</tbody>
</table>
4. What is the percentage of the staff in the following category? ****

<table>
<thead>
<tr>
<th>Category</th>
<th>Teaching staff</th>
<th>%</th>
<th>Non teaching staff</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a SC</td>
<td>01</td>
<td>11.11%</td>
<td>01</td>
<td>20%</td>
</tr>
<tr>
<td>b ST</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c OBC</td>
<td>05</td>
<td>55.55%</td>
<td>02</td>
<td>20%</td>
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<tr>
<td>d Women</td>
<td>03</td>
<td>33.33%</td>
<td>07</td>
<td>70%</td>
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<tr>
<td>e Physically challenged</td>
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<tr>
<td>f General Category</td>
<td>01</td>
<td>11.11%</td>
<td>-</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>At Admission</th>
<th>On Completion of the Course</th>
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<tbody>
<tr>
<td></td>
<td>Batch I</td>
<td>Batch II</td>
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<td></td>
<td>2009-10</td>
<td>2010-11</td>
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<tr>
<td>SC</td>
<td>13</td>
<td>15</td>
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<tr>
<td>ST</td>
<td>02</td>
<td>03</td>
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<td>OBC</td>
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</tr>
<tr>
<td>Physically Challenged</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>General Category</td>
<td>82</td>
<td>80</td>
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</tbody>
</table>
PART-II
Executive Summary

The founders of Pali Education Society had a dream of imparting quality higher education increase strength of mind, expand intellect and instilling Indian traditional values in the students by which one can stand on one’s own feet. To fulfill this dream in the vicinity of Vijayanagar, Bangalore, St. Paul’s College of Education was started in the year 2004. The College is approved by Government of Karnataka, affiliated to Bangalore University and recognized by NCTE. The College has acquired a good reputation for its quality education, of future teachers in the society.

We have well established highly equipped infrastructure and instructional facilities which enriches the student teacher to emphasize on academic excellence, mastery of needed skills methods, development of a creative and committed personality with quality education and gift the society with eminent, hardworking, dedicated educationists which is possible with constant support and encouragement by the management with very good Library, Science, Computer, Psychology laboratories managed by highly qualified and experienced teachers.

B. Ed Course

The institution admits 100 students as per the intake sanctioned, out of which 50 students are from government quota and remaining 50 students are from management quota.
Criterion I

Curricular Aspects
CRITERION – I

Curricular Aspects

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

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, issues of Ecology and Environment, value orientation, Employment, Global trends and Demands, etc.)

Objectives of the Institution:

- To promote holistic development in terms of physical, social, emotional, intellectual, aesthetic, linguistic, cultural and ethical values.

- To develop professional competencies for total quality improvement.

- To develop potentialities on using need based educational technology and techniques in teaching.

- To develop cordial relationship with the community to meet challenges for further growth.

- To provide equity in respect of all supporting systems to both men and women without any discrimination.
Intellectual:
The student teachers are prepared for their eventful future life, with emphasis on problem solving, judgment, creative and managerial skills.

Academic:
To prepare student teachers as cognitively enlightened citizen for future, develop commitment for professional teaching skills and for leading a purposeful life.

Training:
Training is provided to student teachers in developing teaching competencies by activity oriented and value based activities.

Access to Disadvantaged:
The college provides access to the disadvantaged sections of the students and encourages them to make use of all supportive services available in the college to the optimum level.

Equity:
The college ensures equal opportunities to all student teachers in academic and co-curricular activities such as participation in class room interaction, competitions, celebrations and service oriented programmes.
Self Development:
Self development is encouraged by imparting skills such as communicative, numerical ability, participatory management, group dynamics, self confidence and value added programmes to lead a successful life.

Community and National Development:
Service to the society and social responsibility takes pride in our institution. Programmes Tree Plantation are conducted on Human Rights, Child Labour, Blood Donation, etc as part of national development.

Issue of Ecology and Environment:
Institution provides programmes to inculcate a sense of understanding of the importance of ecology and healthy environment to all students.

Value orientations:
By training students, to participate in programmes on cultural aspects and to undertake community oriented services.

Employment:
The college imparts knowledge and skills suitable for employment in the fast changing education scenario of teacher education Practice teaching programme provides foundation to get a suitable job after the course is completed.
Global trends and demands:
The institution intends to develop the capacities of the students by making them understand their abilities. Training and use of internet provides global knowledge and skills to be abreast of time. The institution aims at producing knowledgeable, socially responsible, skilled and competent citizens with human values and abilities to know, to do and lead purposeful lives.

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

The institution follows the curriculum prescribed by the Bangalore University. However Feedback received from stake holders will be forwarded time-to-time to BOS (Board of Studies) of Department of Education, Bangalore University Bangalore for consideration.

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

Changing trends in scenario effects teacher education as and when required which reflected in the curriculum by adding the current trends to meet the global requirements.
The teacher education programme under Bangalore University has sensitized the need for incorporating topics related to global trends based on feedback received from academic experts and different stakeholders. The role of teacher educator and Pupil teacher has been redefined us to the global trends and emerging needs of the schools children. Through a balanced blending of traditional methodology with ICT and new technology, we prepare the student –teachers to become independent, creative and confident enough to face the world. The institution and faculty members are prompt in guiding the student –teachers to integrate the technology like SMART CLASS ROOM, LCD Projector, Slide Projector, Internet, Computers & Other audio-visual aids with face to face sessions to present the content effectively.

Teacher educator demonstrates and justifies the judicious use of appropriate methodology in handling and mastery learning by ICT. Faculty make good use of power point presentations and project based instructional resources for instructions, orientation & for conducting different curricular and co- curricular activities. The student teacher imitates and learns different skills during their work educations classes especially during Chalk Board Writing, Handling of equipments & preparing teaching aids.

The captions, thought of the day, prayer and role models, code of conduct of teachers are exemplary for student teachers. They discuss and share their views on various religious, spiritual & moral ideals. The Principal and all faculty members are leading examples. They review the code of ethics regularly to maintain values in the behavior of the student teacher.
Various co-curricular activities spontaneously encourage the student teacher to learn in team work and integration

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

As the institution is affiliated to Bangalore University, curriculum prescribed by the University is followed. The curriculum bears the thrust issues in the course to meet the emerging needs by adding Education and National Concern, Information and Communication Technology, Development of school Education in India, in the syllabus.

The curriculum of the B. Ed. course bears thrust on National issues like Value education, Gender equality, Human rights, Equality, Environmental Issues, National integration, Women education, Education of Challenged Pupil and ICT.

To receive the student inter-active student-teacher community on the pattern of ancient Indian Gurukuls and Ashrams, institute maintains the morality and healthy relation of the society.

The institution conducts morning assembly daily where moral & social Values are propagated and developed through prayers and short speeches on social & moral issues.
Environmental Education and ICT are a part of the curriculum and the institute participates in rallies to aware the people on national issues (like Pollution, Population Control, Girl Child Education etc.) workshops, seminars and other events on such issues.

Teaching skills and Case study methods are adopted and use of Internet for learning and recording is encouraged.

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

Yes, the institution makes use of ICT for curricular planning. The faculty and students utilizes internet facility for preparation of academic packages, projects articles etc.

1.2 Academic Flexibility

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

- Faculty during, course of interaction with students while teaching a particular subject.
- Importance of environmental values and ethics.
While teaching value education

Experience and activity based teaching in all the respective methodologies by quoting quotations, experiences, topics etc.,

The institution provides practical experience through teaching practice in which local schools are contacted and the students engage their classes along with conduct of contests, competitions and other activities.

The institution also provides varied experiences to its students through other practices such as Teaching skills, Simulated Teaching & Action research.

The student teachers are motivated to use ICT in their notes preparations, lesson planning for practice teaching, power point presentation for class seminar.

The institution provides a platform to all student-teachers to participate in various literary, cultural and community service practice.

These entire programmes give sufficient experience to the students so that teaching becomes more reflective practice.
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?

College always encourages students to take participation in seminars, workshops, debates using multimedia presentations. Besides this, college organizes various co-curricular activities, educational excursion, tours, local visit to educational and Historical places providing varied learning experiences to the students.

The institution provides adequate flexibility and scope in the Operational curriculum by providing experience to the students recreation and interaction.

There are 12 optional subjects are available with 04 elective papers. Guidance and Counseling ,Life skills Education ,Value Education ,Education for peace and Inclusive Education is also available for students to interact with new technologies.

For the effective implementation of curricular aspect of course all the faculty members use various innovative and technological approaches of teaching and learning.

Various methods like demonstration, lecture and problem solving are used with wide range of teaching aids such as OHP, Computers, slide projectors, charts, models etc.
While providing effective teaching learning environment to the student teacher in the campus and in the classroom they are being motivated to do work with community and in the community.

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.

- In the institution there is proper provision to develop communication & ICT skills, community orientation and social responsibility skills among the student teachers

- Development of Communication skills:- Verbal and non verbal communication skills Communication and ICT skills are developed through the effective implementation of curriculum of Paper computer education.

- Life skills:- numerical ability, verbal resourcing and non – verbal resourcing, decision making, problem solving, critical and creative thinking, self awareness, stress management etc..

- Community orientation:- Community Living Camp is organized for 4 days to develop social responsibilities, functioning of self health groups, survey of needs and problems of the community by visiting orphanage, slums, oldage home etc.,.
➢ Social responsibility:- Women empowerment, Consumer education, environmental values and ethics, etc.,

The following value added courses have been introduced by the institution to strengthen the curriculum.

➢ Community Education
➢ Guidance and Counseling
➢ Value Added Courses
➢ Life Skills Education
➢ ICT Education
1.2.4. How does the institution ensure the inclusion of the following aspects in the curriculum?

i. Interdisciplinary / Multidisciplinary

ii. Multi-skill development

iii. Inclusive education

iv. Practice teaching

v. School experience / internship

vi. Work experience / SUPW

vii. Any other (Specify and give details)

B.Ed. course is inter-disciplinary by nature. The curriculum is involved interdisciplinary and activity approach, non-formal method of teaching along with various method of teaching such as models of teaching, team work, programme learning, micro teaching, simulated teaching and group discussion method. Moreover the necessary correlation is precisely drawn upon between the taught subjects while teaching. The institution also ensures inclusion of development of various aspects of the learner through the subjects taught.

The Course content deals with various interdisciplinary and Multidisciplinary aspects in the curriculum such as:

i. Interdisciplinary/ Multidisciplinary:
Statistics is the part of Evaluation in Education, in all methodologies etc.,

ii. Multi-skill development:
Communication skills, Personally Development, Life skills. Various Intra and inter College competitions like debates, essay, competitions, dramatics, Skill-in-Teaching & Teaching Aid Preparation competitions.
iii. Inclusive education:
Physically challenged students are admitted and treated on par with other students and make them feel comfortable.

iv. Practice teaching:
As a preparation to actual practice in schools, microteaching sessions are organized. The faculty meticulously organizes intricate sessions of microteaching and students practice under their watchful eyes. Lesson planning is considered an important input in the preparation for teaching practice. Faculty members take good care of training students in lesson planning too. Before the students are sent to schools, for practice teaching, the College organizes confidence building programmes such as pedagogical content analysis, lesson planning, developing core teaching skills, through micro teaching under simulated conditions, observation of model lessons etc.

Demonstration lessons are given by each subject teacher in the presence of other staff members and students. Every student observes 10 demonstration lessons. Each student teacher has to give 40 practice lessons in school by taking 20 lessons in each Method of Teaching.

v. School experience:
Conducting practical activities in concerned subjects as per the syllabus

vi. Work experience:
Various crafts are taught in the college like gardening, home craft, card-board making, candle making, interior decoration, art and painting etc. Various competitions like rangoli making, mehndi, pot painting, model making etc are also organized in the college from time to time.
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 curriculum?

- Feedback is obtained from the students both during their study in the college as well as at the time of leaving the college on completion of their study by providing feedback forms appended to Self Appraisal Manual of NAAC, Bangalore.

- Feedback from alumni is obtained through alumni association of the college.

- Feedback from community is obtained by inviting of the students parents.

- Feedback from community is obtained by inviting parents of the students who are studying in our college.

- Feedback from employers, academic peers and stakeholders is obtained through meetings with the Principal and faculty members.
1.3.2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The feedback obtained is systematically analyzed, discussed conclusion arrived at by initiating remedial measures wherever necessary by discussing same at staff meetings and management meeting.

The minutes of such deliberation are recorded in a separate required format for further follow up.

- Management invites feedback through discussion by taking into consideration opinion of all members.
- Frequent interaction with different faculties to identify needs, problems and finding solution through discussions

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

There is no provision as such for the participation of self financed teacher education colleges in curriculum development at University level. However Feedback received from stake holders regarding curriculum will be forwarded to the BOS (Board of Studies) of Department of Education, Bangalore University Bangalore for consideration.
1.4 Curriculum Update

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

Revision of syllabus (CBCS-Choice Based Credit System) was done by Bangalore University during the academic year 2014-15.

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.)

As the institution is affiliated to Bangalore University, college has no provision for curriculum revision and update as it is mandatory to follow the same as per the norms of the University.

1.5 Best Practices in curricular aspects.

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

- Community Education, Value Education and Environmental Education were inbuilt in the curriculum to develop Social Skills, Life Skills and skills related to Community living.
In addition to compulsory paper on ‘Computer Applications to Education’ Graded Computer Education is provided to all the students to upgrade their skills in ICT. Evaluation is made continuous and comprehensive.

To make feedback mechanism more formal and systematic specific evaluation proforma were prepared based on the related criteria to get feedback from the students, alumni and employers about various aspects of the courses offered. These proforma are modified.

Proforma to get feedback from mentor teachers from practicing schools and internship schools are prepared.

Feedback thus obtained is scrutinized, compiled and used to enhance the quality of concerned courses.

Specific evaluation proforma are developed to get students feedback with regard to Content Based Instructional Methodology subjects.

Self evaluation proforma is prepared for students to evaluate their performance in practice in teaching lessons after every class.

Institution prepares day wise calendar of events in the beginning of academic year and this is made known to the students.

Curriculum transaction is made flexible through two medium of instruction Kannada and English.
Talents of students are identified in the beginning of academic year and accordingly the role and responsibilities are shouldered by them through various committees.

Institution makes all effort to provide efficient human and material resource for effective transaction of curriculum.

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

- Value added programme are introduced

- Special programs on Biotechnology, Micro Biology, Bio Informatics, Genetics, Mental Health, Human Rights, Stress management were conducted by inviting experts.

- Question banks are prepared in all subjects.

- Spoken English classes are conducted.
Best practices in curricular aspects which have been implemented are use of technology in Education i.e. Micro teaching, Simulated teaching, Group Discussion, devising lesson plans, etc. use of LCD, Power point presentations, OHP, teaching aids, etc. preparation and use of teaching aids in various teaching subjects.
Criterion II

Teaching Learning and Evaluation
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 Process
Criterion – II

Teaching Learning and Evaluation

2.1 Admission Process and Student Profile.

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

➢ Admissions to the B.Ed programme was done through common Entrances Test conducted by Karnataka Government through centralized Admission Cell till 2010.

➢ Present admission process is done merit wise as per the rules, regulations and norms prescribed by regulatory bodies like NCTE, affiliated university and Government of Karnataka regularly.

➢ For equity institution follows all the rules and regulations prescribed and implemented by the regulatory bodies like reservation for different category students.

➢ The admission processes are made transparent and accessible as per the criteria of the courses.
2.1.2. How are the programmes advertised? What information is provided to prospective students about the programmes through the advertisements and prospectus or other similar materials of the institutions?

The Program is advertised and notified through popular newspapers. Further the students are made aware about the status of the institution relating to the recognition by the Government, NCTE and affiliation status of the concerned University, etc.,

Publicity through advertisements in college Website, News paper, Pamphlets, Banners Broachers, Media etc.

The Institution publishes its updated prospectus annually containing detailed information about the programme of the institution. And also stakeholders make recommendation orally to join this institution.

2.1.3. How does the institution monitors admission decisions to ensure that the determined admissions criteria are equitably applied to all applicants?

The process of admission ensures that the admission criteria are equitably. The process of admission ensures that the admission criteria are equitably applied to all the applicants. While selecting the students for admission, these criteria are kept in mind and based on the set of criteria only.
Once the admission list is finalized, the members of the admission committee along with the clerical staff check the list of candidates selected along with the related details, to ensure whether determined admission criteria are equitably applied.

The institution gives further scope to check this aspect again by the applicants by announcing the list of the selected candidates on the notice board and thus ensures transparency by another body, closely concerned with the issue. Time and opportunity are provided for the students to meet the principal in case of any doubt or ambiguity.

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

The college works with the basic understanding that each student admitted to the institution is unique and possesses different needs and characteristics because of different socio economic and cultural backgrounds. Efforts are made to help students to learn with ease and without any problems that would arise out of these diversities. Each issue related to each of the area of diversity has been taken care of using different strategies.
Strategies for individual/personal diversity:

Basic Facilities:
Basic facilities like food, water etc are taken care of so that no student will face any problem to lead a secure life in the college premises. Apart from these some specific strategies have been followed to ensure provision for the individual needs. They are

Personal Counseling:
Each students is counselled by the teaching faculty of our college regularly by concerned staff and share their experiences, needs, difficulties related to academics, cultural differences, language difficulties etc., are shared by the students and addressed by the teachers during these sessions.

Health assistance:
Doctor available in the campus itself and renders medical assistance as per their desires further first aid kit is available in college.

Hostel Accommodation:
The B Ed section of the college is basically meant for girl students and security of these students is completely taken care of. There is secured hostel facility with an efficient warden and all the requirements of these inmates are taken care of by the institution.
Pace Setting Strategies:
Utmost care is taken to provide learning experiences according to the ability of students. There are students with high, moderate and low abilities as far as different aspects of the course are concerned.

Enrichment programmes are arranged for gifted and remedial coaching will be provided for slow learners.

Mentor System:
Individual attention is given to each of the students through mentor system. Each faculty is allotted with twelve to fifteen students for observation, mentoring and guidance. Each faculty member will focus his/her attention more on these allotted students and to ensure their growth process.

Strategies for Economic Diversity:

Incentives:
The institution helps in getting financial assistance in different ways. There are number of scholarships funded by the government.

 Provision to Pay Fee in Easy Installments:
In order to accommodate students to pay the fee without any burden, provision is made for them to pay fees in easy installments.
Strategies for Cultural Diversity:

**Accommodating Space and Time for Adjustment:**
The students coming from different cultural background find difficult to adjust to new environment. Enough time and space is provided for them to adjust with the new environment.

Hence enough care is taken to give time for them to learn and also to interact and become familiar with rest of the group.

**Peer Training And Diverse Grouping:**
The students need to work in different groups in the accomplishment of many tasks especially in the beginning. Hence attempts are made to mix students from different cultural and geographical background so that they will be able to know one another.

**Celebrations of special days and cultural festivals:**
The institution encourages and celebrates the festivals and special days of all religions like Deepavali, Christmas, etc. to make students of each group feel at ease and also learn the tenet of other religions and to realize the harmony in all religions.

**Special Events:**
Competitions like culture depiction, singing of patriotic songs in different languages also put students in multi cultural environment.
Strategies for religious diversity:

Scripture Reading:
Number of occasions are created where scriptures and life based ideas of all religion are read, by the students. This not only puts the students at ease but also helps them to see the harmony among the ideas of different religions.

Multi Lingual Prayer Sessions:
Twice a week, moral education classes are held to create opportunity for the students belonging to different religions to share their ideas and understand the unifying ideas of different religions.

Strategies for Linguistic Diversity:

Flexible medium of instruction:
Students are given option to choose the medium of instruction to study and answer the examination. Instruction is given both in English and regional language. Books and other software facilities required to study in any of these medium is provided in the institution.

Using Local Language for Communication:
Most of the time the medium of communication is Kannada, i.e the local language. The students are free to converse in the language they feel easy and fluent.
Strategies for Challenged Students:
The number of physically challenged students taking admission is very less for this course. However, the necessary provision like use of green boards, arranging classes and practical work on the ground floor etc have been taken care of by the institution. Due of ailment and physical incapacity when they cannot perform certain activities, alternative activities are planned for them.

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

Yes, there is provision for assessing student’s knowledge/ needs and skills before the commencement of teaching programmes through

- Formal and Informal interaction with student teachers.
- Organizing group activities during induction programme.
- Content test in methods like Biology, Chemistry, Physics, Maths, History and Civics, Geography, Kannada, English, Hindi and Sanskrit are conducted to assess the level of the student’s knowledge before the commencement of teaching programme.
- Through Micro teaching and Communication skills practice college checks whether teacher trainees are knowledgeable and sensitive, to cater the diverse needs of students.
College develops teaching skills through various Co-Curricular Activities like talent search, seminar, pick and speech, debate, essay competition etc.

There is provision for interaction, discussion with students to assess their knowledge in different methodologies like project method, problem solving method etc.,

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 formulates Calendar of events and the Time table course as per the rules and regulations of Bangalore University.

Orientation programmes for one week is conducted to create awareness and provide information about the course.

The students are motivated to the course by arranging the interaction sessions in which they express their ideas and views.

Conducive environment is provided with good infrastructure and well ventilated spacious class rooms.

Emphasis is given to both Curricular and Co-Curricular Activities such as debate, essay competition, monoacting, role play, group discussion, science fair, community oriented outreach programme etc.
➢ Tutorials and Activity classes are conducted regularly, during which students express themselves freely and discuss their problems, if any, with the tutors and the problems are taken care by the teacher, during normal class room situations.

➢ Promote religious tolerance and values, regular assembly is conducted, beginning with prayer, news reading, 2 minutes talk by the students on current affairs, thought for the day, pledge of the institution and the assembly ends with National Anthem.

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

The institution values diversity and provides opportunities for students and staff to understand the role of diversity and equity in teaching learning process. The following measures are in vogue to cater to the diverse needs of students.

The diverse needs are identified and focused throughout the course by providing congenial institutional climate and special focus in teaching learning process.

Providing Congenial Institutional Climate:

The overall course is structured in such a way that it caters to the diverse needs of the students. The special focus given in this regard is as follows:
Special Focus During Practice Teaching:
The students with average and above average abilities are grouped in pairs to help them to learn from one another and the method masters guide them together as to how to go about doing the different tasks related to teaching learning process. The instructional materials are prepared in groups so that students with different type of abilities can contribute for the needs of one another.

Flexibility to select Subjects:
The institution provides flexibility to select subjects/electives according to the needs, interests and abilities of students especially in optional paper, and non scholastic activities. The students have wide choice under these and are allowed to select the subject in the curriculum (CBCS) of Bangalore University as per their aptitude and ability.

Varied Activities Under Clubs And Sanghas:
There is scope for various activities under Science Club, Kannada Sangha, Women’s Cell, Human Rights Cell etc. like undertaking projects, organizing guest lectures, maintaining labs and organizing quiz competitions etc. Students have freedom to choose the activities of their choice.

Option to Choose the Schools for Practice Teaching:
To cater to students with different socio economic backgrounds, provision is made to select the practicing schools for practice teaching so as to help them in mobility and also to help them to serve an institution of their choice.
Choice in Selecting Roles and Responsibilities:
There are ample opportunities throughout the course to play roles of varied skills, capability and challenges. These form organizational tasks like collaborative tasks, leadership tasks, managerial tasks, collating tasks, planning tasks, supervisory tasks etc. These roles are distributed according to the choice and varied abilities of 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 activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process are planned and organized through various committees for developing skills in curricular and co curricular activities:

- Teaching skills is developed while conducting micro and macro lessons.
- Peer teaching, Co-operative learning are adopted by dividing the students while conducting communication and micro teaching skills.
- Contents are added in the curriculum in respective subjects by the Bangalore University.
- Participatory management, conducting tutorial classes and self study materials are provided to help the students to prepare academically, in order to understand the role of diversity and equity in teaching learning process.
Community Living Camp, Blood Donation Camp, visit to orphanage 
Educational excursion, field trips are organized to develop educational, 
social and ethical values.

Various competitions are organized to encourage and develop innate 
abilities and talents of students.

National festivals are celebrated to develop secularism.

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

Institution has well qualified, experienced, matured and sensitive staff to meet 
the diverse needs of the students. Regular assessment of the staff will be 
done by the management, and feedback collected from the students. Feedback 
and suggestions are given to teacher educator during micro and macro 
demonstration lessons to ensure that they are knowledgeable.

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

The college provides a wide variety of such practices which enables student 
teachers to be innovative & skilful and adopt human values.

Some activities like Morning Assembly, Symposia and Debates are organized 
for the development of humanity in the student teachers.
Besides this social and cultural activities for e.g. Organizing various social and cultural programme, Celebrating days of national, international and social importance such as Republic day, Independence Day, Teachers Day, Youth Festival, Science day etc., Organizing Extension Lectures are very worthy for the self development of the students.

2.3 Teaching Learning Process.

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

The Curriculum of B.Ed. Programme of Bangalore University, Bangalore is designed in such a way that the teacher trainees should remain engaged in active learning. Our efforts are there to transact this curriculum effectively by implementing the following activities to engage the teacher trainees through active learning.

**Theory Courses:**

While teaching the theory courses along with technology based lecture method, our faculty uses various interactive teaching strategies like group discussion, role playing, co-operative learning, using models of teaching and lectures followed by discussions which engage the teacher trainees in active learning.
Practical related to the theory courses:
Teacher trainees have to complete one practical/seminar activities in each paper. These Practical/seminar activities are in the form of individual projects and group projects, where teacher trainees remain engaged in active learning.

Teaching Skills and Simulated Lessons (Peer teaching):
Teaching Skills are the essence of teacher training programme, where teacher trainees have to remain focused in acquiring mastery over various teaching skills which will be useful in simulation lessons and classroom teaching. Therefore, the teacher trainees remain active in this learning process. In bridge lessons, teacher trainees have to integrate various skills acquired in the micro-teaching and conduct the lessons. Similarly, the teacher trainees have to conduct simulated lessons on the peer group members, thus remaining engaged in active learning.

Practice Teaching:
During practice teaching the Student-teachers have to teach in real classroom situation, for that purpose they have to do a lot of preparation. Such as writing the lesson plans, taking guidance from method masters, finalization of lesson plans, preparation of teaching aids etc. For all these activities the student-teachers remain engaged actively.

Community Service Programmes:
College organizes the social service activities such as Community Living Camp which is integral part of curriculum. Student-teachers are divided into seven different groups according to their interests and preferences given by
them. The areas for social service are school health practice, environmental education, population education, family life education, adult education, cultural activities and sports.

The activities like street play, role playing, projects, discussions, cleaning of the campus, vermin compost preparation, tree plantation and nursery development are organized to sensitize the teacher trainees about the various social issues and problems. Thus, the teacher trainees are engaged in active learning and develop their competencies and commitments required for would be teachers.

**Co-Curricular Activities:**
Throughout the year, the institution engages the teacher trainees in organizing and participating in various co-curricular activities which mould their personality as teachers of the 21\textsuperscript{ST} century.

The co-curricular activities include celebration of various important days, elocutions, debates, essay writing, poster presentations, street plays, article writing, exhibitions, lecture series, workshops, orientations, acts, plays, drama and poem reading. At the end of the year, all these co-curricular activities conclude with the annual social gathering where the prizes are distributed to the meritorious teacher trainees and teacher trainees with extra ordinary qualities in order to appreciate them and motivate others. Along with the prize distribution programme, the annual cultural programme is also organized to inspire the teacher trainees.
Use of learning resources:
A separate library building is the unique feature of our institution. In this library, various reference books, encyclopedia, reports, surveys, dictionaries, text books, periodicals, journals, newspapers in both English and Kannada languages are available. Besides these resources, offline as well as online resources are also available in the library. The offline resources include CDs on various subjects.

The online resources include the availability of internet connectivity in the library and separate computer laboratory. The reference books and text books are given to the teacher trainees at home, while encyclopedia, reports, surveys, dictionaries, periodicals, journals and CDs are made available to the teacher trainees in the library. The internet facility is also available for teacher trainees. Thus, by providing books, CDs and internet as learning resources the teacher trainees are engaged in active learning.

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

Learning is made student centered by participatory involvement of students in the academic aspects by the faculty of the institution in their respective methodologies of teaching. Some of the participatory learning activities adopted by the institution to individual students which contributes to management of knowledge and skill development are:
Seminar papers are presented by adopting discussions, brainstorming, sensitivity training etc.

Preparation of class room teaching aids, Power Point Presentation, E mail and Internet working in execution of practical activity in ICT and other subjects.

Teaching skills are developed through participation of students in simulated conditions of communication and micro teaching skills.

Assignments and activities are completed by utilizing resources in library.

Practical experiments are conducted in science methods, psychology, social science etc.

Thus all the activities are successfully organized to cater the student teacher need and to make learning more easy and reliable to them. Every effort has been made to make learning student centered and community oriented.

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

The instructional approaches and experiences provided by the institution for ensuring effective learning are:

- Concept attainment model
Inquiry training model

Jurisprudential model

Group discussion

Innovative methods

Problems solving method.

Are used to make their learning more effective and productive.

**Instructional Approaches**

Different methods are used for teaching different topics like lecture method, project method, lecture cum demonstration method and problem solving method. Teachers also use Co-operative Approach while teaching. The innovative Approach introduced by college teachers is Co-operative Learning.

As in the B. Ed. curriculum 70% Weight-age is given to theory and rest 30% Weight-age is given to pedagogical skill development, practical work, field work, teaching practice etc. All necessary steps have been taken for the effective implementation of the curriculum aspect, theory as well as practical. Different type of Psycho Test and apparatus are available to conduct the Psychological Test for the different type situations.
2.3.4. Does the institution have a provision for additional training in models of teaching? If yes provides details on the models of teaching and number of lessons given by each student?

Yes, the institution provides the provision for additional training in models of teaching. Concept attainment model, Inquiry training model is used in science methods. two lessons are developed by Mathematics, Biology, Chemistry and Physics method students.

Jurisprudential model is used in social science methods. two lessons are developed by social science method students.

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

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

Micro-teaching session is conducted as pre teaching activity in simulated condition.

Six skills are practiced by each student teacher.
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 mechanism of lessons plans etc)

As our college is affiliated to Bangalore University, it is mandatory for all the student teachers to undergo 45 days of practice teaching in schools. During the 45 days of practice teaching every student teacher should give 26 lessons, (12 lessons and 1 criticism lesson)

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Micro teaching skills</th>
<th>No of lessons given by each student teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Skill of Introduction</td>
<td>01</td>
</tr>
<tr>
<td>02</td>
<td>Skill of Explanation</td>
<td>01</td>
</tr>
<tr>
<td>03</td>
<td>Skill of Probing questions</td>
<td>01</td>
</tr>
<tr>
<td>04</td>
<td>Skill of Illustration with examples</td>
<td>01</td>
</tr>
<tr>
<td>05</td>
<td>Skill of Stimulus variation</td>
<td>01</td>
</tr>
<tr>
<td>06</td>
<td>Skill of using black board.</td>
<td>01</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Particulars</th>
<th>Details</th>
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<tr>
<td>01</td>
<td>No of practice teaching days</td>
<td>45 days</td>
</tr>
<tr>
<td>02</td>
<td>Total no of lessons given by each student teacher</td>
<td>26</td>
</tr>
<tr>
<td>03</td>
<td>Lessons given by student teacher per day</td>
<td>01</td>
</tr>
<tr>
<td>04</td>
<td>Lessons observed by the teacher educators</td>
<td>05</td>
</tr>
<tr>
<td>05</td>
<td>School teachers</td>
<td>02</td>
</tr>
</tbody>
</table>
Each teacher educator will visits selected schools for practice teaching everyday on rotational bases. Observes the lesson and records observations in a separate observation book.

Peers observe 50 – 60 lessons and records their observation in the separate observation book as per the observation schedule provided to them.

School teachers are also invited to provide necessary feedback.

Feedback is provided by teacher educators, school teachers and peers in the form of written comments as well as verbal suggestions.

Before giving the lessons student teachers should write the lesson plans and get it corrected by their respective method teachers.

2.3.7. Describe the process of block teaching/internship of students vogue.

A group of students is allotted to a particular school which is selected by the institution. In this school students acquire required knowledge about the system of school management, about admission procedure, accounts, and preparation of time table, debates, and competitions.

They also participate in co-curricular activities. On the other hand they also watch the teaching procedure with school teacher throughout practice teaching.
2.3.8. Are the practice teaching sessions / plans developed in partnerships, co-operatively involving the school staff and mentor teachers? If yes give details on the same?

Practice teaching sessions are developed co-operatively by Principal, method teachers, subject experts and school teacher’s demonstration lessons in all the methods are given to student teachers to prepare them to give the lesson.

- Lesson plans and teaching aids are prepared under the guidance of the teacher educators. The same will be executed in the classes allotted to them. (during execution the mentor teachers and the peers observe their teaching)

- Before the commencement of the practice teaching Principal and faculty members visit the practice teaching schools and get their permission. The practice teaching school list will be approved by the concerned Block Education Officer.

- Eight schools are selected by the college for conducting practice teaching.

- The teachers of the practice teaching schools play the role of a facilitator. He or She observes teaching of the lesson, acquaints with students strengths and weaknesses.

- The same will be discussed at the staff meeting and submitted to the management for further follow-ups.

- The lessons for practice teaching of student teachers are selected by the school subject teachers.
2.3.9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

It is necessary for a trainee teacher to be exposed to the diverse learning needs of students in schools.

The Course II, Psychology of Development and Learning paper of the B.Ed syllabus includes the ‘Unit Individual Differences’ in Unit 3 which has the topic “Catering to diverse needs of students” which enables the teacher trainees to get an idea about inclusion of students with special needs, their characteristics, types and modifications that are necessary to be made for students in the inclusive set up. Hence, they are oriented and prepared to teach such students.

The trainees get a firsthand experience of students with special needs through the visits organized to special schools. Diversity in socio economic status of students and the infrastructure of schools is experienced by trainees even through the usual practice teaching lessons are organized in practicing schools.

The teacher educators inculcate positive attitude towards inclusive education by guiding them formally as well as informally.
2.3.10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

The faculty always encourages the teacher trainees to use technology in practice teaching.

➢ The faculty has adopted technology and uses technology in their daily teaching learning process by making use of laptop, LCD Projector, OHP in the classroom for day to day curriculum transaction.

➢ It is compulsory for the teacher trainees to conduct technology based lessons which entails them to make use of different electronic gadgets such as tape recorder, mobile, MP players, TV, VCDs, LCD, OHP and internet.

➢ Technological lessons are conducted in three phases - simulation phase, block teaching and practice teaching phase.

➢ As per the B.Ed curriculum of the Bangalore University technology based teaching practical is to be conducted in the computer lab where the teacher trainees develop the technology aided package or project based learning packages.

➢ The teacher trainees are also encouraged to make use of technology in various activities such as seminars, workshops, symposia and other co-curricular activities. They become skilled in handling and using the digital camera, movie camera, laptops, LCD etc…,
2.3 Teaching Quality

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

The ratio of student teachers is selected practice teaching schools is 1:15

➢ Student teachers are allotted based on the availability of practice teaching schools based on availability of number of sections in a particular school.

➢ Our institution sends student teachers to government, aided and unaided schools for practice teaching.

➢ Groups of 15 students go in different government, aided and unaided schools.

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

Feedback is given verbally and in writing making the student teachers aware of their mistake and allowing them to rectify their mistakes and improve their performance and re-writing of the lesson plan till the desired format is reached.

Comments are recorded in observation books.
2.4.3. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

Student teachers are directed to consult head of the school, class teachers and subject teachers before starting their practice teaching to ensure implementation of policy direction and educational needs of the schools.

2.4.4 How do the student and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The student and faculty keep pace with the recent development in the school subjects and teaching methodologies by participating in seminars, symposia, workshops and other programmes.

- Collection of information from newspapers, magazines, journals and other media resources.
- Website and discussions.
- Discussions
- Time to time college invites experienced school teachers, alumni students, to enrich the experience on the latest policy to provide direction for the need of the school.
2.4.5. What are the major initiatives of the institutions for ensuring personal and professional / career development of the teaching staff of the institutions (Training, organizing and sponsoring professional development activities, promotional policies etc)

Management deputes faculty to attend seminar, workshops, symposium, other programs for professional development.

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Details</th>
<th>Number of faculty who attended.</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Seminar (International)</td>
<td>07</td>
</tr>
<tr>
<td>02</td>
<td>Seminar (National)</td>
<td>08</td>
</tr>
<tr>
<td>03</td>
<td>Workshop (International)</td>
<td>04</td>
</tr>
</tbody>
</table>

➢ Training the teacher educator in using different technologies in teaching learning process.

➢ Making use of internet, surfing and downloading recent information.

➢ Organizing seminars, workshops, orientation programmes etc.

➢ Undertaking visit to schools and colleges to update their academic needs.

➢ Through exhibitions, fairs, newspapers, magazines and other resources for ensuring personal development of the teaching staff of the institution.
2.4.6. Does the institutions have any mechanism to reward and motivate staff members for good performance? If yes give details?

Yes, the management has been encouraging and motivating members of the staff for professional development by conducting educational programmes, like orientation, workshops, seminars etc., The management announces cash prize every year as an incentive for teacher educator who has enabled to achieve better results.

The institute encourages the teachers for doing research in M.Phil and Ph.D degree. The staff members are motivated to attend seminars, conferences, workshops with financial assistance to meet out their expenditures.

2.5. Evaluation Process and Reforms

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

The barriers to student learning are identified communicated and addressed by

- Day to day personal interaction with students in class room.
- Formal and Informal interaction of students while conducting seminars, workshop, practice teaching, tutorials etc.
Based on Students performance the learning difficulties are identified.

Periodical feedback received from teachers and peer groups are considered and relevant suggestions are provided for further improvement.

After identification learning barriers are communicated and addressed to student teachers through personal communication.

Students are provided with conducive environment with well ventilated class room.

Students make use of library to refer books, journals, periodicals, magazines, previous years question papers, newspapers etc.

Internet facilities are available to prepare assignments.

All the faculty members co operate and make sincere effects to help learners to overcome learning barriers by personal counseling and guidance, remedial teaching, drill work etc.

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

The institution follows scheme of examination as per Bangalore University.

The scheme of examination for the B.Ed semester course is as follows.
### FIRST SEMESTER

**TOTAL CREDITS: 30**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>IA</th>
<th>Term End Examination</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>EDHC1</td>
<td>Philosophical and Sociological Principles of Education</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<tr>
<td>EDHC2</td>
<td>Psychology of Learner and learning</td>
<td>4</td>
<td>30</td>
<td>70</td>
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<tr>
<td>EDHC3</td>
<td>Development of School Education in India</td>
<td>4</td>
<td>30</td>
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<tr>
<td>EDHC4</td>
<td>ICT in Education</td>
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<td>15</td>
<td>35</td>
<td>50</td>
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<tr>
<td>EDHC5</td>
<td>Evaluation in education</td>
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<td>15</td>
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<td>50</td>
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<tr>
<td>EDSC6</td>
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<td>30</td>
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<tr>
<td>EDSC7</td>
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<td>30</td>
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<td>100</td>
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<td>-----------</td>
<td></td>
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<td>25</td>
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<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>330</strong></td>
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First Semester-Practical activities

College Based Activities- Practicum-I

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching skills(Micro Teaching)</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>(6 skills-3 in each methods) 1 week</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Simulated lessons in the college/Integrated lessons</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>(2 lessons-1 in each methods) 20 minutes duration</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Observation of demonstration or video lessons and discussions (one in each methods)</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Text Book review (any one method</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>(VIII, IX &amp; XI Standard)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reflective Journal</td>
<td>20</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>125</strong></td>
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</table>

A. COLLEGE BASED ACTIVITIES- PRACTICUM-II
TOTAL CREDITS-01

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community Living Camp</td>
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## SECOND SEMESTER    TOTAL CREDITS: 34

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDHC8</td>
<td>Psychology of Learner and learning</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>EDHC9</td>
<td>Management of school Education</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<tr>
<td>EDHC10</td>
<td>Education and National Concern</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
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<td>EDHC11</td>
<td>Soft Core Course- I</td>
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<td>EDSC12</td>
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<td>EDOEC13</td>
<td>Open Elective</td>
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<tr>
<td></td>
<td>College Based Practicum- I</td>
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<td></td>
<td>School Based Practicum-I</td>
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<td>300</td>
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<td>Community Based Practicum-III</td>
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<td>25</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>500</strong></td>
<td><strong>350</strong></td>
<td><strong>850</strong></td>
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</table>

### A. COLLEGE BASED ACTIVITIES- PRACTICUM-I

**TOTAL CREDITS-01**

1. On-line assignment/literary activity  
   25
## School Based Activities- Practicum-II

**Total Credits-12**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Teaching Practice</strong></td>
<td></td>
</tr>
<tr>
<td>a. Lesson plan records (12 lessons in each methods)</td>
<td>15 15</td>
</tr>
<tr>
<td>b. Supervision of lessons (4 lessons in each methods)</td>
<td>20 20</td>
</tr>
<tr>
<td>c. Criticism lesson</td>
<td>15 15</td>
</tr>
<tr>
<td>d. Teaching-learning materials</td>
<td>25 25</td>
</tr>
<tr>
<td>e. Achievement test</td>
<td>20 20</td>
</tr>
<tr>
<td>f. Practical Examination</td>
<td>50 50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>145 145</td>
</tr>
</tbody>
</table>

| 2. Reflective Journal (including peer observation) | 10 |
| **Total**                                         | 300 |

## B. COMMUNITY BASED ACTIVITIES- PRACTICUM-I CREDITS-01

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Study Tour</td>
<td>25</td>
</tr>
</tbody>
</table>

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

- Evaluation outcomes are communicated to student teachers and used in improving the performance of the students by displaying the test marks on the notice board for student’s information.

- Teacher educators communicate about the evaluation process in their respective subjects.
Student answer scripts are evaluated and distributed to the students and outcome is discussed and communicated to the student teachers and their mistakes are rectified by offering guidance.

During practice teaching, preparation of lesson plan, teaching aids and other resources materials are evaluated and suggestions are conveyed both individually as well as group to improve the performance.

2.5.4. How is ICT used in assessment and evaluation process? Use of ICT in assessment and evaluation processes:

ICT is used for the assessment and evaluation as follows:

- Preparing all instructions related to assessment
- Preparing question banks
- Typing question papers
- Typing assessment schemes
- Typing evaluation charts for various activities
- Recording marks secured by all teacher trainees
- Preparing result sheets
- Analysis of results
- Internal Marks obtained in various subjects and methodologies are computerized as per the regulation of Bangalore University.

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

- Institution provides methods like English, Kannada, Hindi, Biological science, Physical science, Mathematics, social science which benefits students in choosing and selecting methods for future employment.

- The institution has excellent resources like laboratory, library, auditorium, lecture hall, seminar hall, etc, which provides conducive environment for teaching – learning and evaluation process.

- Organizes curricular and co curricular activities for all round development of personality of teacher trainees.

- The institution trains the students in basic computer operation and integration of technology in class room teaching.

- Institution maintains cordial relationship with practice teaching schools for professional consultancy, placement and student training.

- The student performance is monitored by continues comprehensive evaluations scheme and feed back mechanism developed by the institution.

- Teacher educators train students in different innovative methods and techniques of teaching.
2.6.2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology

- The institution provides sufficient infrastructure facilities as per the needs of the students.

- Students are provided with textbooks, reference books, journals of national repute and internet facility to collect information and update their knowledge.


- Teachers update their knowledge on various areas by referring textbooks, reference books and going through journals of national repute.
Criterion III

Research, Consultancy and Extension
CRITERION – 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:

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

The institution tries its best to motivate the teachers to take up research in education to keep abreast of the current knowledge and development in the field of Teacher Education the institution motivates its teachers through the following activities.

Faculty Development Programmes:
The college organizes conferences, workshops and seminars at international, national and local levels, to keep abreast and to enhance research skills of the staff. The management encourages the staff to present research papers at international, national and local level conferences, workshops and seminars.

Undertaking Research Projects and Consultancy:
The college encourages the staff to write research proposals to undertake research projects with the various funding agencies such as UGC, UNESCO, ICSSR, DIET and DSERT. It provides necessary facilities to implement the accepted Research projects.
The Institution supports its faculties for professional development through research in Educational Psychology, Mathematics, Basic Science, English etc.

Institution encourages the staff to pursue higher degree and research by providing study leave.

It motivates encourages faculty to publish books, articles in journals of national repute.

It encourages faculty members to be continuous learners.

Management provides library equipped with books, journals of National and International repute to pursue research to enables faculty to present papers at seminars.

Management provides facilities for staff members to pursue part-time or distance mode research in UGC recognized universities.

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

The thrust areas of research prioritized by the institution are emotional intelligence, value education, ICT in teaching - learning process, parenting, child rearing, special education, guidance and counseling needs, stress management, mental health, problems of adolescent, vocational, guidance, leadership behavior, disadvantaged, groups, social evils, creative thinking, achievement motivation, recent trends in education, instructional technology, multimedia organizational management etc.,
3.1.3. Does the institution encourage action research? If yes, give details on some of the major outcome and the impact.

Yes, the institution encourages and provides facilities to the faculty and students to undertake Action Research Projects in the institution and seeks support from the practice teaching schools to enable the students to undertake Action Research Projects by the students. As an outcome of the action research the students develop the ability to identify classroom problems.

- Analyze the problem
- Devise strategies to solving the problem
- Draw An Action Plan
- Use descriptive statistics write action research project report.
- Share the action research project experiences with their companions.
- Undertaking action research by the staff and students of the institution has
- A great impact to solve classroom problems and thus acts as a Quality Sustenance Measure.
3.1.4. Give the details of the Conference / Seminar / Workshop attended and organized by the faculty members in last five years Conference, Seminars, Workshop attended by the faculty members.

**Dr. Pradeep Kumar T**

<table>
<thead>
<tr>
<th>Event</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>International Conference</td>
<td>Presented a paper on “ICT IN EDUCATION” held on February 23rd -24th 2008 Organized by Department of Education- MOTHER TERESA WOMEN’S UNIVERSITY, Kodikanal –Tamilnadu</td>
</tr>
<tr>
<td>Event Type</td>
<td>Details</td>
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<tr>
<td>National Seminar</td>
<td>Presented a Research paper on “A STUDY ON STRATEGIES USED BY TEACHER EDUCATORS IN THE KNOWLEDGE BASED SOCIETY” held on 29th Feb and 1st March 2008 - Organized by Department of Education- PERIYAR UNIVERSITY- Salem- Tamilnadu.</td>
</tr>
<tr>
<td>National Seminar</td>
<td>Presented a Research paper on “A STUDY ON AWARENESS AND PARTICIPATION OF TEACHER EDUCATOR IN TEACHER EDUCATION ORGANIZATION” held on 19th and 20th March 2008- Organized by Department of Education- PERIYAR UNIVERSITY – Salem- Tamilnadu</td>
</tr>
<tr>
<td>International Conference</td>
<td>Presented a paper on “QUALITY ENHANCEMENT THROUGH EDUCATIONAL TECHNOLOGY” held on 29th and 30th March 2008 – Organized by Department of Educational Technology, BHARATHIDASAN UNIVERSITY, Tiruchirappalli, India.</td>
</tr>
<tr>
<td>NAAC Sponsored National Seminar</td>
<td>Presented a paper on “STUDENT PARTICIPATION IN IQAC” held on 9th and 10th April 2008 –Organized by Sri Sarada College of Education, Salem, Tamilnadu.</td>
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<tr>
<td>Event Type</td>
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<tr>
<td>National Seminar</td>
<td>Participated in SEMINAR on Inclusive Education and Inclusive Development held on 17&lt;sup&gt;th&lt;/sup&gt; -19&lt;sup&gt;th&lt;/sup&gt; October 2008, organized by federation of university and college Teachers’ Associations in Karnataka, Bangalore University</td>
</tr>
<tr>
<td>NUEPA Sponsored</td>
<td>Presented a paper on “EMPOWERING RURAL MARGINAL WOMEN THROUGH SELF HELP GROUPS” held on 24&lt;sup&gt;th&lt;/sup&gt; to 26&lt;sup&gt;th&lt;/sup&gt; October 2008, Chikaballapur, Karnataka.</td>
</tr>
<tr>
<td>National Seminar</td>
<td>Presented a Research paper on “AN INVESTIGATION IN TO THE USE OF TECHNOLOGY IN TEACHING BY PRIMARY SCHOOL TEACHERS” held on 30&lt;sup&gt;th&lt;/sup&gt; - 31&lt;sup&gt;st&lt;/sup&gt; October 2008, Organized by Department of Education, Periyar University, Salem.</td>
</tr>
<tr>
<td>International Conference</td>
<td>Presented a paper on “ENVIRONMENTAL EDUCATION: DEVELOPMENTAL HISTORY AND CURRENT TREND” held on 16&lt;sup&gt;th&lt;/sup&gt;-17&lt;sup&gt;th&lt;/sup&gt; November 2008, Organized by Department of Education, BANARAS HINDU UNIVERSITY, VARANASI.</td>
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<tr>
<td>National Seminar</td>
<td>Presented a paper on “INNOVATIVE TEACHING STRATEGIES IN HIGHER EDUCATION” held on 22&lt;sup&gt;nd&lt;/sup&gt; -23&lt;sup&gt;rd&lt;/sup&gt; January 2009, Organized by Department of Education, Periyar University, Salem, Tamilnadu.</td>
</tr>
<tr>
<td>National Workshop</td>
<td>Participated in NAAC Sponsored Workshop on “Restructuring Teaching Practice programme for quality Improvement of Secondary Teacher Education”, Organized by Dr.Ambedkar College of Education,</td>
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<td>Event Type</td>
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<tr>
<td>International Conference</td>
<td>Presented a paper on “TOTAL QUALITY MANAGEMENT’- A NEED FOR INCLUSIVE EDUCATION’ held on March 19th – 21st 2009,- Organized by Department of Education and HRD - Dravidian University, Kuppam, Andhra Pradesh.</td>
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<tr>
<td>International Conference</td>
<td>Presented a paper on “A STUDY OF RESEARCH DESIGNS ADOPTED AND DISSEMINATION OF RESEARCH FINDINGS BY FACULTY OF POST GRADUATE DEPARTMENT (PG)” held on 26th – 28th November 2009, Organized by University of Strathclyde and Scottish Educational Research Association, Perth (Scotland), United Kingdom.</td>
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<tr>
<td>National Conference</td>
<td>Presented a Paper on “TRENDS IN WOMEN WORK PARTICIPATION” held on 5th and 6th December 2009, Organized by Department of Adult and Continuing Education, Sri Venkateshwara University, Tirupati, Andhra Pradesh.</td>
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<tr>
<td>National Conference</td>
<td>Presented a Paper on “ADVANTAGES OF USING ICT IN THE CLASS ROOM” held on 5th and 6th December 2009, Organized by All India Association of Teacher Educators(AIATE), Delhi</td>
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<tr>
<td>International Conference</td>
<td>Presented a paper on “A STUDY ON CORRELATION BETWEEN TEACHER ABSENTEEISM AND EDUCATIONAL ASPIRATION OF PRIMARY SCHOOL STUDENTS” held on 24th – 26th December 2009, Organized by Department of Education, University</td>
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<td>Event Type</td>
<td>Description</td>
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<tr>
<td>National Seminar</td>
<td>Presented a Paper on “INCLUSIVE EDUCATION POLICIES” held on 12&lt;sup&gt;th&lt;/sup&gt; and 13&lt;sup&gt;th&lt;/sup&gt; February 2010, organized by Ashirwad rural development trust in collaboration with NUEPA, Bangalore.</td>
</tr>
<tr>
<td>National Seminar</td>
<td>Presented a paper on “DISTANCE EDUCATION COURSES- HOW MUCH DISTANCE” held on 17&lt;sup&gt;th&lt;/sup&gt; and 18&lt;sup&gt;th&lt;/sup&gt; February 2010, organized by Government College of Education, Bhiwani in association with Directorate of Higher Education, Haryana.</td>
</tr>
<tr>
<td>International</td>
<td>Presented a paper on “ VOD CASTING: A NEW TREND OF WEB BASED TECHNOLOGY IN EDUCATION” held on 19&lt;sup&gt;th&lt;/sup&gt; and 20&lt;sup&gt;th&lt;/sup&gt; February 2010, organized by Department of Educational Technology and Department of Library and Information science, Bharathidasan University, Tiruchirappalli, Tamil nadu.</td>
</tr>
<tr>
<td>National Seminar</td>
<td>Presented a Research paper on “A STUDY ON KNOWLEDGE AND AWARENESS OF TECHNOLOGICAL RELATED ASPECTS AMONG M.ED STUDENTS held on 27&lt;sup&gt;th&lt;/sup&gt; and 28&lt;sup&gt;th&lt;/sup&gt; February 2010, organized by Excel college of Education, Tamilnadu.</td>
</tr>
<tr>
<td>National Conference</td>
<td>Presented a paper on “ROLE OF TECHNOLOGY IN ENHANCING TEACHER PREPARATION held on 6&lt;sup&gt;th&lt;/sup&gt; March 2010, organized by Manav Rachana college of Education, Faridabad.</td>
</tr>
<tr>
<td>National Conference</td>
<td>Presented a paper on “EDUCATION FOR WOMEN EMPOWERMENT” held on 12&lt;sup&gt;th&lt;/sup&gt; and 13&lt;sup&gt;th&lt;/sup&gt; march 2010,</td>
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<td>Event Type</td>
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<tr>
<td>National Conference</td>
<td>Presented a paper on “ON-LINE RESOURCES IN TEACHER EDUCATION: A SUSTAINABLE APPROACH TO E-LEARNING”</td>
</tr>
<tr>
<td>International Conference</td>
<td>Presented a Research Paper on “A STUDY ON REASONS FOR PURSUING TEACHER EDUCATION PROGRAMMES THROUGH OPEN DISTANCE MODE”</td>
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<tr>
<td>National Seminar</td>
<td>Presented a paper on “ CURRIKI: ICT LITERACY FOR SECONDARY EDUCATION”</td>
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<tr>
<td>International Conference</td>
<td>Presented a Paper on “ TEACHER EMPOWERMENT : DIMENSIONS and PATHWAY ANALYSIS”</td>
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<tr>
<td>National Conference</td>
<td>Presented a paper on “TEACHER, GLOBALIZATION, CULTURE AND EDUCATION”</td>
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<td>National</td>
<td>Presented a Paper on “PROFESSIONAL GROWTH OF”</td>
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<td>Event Type</td>
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<tr>
<td>Conference</td>
<td>THE TEACHER” held on February 2011, organized by Department of Education, Mother Teresa Women’s university, Kodaikanal, Tamilnadu.</td>
</tr>
<tr>
<td>National Workshop</td>
<td>Participated in Workshop on Research methodology and SPSS organized by Government college of Education, held on 10&lt;sup&gt;th&lt;/sup&gt; to 14&lt;sup&gt;th&lt;/sup&gt; February 2011, Kerala.</td>
</tr>
<tr>
<td>International Conference</td>
<td>Presented a Research paper on “AN INVESTIGATION OF STUDENTS PERCEPTIONS OF INSTRUCTIONAL STRATEGIES USED IN DISTANCE EDUCATION”. held on 26&lt;sup&gt;th&lt;/sup&gt;-27&lt;sup&gt;th&lt;/sup&gt; March 2011, organized by Department of Education, Bharathidasan university, Tiruchy, Tamilnadu</td>
</tr>
<tr>
<td>National Seminar</td>
<td>Presented a paper on “CHALLENGES OF TEACHER EDUCATION IN THE ERA OF GLOBALIZATION” held on 28&lt;sup&gt;th&lt;/sup&gt; March 2011, organized by JRS college of Education, Annamangalam, Tamilnadu.</td>
</tr>
<tr>
<td>International Conference</td>
<td>Presented a Research paper on “A STUDY OF AWARENESS AND USAGE OF EMAIL AS RESEARCH TOOL AMONG STUDENTS AND FACULTY OF M.ED “ held on 30&lt;sup&gt;th&lt;/sup&gt;-31&lt;sup&gt;st&lt;/sup&gt; March 2011, organized by Indraganesan College of education, Tiruchy, Tamilnadu.</td>
</tr>
<tr>
<td>National Workshop</td>
<td>Participated in Workshop on Research Methodology and SPSS training programme organized by St. Pauls College of Education held on April 2011, Bangalore</td>
</tr>
<tr>
<td>National Workshop</td>
<td>Participated in conference on“ Economic Growth and National unity organized by Friendship Forum of India ,</td>
</tr>
<tr>
<td>International Conference</td>
<td>Presented a Research paper on “FRAME WORK OF GOVERNANCE IN HIGHER EDUCATION: CREATE PATHWAYS TO ACCESS” held on 15&lt;sup&gt;th&lt;/sup&gt; November, Organized by University of Jaffna, Jaffna, Srilanka</td>
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<tr>
<td>International Conference</td>
<td>Presented a Research paper on “ICT GOVERNANCE OF TEACHER EDUCATORS TOWARDS TEACHING: A STUDY” held on 15&lt;sup&gt;th&lt;/sup&gt; November, Organized by University of Jaffna, Jaffna, Srilanka</td>
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</tbody>
</table>
Seminars, Workshop Organized by the Institution.

<table>
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<tr>
<th>Sl No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>01</td>
<td>International Conference</td>
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<tr>
<td>02</td>
<td>National Level Seminar</td>
</tr>
<tr>
<td>03</td>
<td>Workshop on SPSS Package</td>
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<tr>
<td>04</td>
<td>Seminar on Value Education</td>
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<tr>
<td>05</td>
<td>Workshop on conducting awareness Programmes (AIDS)</td>
</tr>
<tr>
<td>06</td>
<td>Workshop on Human Rights</td>
</tr>
</tbody>
</table>

3:2 Research and Publication output:

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

- Instructional material relating to all the subjects are developed by the faculty members in important areas and the same are distributed to the students.
- Power Point Presentation, OHP transparencies, Slides etc are prepared in respective content areas of the subjects and presented to the students to enhance the quality of teaching.
3.2.2. Give details on facilities available with the institution for developing instructional materials

- Library is equipped with Internet facility, Journals of National repute Magazine, Indian survey of educational research Books etc. for reference are stationary items for developing instructional materials. Separate rooms are provided for preserving instructional material.

- Stationary items for developing instructional material are provided by the institution.

- Articles with Research value in teaching – learning is prepared by using National and International Journals, Magazines, Books etc., which are made available to staff and students in preparation of instructional materials of all subjects.

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

- Power Point Presentation on important topics like content areas in different methodologies are prepared by the faculty for the benefit of the students.

- OHP transparences are prepared on communication skills, micro teaching and content areas of different subject by the faculty.

- Slides are prepared in respect to different teaching items.
Data bases are prepared containing details of dissertation undertaken by M.Ed students in various areas which is part of the curriculum.

CD’s are developed in few topics by Co operation of faculty members.

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

a. Organized by the Institution

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Details of events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training Programme on Traffic Awareness</td>
</tr>
<tr>
<td>2</td>
<td>Orientation programme on B.Ed practicum</td>
</tr>
<tr>
<td>3</td>
<td>Training Programme in preparation of Teaching Aids</td>
</tr>
<tr>
<td>4</td>
<td>Training programme on ICT awareness programmes</td>
</tr>
<tr>
<td>5</td>
<td>Workshop on Research Methodology</td>
</tr>
<tr>
<td>6</td>
<td>Workshop on SPSS package</td>
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<td>7</td>
<td>Workshop on Human Rights</td>
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<tr>
<td>8</td>
<td>Workshop on Aids Awareness Programmes</td>
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<td>9</td>
<td>Awareness programme on RTE</td>
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<td>10</td>
<td>Awareness programme on H1N1</td>
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<td>11</td>
<td>Awareness programme on Right To Vote</td>
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<tr>
<td>12</td>
<td>Awareness programme on Safety Measures</td>
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<tr>
<td>13</td>
<td>Awareness programme on Child Labour Act</td>
</tr>
<tr>
<td>14</td>
<td>Awareness programme on Save Water</td>
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<tr>
<td>15</td>
<td>Awareness programme on Swach Bharath Abhiyan</td>
</tr>
</tbody>
</table>
b. Attended by the staff

Dr. PRADEEP KUMAR T

- Bridge Course for teaching English and oral communication skills for +2 faculty
- A Training package for upper primary teachers in English.

Smt. RUPA N T

Participated in NAAC Sponsored workshop on “Restructuring teaching practice programme for quality improvement of secondary teacher education” Organized by Dr.Ambedkar College of Education, Bangalore held on 3rd and 4th April 2009.

c. Training provided to the staff

- A training programme was provided to all the teaching staff on ‘Use of Animation Software for class room teaching’.
- A training programme was provided to all the teaching staff on “Use of SPSS Statistical Package” for Research data Analysis.
- A training programme was provided to our staff on ‘Creating Data Base for Computerising the Library’.
- A training programme was provided to all the teaching staff on ‘Use of Interactive Board for Classroom Teaching and Learning’.
3.2.5. List journals in which the faculty members have published papers in the last 5 years.

Details of the Journals in which the faculty members has published papers

**List of Papers Published by Dr. Pradeep Kumar.T**

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of Journals</th>
<th>Title</th>
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<tr>
<td>04</td>
<td>Indian journal of Research in Education and Extension, V-1, N-1. January to June 2009, IASE, Sri Venkateswara university, Tirupati, Andharpradesh</td>
<td>“TEACHER ABSENTEEISM: EFFECT ON ACADEMIC ACHIEVEMENT OF SELECTED SUBJECTS”</td>
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<tr>
<td>No.</td>
<td>Title</td>
<td>Journal/Source</td>
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<td>05</td>
<td>International Educator, V-21, N-1, June 2009 Kalaniketan publishers, Kerala.</td>
<td>STUDENT PERCEPTION OF INDIAN CULTURAL HERITAGE IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING PROFESSION</td>
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<td>06</td>
<td>Journal of Extension and Research, V-XII, N-1, July 2009, Gandhi gram rural university, Tamilnadu.</td>
<td>IMPACT OF CULTURE AND ACADEMIC ACHIEVEMENT ON CREATIVITY OF TRIBAL STUDENTS</td>
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<tr>
<td>08</td>
<td>Indian Journal of Psychometry and Education, Vol-40(1and2) 2009, Patna.</td>
<td>THE TEACHER ABSENTEEISM IN PRIMARY SCHOOLS</td>
</tr>
<tr>
<td>09</td>
<td>Modern Educational Research in India, Vol 6, no.3 - September 2009, Bhilai.</td>
<td>A Study on Teacher Absenteeism with respect to few Background Variables</td>
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<td>12</td>
<td>Edutracks educational magazine, Vol.9, No.5,</td>
<td>CORRELATION BETWEEN TEACHING COMMITMENT AND</td>
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<td>No.</td>
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<tr>
<td>13</td>
<td>Educational aspiration of primary school students</td>
<td>January 2010, Hyderabad. EDUCAATIONAL ASPIRATION OF PRIMARY SCHOOL STUDENTS</td>
</tr>
<tr>
<td>14</td>
<td>An investigation into the educational aspiration of primary school students</td>
<td>Research and Reflections on Education, V-8, N-1, January-March 2010, Tamil Nadu. STUDY ON RELATIONSHIP BETWEEN DEMOGRAPHIC VARIABLES AND TEACHER ABSENTEEISM</td>
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<tr>
<td>15</td>
<td>Study on type of institution, stream and locality on attitude of teacher educator towards teaching ICT</td>
<td>Review journal of Philosophy and Social sciences, V-xxxv, April 2010, Meerut, U.P STUDY ON TYPE OF INSTITUTION, STREAM AND LOCALITY ON ATTITUDE OF TEACHER EDUCATOR TOWARDS TEACHING ICT</td>
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<tr>
<td>17</td>
<td>Virtual learning environment</td>
<td>Quest in Education, by Bhargava publishing House, Agra, 2010 QUEST IN EDUCATION, BHARGAVA PUBLISHING HOUSE, AGRA, 2010 VIRTUAL LEARNING ENVIRONMENT</td>
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<tr>
<td>18</td>
<td>A study on research designs adopted and dissemination of research findings by faculty of post graduate department</td>
<td>Review journal of Philosophy and Social sciences, V-xxxv, September 2010, Meerut, UP. REVIEW JOURNAL OF PHILOSOPHY AND SOCIAL SCIENCES, V-XXXV, SEPTEMBER 2010, MEERUT, UP. A STUDY ON RESEARCH DESIGNS ADOPTED AND DISSEMINATION OF RESEARCH FINDINGS BY FACULTY OF POST GRADUATE DEPARTMENT</td>
</tr>
<tr>
<td>19</td>
<td>A study on strategies used by teacher educators in the knowledge based society</td>
<td>Modern Educational Research in India, Vol.10, No.3, July-Sep 2010, Chhattishgarh. A STUDY ON STRATEGIES USED BY TEACHER EDUCATORS IN THE KNOWLEDGE BASED SOCIETY</td>
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<tr>
<td>No.</td>
<td>Journal Title and Details</td>
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**List of Paper Published by Smt. Rupa.P. Murthy**

<table>
<thead>
<tr>
<th>No.</th>
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<tr>
<td>1</td>
<td>Published Article in Edited book - “Research Trends in Education “.</td>
<td>STUDY OF TEACHERS PERCEPTION ON LEADERSHIP EFFECTIVENESS OF THEIR HEADS WITH FEW SELECTED VARIABLES.</td>
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<tr>
<td>Sl No</td>
<td>NAME</td>
<td>NAME OF BOOK PUBLISHERS</td>
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<tr>
<td>1</td>
<td>Dr. Pradeep Kumar.T</td>
<td>Navyug Books International, New Delhi</td>
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<tr>
<td>2</td>
<td></td>
<td>Anmol Publishing House, 2009, New Delhi</td>
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<td>3</td>
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<td>APH Publishing Corporation, 2009, New Delhi.</td>
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<td>Published by APH Publishing Corporation, 2009, New Delhi.</td>
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<td>8</td>
<td>Himalaya Publishing House, 2010, New Delhi</td>
<td>PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION</td>
</tr>
<tr>
<td>9</td>
<td>Published by APH Publishing Corporation, 2010, New Delhi.</td>
<td>METACOGNITION (LEARNING TO LEARN)</td>
</tr>
<tr>
<td>10</td>
<td>Apple Academic Press, Canada, 2011</td>
<td>POSITIVE PSYCHOLOGY APPROACH TO EDUCATION</td>
</tr>
<tr>
<td>11</td>
<td>Apple Academic Press, Canada, 2011</td>
<td>WEB RESOURCES IN PEDAGOGY</td>
</tr>
</tbody>
</table>
3.2.6. Give details of awards, honors and patents received by the faculty members in last 5 years.

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name</th>
<th>Particulars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sri H S Palaksha Murthy</td>
<td>Recipient of Kempe Gowda Award for the year 2010</td>
</tr>
</tbody>
</table>
3.2.7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

A minor research project has been submitted by DR. PRADEEP KUMAR T faculty of our college to ICSSR.

3.3 CONSULTANCY

3.2.1. Did the institution provide consultancy services in last 5 years? If yes give details.

Yes. The institution has provided consultancy to teachers, Alumnae, parents, teacher educators of different educational institutions including different NGO’s and GO’s. All staff members of college provide consultancy formally and informally. All faculty provide consultancy services to Practice teaching School teachers on subject related content clarifications and CCE. All the faculty members provided consultancy services to B.Ed. students and U.G (B.Ed General and special) students of KSOU. As college is recognized as one of study centers of KSOU.

Guidance and Counseling centre of the college extends consultancy service to students of our college on career opportunities. Regular guidance for slow learners, behavioral problems, etc...is given by the faculty for future improvement of student teachers.

3.2.2 Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.
The faculty member of the institution are competent to undertake consultancy since each one is specialized in teacher training, instructional designing, psychological test and in their respective areas of study. Educational Research – for writing research proposals, statistical analyses and interpretation.

- Action research
- Education for Sustainable Development
- Psychological test administrations and interpretations
- Counseling Skills
- Education and Service Learning
- Computer multimedia based on instructional material
- Computer Assisted Instructional and testing material
- Mathematics Teaching and Learning
- Language Education
- In-service Education
- Value Education/Peace Education
- Physical Education and Yoga
- Continuous and Comprehensive Evaluation
- Educational guidance and counseling –career guidance
- Sports and Games
Effective Management

Special Education/Inclusive Education

The staff members have published pamphlets on important areas like tips to follow in public examination, stress, management importance of nutrition, importance of vitamins, waste generation and management, importance of iodized salt, how to prevent communicable diseases, importance of blood donation, causes and remedies for H1N1 disease etc., during the last five years and the same are distributed to local public free of cost.

3.2.3. How much revenue has been generated through consultancy in the last 5 years? How is the revenue generated, shared among the concerned staff member and the institution?

Revenue has not been generated through consultancy and the services are provided free of cost.

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

Revenue is not generated through consultancy, service is done honourar
3.4 Extension Activities:

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

Extension activities are an integral part of teaching programme of the college. Extension service is provided to neighboring schools mainly in the field of Science Education, Computers and Information Technology, Mathematics Education, Nutrition and Home Science. The college runs awareness programmes on Aids, Environment Education, Health, Hygiene Awareness, campus beautification awareness etc. This is a Valuable initiative on the part of this college.

The college runs out-reach programmes like holding exhibitions of teaching Aids prepared by the students and distributing the same to different schools, cleanliness drive, AIDS awareness programmes, anti-tobacco campaign, observing human rights days and organizing awareness programmes for diabetic persons, awareness about fire fighting techniques etc.

The institute provides lot of opportunity to the local community by organizing programs in respect of extension activities as rallies, plantation and cleanliness activities etc. Students teachers actively participate in “pulse polio programs, female foeticide, swine flu, and ill effects of fluoride” are few problems that can be easily violated by providing knowledge on behalf of student-teachers. Extending help to the teachers of adopted school with regard to capacity building is an innovation being successfully tried by this college for the last three years. Students and teachers are encouraged to participate in various extension activities. Their achievements are appreciated in weekly
assemblies. They are given responsible work in the important functions of the college. In addition to these the college has a designated person for extension activities who runs various extension activities in collaboration with Govt. and Non Govt. organizations.

- Funds was collected for flood relief fund, Tsunami, Earth quakes and the same was donated.
- World environment day
- World Aids day.

**3.4.2. How has the institution benefited from the community?**

*(Community participation in institutional development, institution – community networking, institution – school networking, etc.,)*

The institution is benefited from the community by inviting eminent political leaders, educationists, social workers freedom fighters to participate in different events and functions organized by the institution as Chief guest and Judges.

- The neighborhoods schools are supportive in providing school for conducting practice reaching Practical exams, Surveys Completion of assignments etc.

- Though institution is situated in urban area, the college is contact with community life is participative in most of activities of the institution. Community participation is seen in talent search competitions, festivals celebrations annual get together function etc. During such occasions, interaction with community members yields valuable suggestive measures to make the institution more progressive in term of efficiency and quality.
The institution has an informal institution - school - community network. Almost 08 schools have been tie-up with us for practice teaching. All the staff members and head of these schools are friendly & cooperative with our student as well as teachers. This is helpful to us in giving quality education. Local community very helpful to us in organized various activities like celebrating national festival, extension activities camps etc.

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

- The institution has future plans to extend its services to the children with special needs helping orphans at orphanage, old people at old age home etc.

- To conduct interactive session in nearby villages by involving Non government organization, functionaries of self help groups to propagate on human rights, waste generation and management developing environmental awareness etc.,

- To undertake training programme for self employment in a near by village with the involvement of the students.

- Adoption of village for the purpose of education development and providing educational support.
3.4.4. Is there any project completed by the institution relating to the community development in the last 5 years? If yes give details.

Students under the guidance of faculty conducted survey in the community on the following areas.

➢ Importance of girls education.
➢ Impact of soft drinks on society.
➢ School Drop outs.
➢ Child labour.
➢ Health and hygiene.
➢ Swach Bharath Abhiyan etc……,

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

➢ By conducting citizenship training camps
➢ By conducting special camps with the help of volunteers of national service scheme.
➢ By inculcating the values of group dynamics among the students by participation in immunization camps.
➢ By participation in clear and green programme on every 3rd Saturday of every month to inculcate a service attitude of social relevance towards environment.
By participating in the activities of Non Government Organization.

Inviting social workers, freedom fighters in various celebrations of the institution.

3.5 Collaborations

3.5.1. Name the national level organizations, if any, with which the institution has established, linkages in the last 5 years. Detail the benefits resulted out of such linkages.

The institution has established linkages with the following national level and state level organizations from its inception.

- University Grants Commission (UGC)
- All India Association for Educational Research (AIAER).
- National Council for Teacher Education (NCTE)
- Indian Association of Teacher Education (IATE)
- Council for Teacher Education (CTE)
- Directorate Of State Educational Research And Training (DSERT)
- Bangalore university
- District institute of education and training.(DIET)
- CBR Network and Educomp is offering assistance to our institution as part of extension activities.
3.5.2. Name the international organizations with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Institution has established linkage by HCL which is the International Organization to conduct training and seminars in up gradation of academics for B.Ed student- teachers.

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

Institution has developed good linkages with academic organizations like DSERT, Psychotronics, Bangalore University which have enabled us in carrying out research activities.

Curriculum Development:
KSOU has provided study material to the college as additional resources and reference books for the benefit of students and faculty members.

Teaching:
Resource persons of the CBR Network who are having World Wide Training are involved in teaching for benefit of the student teachers. Innovative teaching methods are adopted in the institution with for effective learning.

Training:-
Students are provided with latest techniques to be followed as part of training programme in teaching by adopting some of the best practice by leading Colleges of education in Bangalore.
**Practice teaching:**
Subject experts are invited to explain the important concepts to the student trainees by adopting innovative teaching learning techniques and strategies during practice teaching.

**Research:**
Academic contacts of Institution with research expert Dr. Sansanwal Ex-faculty member of Devi Ahalya University and others have been benefited our students and faculty members in writing quality Dissertations, M.Phil, and Ph.D. Thesis, writing Articles in National reputed journals.

**Consultancy:**
The experts having academic contact with the institution are utilized to establish consultancy service unit in our college. Publications, brochures, reports, seminar proceedings are utilized to enhance efficiency in counseling services.

**Extension:**
Academic outreach and society outreach programmes are designed by the experiences of our institution in having academic contact with other organizations.

**Publication:**
The institution has brought booklets on personality development, health and hygiene, physical fitness, importance and management of water etc., from which we have establish academic contact.
**Student Placement:**
Details of employment avenues are collected from Department of Education, Bangalore University and other organizations like ICSE, CBSE, State Board, Jain International Schools which have contributed in providing placement services to our teacher trainees after the completion of course.

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

The institution is maintaining academic linkage with 08 schools located in neighboring area of Bangalore. A data base is developed so that the information will be useful to student teachers.

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

Faculty are in contact with teachers of schools in and around Bangalore. Feedback obtained from them is used in evaluation and designing practice teaching in much more effective manner.

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

The faculties are in regular contact with the schools of Bangalore and also schools allotted for the students to do practice teaching. The schools which are under the management of St. Paul’s Group of Institution are also being utilized by the college for Practice teaching. The experiences of the school practical sessions are brought to the notice of the Principal and concerned
lectures by the student teacher which will be helpful as a feedback to formulate future programme of action to initiate steps to sustain quality in practice teaching. Our faculty is in regular contact with colleges of Education affiliated to Bangalore University, and the experiences are shared to initiate viable measures which enhance quality in B.Ed programme for years ahead. The faculty are also in contact with the faculty of Department of Education, Bangalore University conveys the difficulties faced by the student teachers and try to solve their problems.


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

➢ Staffs are encouraged to participate in workshops, symposium, Conference conducted at Regional, State, National and International level to present papers on important thrust areas.

➢ The institution has conducted workshops, orientation Programmes, seminars during the last five years.

➢ The institution has established contact with the local public and Consultancy is offered free of cost to those students and public to know about the programme of education at under graduate level and post graduate level.
➢ The management encourages research among the faculty, at present the institution is having two Doctorate, one M.Phil and four with NET/KSLET holders.

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

Research committee is constituted to provide information to the faculty regarding the details of funding agencies and important research organizations. The college document downloaded information from different websites. Articles from Journals of National repute will help as a source material for faculty and students to pursue research. Providing Internet facility, sufficient resources in library like books, journals of national repute, reports on seminar proceedings etc., help the faculty to update their knowledge.
Criterion IV

Infrastructure And
Learning Resources
CRITERION – IV

Infrastructure and Learning Resources

- Physical Facilities
- Maintenance of Infrastructure
- Library as a Learning Resource
- ICT as Learning Resources
- Other Facilities
- Best Practices in Infrastructure and Learning Resources
Criterion 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, the institution has physical infrastructure as per NCTE norms.

The list has the physical infrastructure as per NCTE norms

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Room No</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Class Rooms</td>
<td>05</td>
</tr>
<tr>
<td>02</td>
<td>Seminar Hall</td>
<td>01</td>
</tr>
<tr>
<td>03</td>
<td>Auditorium</td>
<td>01</td>
</tr>
<tr>
<td>04</td>
<td>Administrative Office</td>
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<tr>
<td>05</td>
<td>Principal room</td>
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<tr>
<td>06</td>
<td>Office Room</td>
<td>01</td>
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<tr>
<td>07</td>
<td>Library</td>
<td>01</td>
</tr>
<tr>
<td>08</td>
<td>Gents Common Room</td>
<td>01</td>
</tr>
<tr>
<td>09</td>
<td>Ladies Common Room</td>
<td>01</td>
</tr>
<tr>
<td>10</td>
<td>Staff Room</td>
<td>05</td>
</tr>
<tr>
<td>11</td>
<td>Naac Room</td>
<td>01</td>
</tr>
<tr>
<td>12</td>
<td>Store Room</td>
<td>02</td>
</tr>
<tr>
<td>13</td>
<td>Gents Rest Room</td>
<td>08</td>
</tr>
<tr>
<td>14</td>
<td>Ladies Rest Room</td>
<td>08</td>
</tr>
<tr>
<td>15</td>
<td>Visitors Room</td>
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</table>
List of Laboratories and Resource Centers

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Labs</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>E.T/ICT Resource Center</td>
<td>01</td>
</tr>
<tr>
<td>02</td>
<td>Computer Laboratory</td>
<td>01</td>
</tr>
<tr>
<td>03</td>
<td>Psychology Resource Center</td>
<td>01</td>
</tr>
<tr>
<td>04</td>
<td>Language Laboratory</td>
<td>01</td>
</tr>
<tr>
<td>05</td>
<td>Physics Laboratory</td>
<td>01</td>
</tr>
<tr>
<td>06</td>
<td>Chemistry Laboratory</td>
<td>01</td>
</tr>
<tr>
<td>07</td>
<td>Biology Laboratory</td>
<td>01</td>
</tr>
<tr>
<td>08</td>
<td>Health And Physical Rooms</td>
<td>02</td>
</tr>
<tr>
<td>09</td>
<td>Art and work Experience Resource Center</td>
<td>01</td>
</tr>
</tbody>
</table>

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

The institution regularly plans to meet the needs of augmenting the infrastructure to keep pace with the academic growth. Additional infrastructure and resources are added every year according to the need. The classrooms, laboratories, library, multipurpose hall, canteen etc., are furnished with adequate furniture and equipments to facilitate better teaching learning process. The institutional management is well aware about the new developments in education and academics. The institution ensures optimal utilization of its infrastructural facilities.

The institution invariably encourages the use of its academic and physical facilities by organizing different educational activities.
4.1.3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

**Co Curricular Activities:**

- Spacious rooms are allotted for co-curricular activities so as to fulfill the curricular needs of the courses offered in the college.

- A big Seminar hall to accommodate about 200 students for conducting academic activities.

- A well furnished Auditorium to organize workshop and seminars.

- A well equipped psychology lab is being maintained for conducting experiments.

- Physics, Biology, Chemistry laboratories are maintained with equipments to conduct practical activities.

- Keeping in view of the latest needs of education a computer and educational technology laboratory are set up with necessary amenities like Computers, LCD Projector, CD, VCD, Digital Video Camera TV, VCR, etc..

- Language laboratory is equipped with E resources, CDs, tape recorders etc.,
Extracurricular activities:

The college at regular interval of times conducts various activities such as cricket, throw ball, volleyball, shuttle badminton, carrom, chess, etc.,

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

The physical infrastructure of the college extend support as follows:

- Contact programme classes for KSOU B.Ed students.
- Contact programme classes for KSOU Special B.Ed students.
- Institution ground is used to conduct Karate classes by DO GUJUKAN ASSOCIATION – INDIA.
- Auditorium is given to conduct meditation and yoga classes for Pathanjali Yogashrama trust.
- Infrastructure is used as examination centre for conducting correspondence exams of different courses for Bangalore University.
- Secondary school under the management utilizes our infrastructure for their functions and activity.
- Our institution is having KSEEB examination centre.
- Physical infrastructure of our institution is used as polling booth centre for all the elections.
Institution is the centre for pulse polio vaccination centre.

Physical infrastructure is used for conducting health camps.

Neighbouring schools conduct annual cultural programme in our auditorium.

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

The institution has been taking utmost care in respect of the health and sanitation separate toilets and wash rooms for teaching staffs, non teaching staffs and students of both genders are provided.

For drinking water a mineral water cum softener plant has been installed in the college building to enable the students and staff to drink pure water, which is cleansed at regular intervals.

Necessary cleaning materials like soaps, solution, phenyl, room freshener, mops, broom sticks are provided for cleaning. Supervisory staff is appointed to supervise the work.

Necessary arrangements are done for disposal of waste on regular basis.

First aid facilities are provided.

A free medical camp and blood donation camp were arranged by the management with the help of students, assisted by the local doctors. Apart from this, the staff and students are provided with free medical assistance of Dr. Venkatachalapathy.V popular local doctor.
4.1.6. Is there any hostel facility for students? If yes give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

Hostel facility available for girls.

➢ There are 14 rooms and 50 inmates in the hostel.

➢ Recreational facilities like indoor games, outdoor games are available.

➢ A mini library consisting of books, journals, magazines, periodicals and daily newspaper is available.

➢ A doctor regularly visits hostel and offers advice whenever necessary.

➢ First aid box with minimum medicines is also available in the hostel.

➢ Committees are constituted for effective functioning of the hostel.

➢ Over all supervision is undertaken by the warden.
4.2 Maintenance of Infrastructure

4.2.1. What is the budget allocation and utilization in the last 5 years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Particulars</th>
<th>Budget in RS</th>
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<tbody>
<tr>
<td>01</td>
<td>Building</td>
<td>Rs 1,25,00,000.00</td>
</tr>
<tr>
<td>02</td>
<td>Laboratories</td>
<td>Rs 2,00,000.00</td>
</tr>
<tr>
<td>03</td>
<td>Furniture</td>
<td>Rs 5,00,000.00</td>
</tr>
<tr>
<td>04</td>
<td>Equipment</td>
<td>Rs 1,06,450.00</td>
</tr>
<tr>
<td>05</td>
<td>Computers</td>
<td>Rs 1,25,000.00</td>
</tr>
<tr>
<td>06</td>
<td>Transport / vehicles</td>
<td>Rs 2,50,000.00</td>
</tr>
</tbody>
</table>
4.2.2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

In view of the vast infrastructure available in the college, the management has taken utmost care to utilize the equipment properly and effectively. For this purpose, adequate number of faculty mentors are appointed and they are assigned to function accordingly. For computer education there are two faculty members working as full time lecturers and for technology two more faculty members are working hard to utilize the equipments. The physical education instructor has been appointed to conduct various programmes from time to time to keep the students active in their activities.

Apart from this the institution extends its support for conducting SSLC examination, public and special meetings, rooms for elections etc.,

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

- Eco- club is maintained, through which students maintain garden and develops aesthetic values to reduce pollution.

- Shady trees around the college creates healthy atmosphere to the students and staff.

- Health and hygienic atmosphere is maintained by sweeper and gardeners.
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 (material collection and media/computer services)?

The college librarian has required qualification and some office assistants are extending their co-operation in preparing library catalogues, computer files and folders one of whom is a diploma holder in library science.
4.3.2. **What are the library resources available to the staff and students**

(number of books – volumes and titles, journals – national and international, magazines audio visual teaching – learning resources, software, internet access etc.,)

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Details</th>
<th>Total No</th>
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<tbody>
<tr>
<td>1</td>
<td>Books</td>
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<tr>
<td>2</td>
<td>Journals (national)</td>
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<tr>
<td>3</td>
<td>Magazines</td>
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<tr>
<td>4</td>
<td>Seminar reports</td>
<td>02</td>
</tr>
<tr>
<td>5</td>
<td>Audio Visual Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) CD’s</td>
<td>20</td>
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<td>b) PPP</td>
<td>10</td>
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<tr>
<td></td>
<td>c) Data Bases</td>
<td>02</td>
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<tr>
<td></td>
<td>d) Tape Recorder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>e) DVD</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>f) TV</td>
<td>02</td>
</tr>
<tr>
<td>6</td>
<td>Systems</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>Reprographic Facility</td>
<td>02</td>
</tr>
</tbody>
</table>
4.3.3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate assess, relevance etc., and to make acquisition decision. If yes, give details including the composition and functioning of library committee.

Library advisory committee is constituted with Principal as ex-officio President, Librarian as Convener, three senior most staff members and three students’ representatives.

The committee meets once in three months and reviews the functioning of the library and offers suggestions wherever necessary for further improvement.

➢ It monitors the books maintained by the librarian.

➢ The committee also finalizes the books, journals, magazines and periodicals to be purchased every year by calling for indents from the faculty and places orders to the booksellers who offer maximum discount.

➢ The committee reviews the performance of various services offered by the library.

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

Yes, Library is partially computerized with Easy lib software.

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

Yes, the institution library has computer & internet facilities. There is a Computer with printer and Xerox machine. An active internet connection is available in college library.
4.4.6. Does the institution make use of Inflibnet/ Delnet/ IUC facilities? If yes give details.

Providing Inflibnet facility for the college library is under process.

4.4.7. Give detail on the working days of the library? (Days the library is opened in an academic year, hours the library remains open per day etc.,)

The library is kept open throughout the year except National Holidays. Daily working hours of the library are 08 hours i.e. 9:30 am to 5:30 pm.

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

- A display board is available at the entrance of the library.
- New arrivals appearing in the Hindu, Times of India, Deccan Herald (English), Prajavani, Vijay Karnataka, Vernacular dailies are displayed by the librarian.
- Outer coverings of books etc, displayed in the library.

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

Yes. The school text books other and books are provided to the student-teachers as per their teaching methods at the beginning of the academic sessions which is utilized by the students throughout the year for their use through the book bank scheme.
Frequent changes in the syllabus leads to increase in outdated books which make it difficult to enrich the book bank collection. This facility is provided maximum teacher trainees. Separate accession and issue registers are maintained. The students keep books for fifteen days and they can get it renewed. The students can retain the books till University examination are over.

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

- For easy accessibility to the library, it is situated at the ground floor of the building with ramp facility. Librarian personally attends the physically challenged student-teachers.
- Proper help is provided to retrieve the books from almirah and rac
- Preference is given to such category of students in issuing and returning the book or materials
- For Physically Challenged persons separate chairs are reserved.

4.4. ICT as learning Resources

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

The college has established well equipped laboratory to promote ICT activities.
Smart Classroom:
Latest technology enabled Smart Classroom is available for Faculty Members & Students to interact latest trends in the field of Education. It provides wide platform to the students towards future classrooms.

Language Lab:
A software based Language Lab is established to improve the Communication Skills of the student-Teachers.

ICT Centre:
The institution has an advanced ICT Centre, which provides Computing facilities. 45 computers are interconnected through LAN. A wide range of software like MS office, Application Software and Antivirus are available. Communication and printing services are also available. Broadband connection for Internet is available in the lab. Software in the form of CD's based upon various subjects like linguistic skills, children with special needs, information and communication technology, health and fitness, value education, environmental education, teaching and teacher behaviour are available. Institution also does video recording of micro teaching and real teaching practice lessons presented by the student teachers. This lab comprises of advanced educational technology equipments which contribute a lot in modern teaching - learning practices. The lab comprises of various equipments like over-head projector, slide projector, and audio- video aids, slides and transparencies meant for effective teacher training. Public address system is available. Student teachers are given training in handling these equipments and using them in making teaching effective.
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

Proper consideration is given for the use of ICT while implementing the curriculum. In which student teachers learn working and the use of all the technological aids available in the college. They also learn the skill of handling these equipments and their effective use in teaching learning process.

Teacher provides necessary instructions to the students regarding the course content and skills regarding the use of these equipments. By implementing the subject computer education basic computer skills are imparted to the students. They are taught about information technology, internet, e-mail etc. The students are taught about MS Word, MS Excel, and Power Point Presentation and Application software. Various books on computer education are also available in the library.

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

The knowledge of ICT is significant but more significant is its use in practical situations in the teaching learning process. Moreover, it is felt that the teacher trainees need to idealize the application of ICT in teaching. The teaching faculty and teacher trainees make use of the internet for advanced knowledge, model lesson plans, survey of related literature for research work to guide their research students.

The institution gives utmost priority in the use of new technology and ICT for day to day teaching.
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, preparation of teaching aids).

Student-teachers take keen interest and take the help of ICT in preparing lesson plans, teaching aids and delivery of lesson. Student teachers make their lesson plans on word processor and also prepare power point slides to deliver their lessons during micro teaching. The student-teachers present their seminar through PPTS and transparencies on OHP.

4.5 Other Facilities

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

Instructional infrastructure is optimally used by the institution. The institution shares its facilities with the community. The services of teachers of this college are furthered in giving extension lectures. The teachers of this institution visit other institutions and act as judges in other institutions functions. Faculty members of this college are invited many times by the other institutions for guest lectures and as a resource person.

The audio-visual aids like charts and models prepared by the student teachers are donated to the practice teaching schools and schools situated nearby the college.

Improvised apparatus prepared by the college students is also gifted to the practice teaching schools.
4.5.2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available in the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

Various audio-visual aids facility and material like CD, audio cassettes, video cassettes, transparencies and slides based on content of various school teaching subjects are available.

Transparencies on content cum pedagogical analysis are also available with the institution. Charts, models and improvised apparatus in science are available and the student teachers use these materials in preparing their lesson plans and in their practice teaching sessions. CD's and Soft Language Lab for language development are also available. Slides and transparencies made by the student-teachers themselves are also available.

Well equipped laboratories are available with the institution where demonstration and experiments are conducted. Teachers themselves use the audio visual aids while presenting the content before the student-teachers in the classroom. Student-teachers are motivated by the teachers to use the audio-visual aids while presenting their seminar and preparation of their lesson plans and teaching aids.
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?

General laboratory for Psychology, Educational technology, Computer and Method laboratories for biology, chemistry, physics, mathematics, language, social science etc are available. The faculty members look after the same to ensure optimum utilization, their are also encouraged to impart new devises and software for the development of the respective labs.

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

Institution has a well equipped, spacious auditorium with effective sound system for conducting cultural programmes, talent shows etc. A multipurpose hall is available with good seating arrangements, which is spacious and well ventilated for conducting workshops seminars and other academic activities. Facilities for several sports activities like chess, Carrom, volley ball, throw ball, shuttle badminton etc are provided by the institution.

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

The portable LCD and laptops are used in the smaller classrooms for curricular transaction regularly.

The two main lecture halls are well equipped with smart board advanced and Projectors. These have been permanently installed in the classrooms. It is supported / well aligned with audio visual peripheral
equipments needed like the speakers, cordless mike with proper and safe electrical connections. In the future, the plan is to modernize the classrooms with permanently installed computers and Wi-Fi internet connectivity.

4.6. Best Practices in Infrastructure and Learning Resources:-

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

Faculty seeks to model and reflects on the best practice in the diversity of instruction, includes the use of technology. Well qualified faculty is there and they use ICT Lab, LCD projector, overhead projectors and power point slides for teaching. Most of the teachers participated in the workshop and have got training by an expert about the use of computer in teaching. Use of ICT, inductive thinking strategies and problem solving methods are used for teaching.

All the teachers are proficient in using computers for teaching. Teachers create such situations for providing teaching conducive environment to the students for appropriate learning.

Smart Classroom and Language Lab is available for the students to make them competent in the use of modern technologies.
4.6.2. List innovative practice related to the use of ICT, which contributed to quality enhancement.

List of Innovative Practices related to ICT:

➢ The teacher educators could procure proper references for their teaching and enhance their content knowledge enrichment. As a result of this, they could provide better and latest instructional inputs to teacher trainees.

➢ As a result of better teaching, quality of learning by the teacher trainees has improved.

➢ All the data related to the teacher trainees could be stored. They included scores of internal evaluation, attendance and the bio-data. These data could be used for remedial teaching and mastery learning of teacher trainees.

➢ ICT is used for enhancement of library holdings and services. New publications and references are readily available for updating library resources.

➢ Internet facility has promoted research quality. It has helped to improve the quality of education according to state government’s policy.

➢ Our college has provided this benefit to neighboring school which results in positive rapport between the Colleges of Education, Teacher Educator Schools, Headmasters and Supervisors.
Conducting action research and report writing of national research school gives an opportunity for the administrators to refresh their research skills in the field of school management.

Multiple copies of the self instructional material books, evaluation sheets, reference books were the essential resources required for this course.

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

- Academic packages in different subjects are provided by all the faculty members to students using systems available in the institution. Teachers assign topics for assignments, as per the syllabus. Students are allowed to complete their assignment using internet, facilities and books available in the library. This motivates them to complete their assignments in a creative manner.

- An orientation program for students is conducted at beginning of the academic year in which they get information about the facilities available in the institution.

- Book reading competitions are conducted every year as part of national library week celebration.

- Students are encouraged by the librarian to document, important information related to correct trends in education and other fields by going through newspapers, journals, magazines, periodicals etc.
Criterion V

Student Support

And

Progression
CRITERION – V

Student Support and Progression

➤ Student Progression
➤ Student Support
➤ Student Activities
➤ Best Practices in Student Support and Progression
5.1. Student Progression

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

The institution organizes many competitions, time to time in order to access and enhance the professional competency of the student – teachers.

The student teachers are sent to school for their practice teaching in real situation, where the student–teachers are encouraged to participate in administrative as well as academic activities of the school like organization of competition, organizing morning assembly, participation in Mid-Day meal Programme and maintaining discipline etc., They also find out the deficiency and realities of classroom and possible efforts are done by the student teachers to minimize the problem faced by them with the help of their supervisor (mentor) and school staff. The schools heads and the teachers provide suggestions to the student – teachers about teaching and managerial skills during their practice teaching.
They are encouraged to participate in various activities of the programme. The programme includes cultural activities like Solo Dance, Group Dance, Drama, Mimicry, speech, Solo song, Group Song, Poster making, Mono acting, College magazine etc. are other resources of learning and progression.

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

The role of the Management:
The management always supports all the activities of the College and ensures academic excellence. The facilities provided by the management help the students to bring out good performance. It provides adequate infra-structure, good building with all the requirements, furniture, recent and good books to the library, Computers which help the students in their development and excel in the academic achievement. This good atmosphere in the College influences the students positively. Management sees to the repairs, furnishing and maintenance of the building. The management also sees to the upliftment of poor and needy students by providing them all the facilities and the scholarships.

Role of Principal and Faculty’s:
The play a great role in encouraging the students to perform in a better manner. Rapport is built up between the faculty and students to interact freely with them on academic matters. They motivate them to take up responsibilities and also to face the challenges regarding teaching profession. They teach them different techniques and active learning strategies to teach a particular subject. The staff members also see that students develop the leadership qualities and self-confidence among them
through their participation and involvement in various activities. Hence the faculty makes sure that students receive appropriate academic and professional guidance and suggest measures for improvement.

**The Invited Guest Role:**

All the College activities, the club activities and the subject activities are planned in such a manner that plenty of subject experts from the community are invited to the College to share their expertise and to interact with the students. These resource persons encourage the students for a balanced living and value oriented life that is expected by the College as per its Motto, Vision and Mission.

**Awards and scholarships:**

A wide variety of awards, endowments and scholarships are instituted in the College to encourage the students to perform well.

**Continuous and Comprehensive Evaluation:**

The evaluation in the College is Continuous and Comprehensive. Even the minor initiatives are taken into account in the evaluation. All the practical works, performance and teaching strategies adopted and even the attendance of the candidate is taken into account in the process of evaluation. The periodical tests help the students to be vigilant all the time. Two Internal assessment tests are also conducted at the end of the two semesters. Continuous and Comprehensive Evaluation helps to maintain the standard of the College to enhance the quality of Teacher Education.
Integral Personality Development Programmes:
The institution provides an effective and conducive environment to the prospective teachers for the effective learning and overall development including academic, physical, social, moral, cultural and spiritual aspects of personality which in turn results in the actualization of the four pillars of education: learning to learn, learning to do, learning to be and learning to live together. Multifaceted programmes are organized in the College through the methodology and club activities to bring about Integral Personality Development of the students.

Spiritual Orientation:
For Morning Assembly, Prayer songs are taught to the students, Provision to visit the prayer room is made. Students take turns to prepare and present the thought for the day. Classes begin and end with a prayer. For special occasions prayer services are conducted by including the scripture passages from different religions.

Feedback Mechanism:
Feedback on the teaching practice (academic) as well as on their behavior part is collected from observation and feedback by peers, cooperative teachers/mentors, supervisors and self-assessment and also from the cooperative schools and the schools where they have been placed for teaching during practice teaching and suggest measures for improvement in a positive manner. Students are asked to maintain observation and supervisors’ diary during practice teaching and to receive feedback from the mentor teacher and to incorporate the suggestions.
Having Regular Reflective Practices:
Regular reflective practices are done as Pre-practice reflection, Teaching reflection and Post teaching reflection. Students are encouraged to do the reflection for all the major activities of the College such as Celebration of College Inaugural, Women’s Day, Science, Kannada and Human Rights Club Activities, and Environment Day etc.,

Service Learning Activities:
Visit to the Special School and Old Age Homes, SUPW Activities, Sports Day, Educational Tour/ Field Trips, Community Living Camp, Yogic Exercises. For service learning activities students not only learn the situation but they also give the services. This helps them to celebrate the learning they have acquired.

Workshops are conducted for the preparation of unit plan, preparation of unit test, test material, models of teaching, multimedia lessons and motivation is inculcated in them. Through the demonstration of the lessons teaching skills are taught to the students in phases. College also encourages them to make use of Computer Multimedia to make their lessons effective and creative. Periodical activities are conducted and continuous assessment is done to sustain their interest and enable them to use variety of teaching learning techniques and active learning strategies. Staff has been mentoring and conducting tutorials for those students who are weak in studies and motivate them to do better.

College conducts two Internal Assessment tests, Practical Examination in teaching methodology, and the final theory examination. Revision is done before the tests/exam and after they receive their valued answer sheets, feedback is given to improve their performance. At the end of the
year feedback in all the subjects of each student is collected orally as well as in writing using the performa prepared for the purpose.

Hence the faculty makes sure that students receive appropriate academic and professional guidance and support and suggest measures for improvement.

**Performance Improvement Programmes:**

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

**Improvement in theoretical achievement:**
Institution adopts diverse teaching learning strategies to cater to the needs of slow, average and gifted students. Remedial programmes are organized to improve achievement of the student teachers. Daily tutorials are conducted to have a healthy interaction with students which in turn help the student teachers make attitudinal changes, sharpen skills and develop cognitive base of the pedagogy. Continuous mentoring helps to maintain mental health and good study habits of the students.

**Improvement in the practical work:**
The student teachers are assisted to develop high quality teaching aids for the effective functioning of practical work. Application oriented topics are selected for the practicum which helps in the development of social intelligence and integrity. The student-teachers are given training in the use of hardware like LCD, OHP, Interactive White Boards, Razor Bee Instructional Aid, I-Pad, Laptops and Desktops. ICT enabled teaching strategies are adopted during practice teaching and internship.
5.1.3. Give gender – wise drop – out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

The possible reasons for drop outs after admission is employment, family problem, marriage, job transfer of parents etc.

All efforts are made by the institution faculty members to motivate them in completion of their course through counseling process, to see that the drop outs are minimized to the possible extent.

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

Additional Services provided to the students are as follows:

- Educational Visits
- Use of Multimedia
- Felicitation of meritorious
- Placement of Teacher trainees through campus interview.
➢ Special Lecture Series

➢ NET / SET Guidance

➢ Free Internet Access

➢ Alumni Meet

➢ Lectures on interview skills

➢ Spoken English Course

**To compete for the jobs:**

➢ The placement cell provides information about job opportunities.

➢ It provides guidance about giving interviews and skills that need to be mastered to give interviews.

The teacher trainees are given guidance when they are required to conduct demonstration lessons in schools and teaching aids are also provided to teacher trainees to prepare for the demonstration lessons.

**For NET / SET Preparation:**

➢ Information about NET / SET syllabus and examination is given to the teacher trainees.

➢ Guidance is given for selection of optional subjects and course content.
References are made available in the library.

Question sets of previous examinations are provided for further practice and workshops are held in the institution to give guidance for the NET/SET examination.

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

Majority of teacher trainees opt for teaching profession. Few of them continue further studies whereas some of them opt for jobs in professions other than teaching.

Details of the teacher trainees who went for further studies

<table>
<thead>
<tr>
<th>Year</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students choosing teaching as a career</td>
<td>42%</td>
<td>35%</td>
<td>36%</td>
</tr>
</tbody>
</table>

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.

At the beginning each session the students are well oriented about the functioning, rules, facilities and resources available in the college library and in the campus. The students can easily access the library facilities during the working hours.
They can easily get the library resources like books, encyclopedia, journals, survey report, language learning resources (CDs, Books and Manuals etc.), magazine, etc. Student teachers are allowed to use Internet facility & computers available at the library. These facilities are also easily accessible to the old students by the permission of the Principal.

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

Yes, there is a placement cell in the college that caters to the needs of students related to employment. The cell provides support to the student teachers in seeking employment at different educational institutions.

The student data such as address, phone numbers, jurisdiction/ area in which the trainee wants to work, e-mail address etc. are collected. The letters of request received from schools and colleges seeking candidates to be employed are filed and the vacancy is noted down. Suitable candidates are identified and communicated through e-mail/telephone/ post. The student teachers are asked to inform the institution immediately after securing the job. The placement cell provides information regarding candidates on enquiry from schools/educational institutions.

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

The difficulties faced by placement cell includes non availability of suitable jobs as per the needs of the students, language problem, lack of confidence in using technology, failures in competitive exams etc.
Institution overcomes the difficulties by organizing personality development programs, fluency in speaking language, training in using technology during teaching learning process, facing competitive exams etc.

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

Yes, Secretary, Principal are in touch with practice teaching schools and help the student teachers for their placement as and when the vacancy arises.

Most of the schools which come for campus interviews are practice teaching schools run by the institution’s management. Preference for placement is given to these practice teaching schools.

The schools of other educational institutions follow their own recruitment procedures. Though involvement of the institution and the placement cell is very limited the college invites reputed schools in and around Bangalore to conduct campus interview in our college every year. The institution is involved only if the faculty members are invited to conduct interviews and observe demonstration lessons.

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

➤ The institution supplies students with textbooks, reference books, journals etc to the placement cell.

➤ Placement cell is fully financed by the institution.
All the required institutional facilities are made available to the placement cell.

The management provides sufficient funds to purchase reading materials related to competitive examination.

One of the faculty members is allotted with exclusive responsibility of providing guidance on placement services to the students.

Mentors also meet the wards and inform them the current scenario in regard to placement position.

Employment news, newspapers and magazines are made available for the students.

Special orientation classes are conducted for students on how to prepare themselves for examination.

5.2 Student Supports

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

For the effective implementation of the curricular, co-curricular and other activities, the institution systematically plans and evaluates all the activities in its academic calendar of the year. If need arises, necessary modifications are
made in the academic calendar to achieve the objectives of the curriculum and effective implementation of all the activities. The academic calendar is planned by the Academic Planning committee of the college.

The committee analysis the different conditions and academic calendar of the university and prepares an initial draft for various curricular, co-curricular activities of the year. Then this draft is discussed in the staff council meeting and necessary modification has been done according to the suggestions of the staff council.

After the approval of the staff council and administrative authorities of the college, the final draft of the academic calendar is prepared, implemented and circulated to all the staff members and also notified to the students. Various curricular, co-curricular & extra–curricular activities are planned for their effective implementation.

Various co-curricular & extra – curricular activities including extension lectures, community participation, organization of morning assembly, time table, examination schedule, sports meet, celebration of important days such as Diwali, International Women’s Day, Science Day, Independence Day, Republic Day, Environment Day, Kannada Rajyotsava etc., are well planned in advance by the committee in the beginning of the session.

In spite of all the various competitions like Talents day, Quiz competition, Speech, Poetry Recitation, Drama / Skit, drawing & painting etc., are also planned in advance and all this planning is communicated well in time to the students, teachers and administration for their reference. Feedback on the academic calendar is invited from the teachers in staff council meeting and from students is through tutorial meetings & suggestion box.
For effective implementation of the curricular, co-curricular and extra-curricular activities mentioned in the academic calendar various committees are constituted by the institution. Each committee is headed by a convener and to assist him/her there are teacher-educators as members. The various committees constituted for the purpose are:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Committee / Cell</th>
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<tbody>
<tr>
<td>1.</td>
<td>Admission Committee</td>
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<tr>
<td>2.</td>
<td>Discipline Committee</td>
</tr>
<tr>
<td>3.</td>
<td>CLC Committee</td>
</tr>
<tr>
<td>4.</td>
<td>Library Committee</td>
</tr>
<tr>
<td>5.</td>
<td>Excursion Committee</td>
</tr>
<tr>
<td>6.</td>
<td>Cultural &amp; Sports Committee</td>
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<tr>
<td>7.</td>
<td>Placement Cell</td>
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<tr>
<td>8.</td>
<td>Sports Committee</td>
</tr>
<tr>
<td>9.</td>
<td>Sexual Harassment Cell</td>
</tr>
<tr>
<td>10.</td>
<td>Grievance and Redressal Cell</td>
</tr>
<tr>
<td>11.</td>
<td>Guidance &amp; Counseling Cell</td>
</tr>
<tr>
<td>12.</td>
<td>Women’s Cell</td>
</tr>
<tr>
<td>13.</td>
<td>Discipline Committee</td>
</tr>
</tbody>
</table>
5.2.2. How is the curricular planning done differently for physically challenged students?

Curricular activities are planned as per the requirements of physically challenged students by providing extra time for assignment completion, writing lesson plans etc.

The institution follows the policy of inclusion. Though the Physically challenged teacher trainees have not taken admission in this academic year in the institution. However Extra time is given during examinations as per the University rules and regulations. Library is satiated in the ground floor with a separate sitting arrangement is provided for physically challenged students along with ramp facility. Challenged teacher trainees are encouraged and motivated to participate in co-curricular activities. During practice lessons, they are permitted to take help of other teacher trainees for putting up teaching aids and for taking assistance for writing on the blackboard etc.

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

Yes, the institution has mentoring arrangements to cater to the diverse needs of the learner. Mentoring is an essential and integral part of the course.

Faculty-Faculty Relationship:
The faculty members are actively involved in discussions and networking for professional development.
Senior teachers help the junior teachers in their responsibility in guiding them in all aspects. The faculty acknowledges the achievement of professional growth of the members.

**Faculty-Student Relationship:**
At the beginning of the year the larger group is divided into smaller groups depending on the strength of the staff. Usually about 07 groups are made, each consisting of 10 to 15 students and a Mentor Teacher is appointed. The mentor teacher meets the group periodically and provides personal/group Guidance.

Greater care is taken of the students prior to and during the practice teaching period when the students have high level of doubt and anxiety. The specific students with low confidence, low self-esteem who may be potential drop outs are identified and personal counseling is provided to them in order to retain them. This process is continued throughout the year until the course comes to an end.

**Student-Student Relationship:**
Here the staff members identify intelligent students and employ to provide peer mentoring to slow learners. Opportunities are provided in the College for peer teaching and demonstration. This helps to reduce frustration and failure among slow learners.
5.2.4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The effectiveness of the faculty in teaching and mentoring of students is done,

- By conducting meetings with Secretary, Principal and Correspondent, on academic performance of students

- Regular meetings of staff are conducted presided over by the Principal regarding the program of student’s performance, scheduling and rescheduling of the curricular programme with in the frame work of the rules and regulations of Bangalore University are some of the important issues discussed.

- The functioning of the mentor system is systematically reviewed and analyzed for smooth functioning of teaching-learning process.

- Mentors also take care of the students by offering their help and service in preparation of assignments, teaching aids, etc by suggesting them to go though books, journals, reports, proceedings, abstracts, articles etc.

- Faculty also maintains press clippings on various issues and the same is made available to the students.
5.2.5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, the college has its updated website i.e.

www.palieducationsociety.org

The following information has been posted on the website:

➢ Mission and Objectives

➢ Management

➢ Programme offered.

➢ Eligibility criteria for admission.

➢ Admission policy and procedure.

➢ Academic calendar.

➢ Infrastructural facilities available for teaching/learning. Sports, Hostel, Research and Recreation.

➢ Scholarships given by the state and the institution.

➢ Fee structure.
Details of Faculty.

Details of Laboratories and Library facilities.

Image gallery of various functions.

Latest news and upcoming college activities.

Contact details & Guide Map of the college.

Exam Results.

The college website is updated regularly.

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

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

- Based on General observation by the staff.

- Based on initial tests and assignments, through formative and summative evaluation and periodic evaluation.
Based on rating by staff, rating the pre-practice teaching behaviour of student teachers which covers the (content mastery, transaction of the content, language fluency, tone and voice, confidence, control of emotions etc.)

Based on the results of the above diagnosis the remedial programmes are planned:

a. Continuation of micro teaching cycles for those weak in teaching skills and with low self confidence

b. Peer Pairing up the students and enabling them to learn from one another.

c. Staff members make themselves available to meet the low achievers and provide tutorial/practice/guidance to the students usually before and after class hours.

d. Planning and organizing need based enrichment programmes such as,

- Improvement of handwriting through copy writing
- Computer hands on experience
- Guided Library hours
- Additional turns for conducting morning assembly and news presentation.
- Giving Assignments according to their interest and Aptitude
Giving additional tests and assignments to students who perform very low in the previous tests and assignments.

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

5.2.7. What specific teaching strategies are adopted for teaching?

a) Advanced learners and

b) Slow learners

a. Advanced learners:

Advanced learners are given the following exposure.

- Challenging assignments are provided in seminars and practical activities

- Preparation of seminar papers on new innovative topics and participation in group discussion, report presentation etc.

- Conducting team teaching, brain storming sessions, interactive sessions etc.

- Participation in various Curricular, co curricular and extra curricular activities.
Helping their peers and slow learners in preparation of lesson plans, teaching aids assignments, motivating them to overcome for during practice teaching.

Organizing various activities to develop leadership qualities.

b) Slow learners:

Slow learners are supported by

- Remedial classes.
- Individual coaching and mentoring
- Teach and Reteach techniques
- Drill work
- Peer support and collaborative learning
- Conducting regular tests in all subjects.
- Developing confidence and motivating them for high achievement.
- Personal attention and moral support to overcome their problems.
5.2.8. What are the various guidance and counseling services available to the students? Give details.

1. Academic counseling

2. Psychological and personal.

3. Career and placement.

1. Academic counseling.

- Interacting with students whose behaviour is different and stress prone by informal talks.

- Clarification of doubts.

Providing a platform to exhibit their creativity talent etc.,

2. Psychological And Personal.

- All lecturers identify the stress prone behaviours like stage fear, anxiety, inferiority complex, lack of confidence participation in different activities etc and guide them to overcome their problems.

- Spiritual guidance and yoga classes are conducted to maintain stress management and overcome personal as well as academic problems.
Hostel students are disciplined on spiritual lines through inspirational quotes, conducting prayers etc. Odd and undesirable behaviour of hostel students are identified by the warden and gives suitable guidance.

3. Psychological And Personal.

All lecturers identify the stress prone behaviours like stage fear, anxiety, inferiority complex, lack of confidence participation in different activities etc and guide them to overcome their problems.

Spiritual guidance and yoga classes are conducted to maintain stress management and overcome personal as well as academic problems.

Hostel students are disciplined on spiritual lines through inspirational quotes, conducting prayers etc.

Odd and undesirable behaviour of hostel students are identified by the warden and gives suitable guidance.

4. Career and placement:

Vacancies advertised by schools and colleges are displayed on notice board.

Posters and necessary information regarding different career opportunities are also made available.

Carrier workshops are conducted by resource persons.
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?

- College has grievance redressal cell under the chairmanship of Secretary, Principal and faculty members.

- Staffs have liberty to air their grievances.

- Psychological distress is taken care by the counseling cell.

- Secretary Principal and other members have a tentative plan for resolving conflicts and to offer effective practical suggestions, to be undertaken.

- Each lecturer are given of a tutorial group with 15-20 students to take care of their personal grievances and suggesting remedial measures.

- ‘May I help you’ box is one of the mechanisms adopted by the institution.

- Students feedback is evaluated regularly by lecturers.

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

The academic progress of the students is monitored through Daily classroom observations by the mentor teachers, seminars, assignments, projects. The cultural and social progress of the students is monitored through their participation in Morning Assembly, college functions, guest-lectures on various
aspect, competitions at college level and competitions at other colleges etc.,

After monitoring the progress of the students in different areas, necessary feedback, advice and guidance is provided to them for improvement. Feedback is provided by the mentor teacher in the tutorial groups.

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?

Preparation for practice teaching:

- Orientation programme will be organized to develop confidence and prepare the student teachers to face the students during practice teaching.

- Student teacher practices at least four teaching skills in each methodology subject in simulated condition.

- The micro teaching cycle is observed till the students gain expertise in the teaching skills.

- Intensive practice in writing lesson plan unit test is provided by their respective method masters by giving guidance, suggestions etc.
Demonstration lessons are given by the experienced school teachers and teacher educators to enable the student teachers to observe the teaching skills techniques, strategies, methods of teaching etc.

Teacher educators develop psychological readiness among student teachers to communicate and overcome stage fear.

Group guidance and individual counseling are provided to manage stress effectively.

**Practice teaching in schools.**

- Student teachers get the spirit of teaching in natural class room situations.

- Student teachers teach the lessons under the observation of teacher educators, school teachers and peers.

- Observations are recorded and suggestions are given as feedback for future improvements in teaching.

**Supervision And Evaluation Of Practice Teaching.**

- Teacher educators visit the schools regularly and have interaction with the student teachers, subject teachers, and heads of the institution to deal with the problems if any for the smooth running of the practice teaching.

- Quantitative and qualitative evaluation of behavioural outcome in each lesson is recorded through keen observation of concerned subject teachers.
 Marks are awarded for internal practice teaching and records as per the rules of the Bangalore University.

**Reflection On Teaching By Students.**

- Students feel confident and competent on having practice in teaching.
- School student’s appreciation and involvement in classes inspire the student teachers to give effective teaching.

**Interaction with the school/community**

- Student teachers conduct morning assembly, sports, and co-curricular activities, participation in Parent teacher meetings, national festivals, and other activities of the school.
- They contribute teaching aids to school exhibition.
5.3 Students Activities.

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

i. List the current office bearers

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Names</th>
<th>Designations</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>President</td>
<td></td>
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<tr>
<td>2</td>
<td>Vice President</td>
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<tr>
<td>3</td>
<td>Secretary</td>
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<tr>
<td>4</td>
<td>Joint Secretary</td>
<td></td>
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<tr>
<td>5</td>
<td>Treasurer</td>
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</table>

ii. Give the year of the last election

The last election of alumni was held in the year 2015. As per the constitution of the alumni, the institution appointed the above mentioned office bearers by common consent and nomination. The president of the alumni association has the authority to appoint other office bearers.

iii. List Alumni Association activities of last two years.

The activities of the association are as follows:

- Working as a facilitator for the institution.
Consulting, planning and organizing various innovative activities for enhancing cultural, educational atmosphere and functions of the institution.

Providing feedback to the institution.

Resolving issues related to the practicing schools.

Motivating the well deserved members, teacher trainees and faculty by felicitating them for their notable contribution in the field of education.

iv. Give details of the top ten alumni occupying prominent position.

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Names</th>
<th>Present Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sri Basavaraj</td>
<td>Principal</td>
</tr>
<tr>
<td>2</td>
<td>Sri. Natraj</td>
<td>Principal</td>
</tr>
<tr>
<td>3</td>
<td>Smt. Rima John</td>
<td>USA</td>
</tr>
<tr>
<td>4</td>
<td>Sri Suresh</td>
<td>Lecturer</td>
</tr>
<tr>
<td>5</td>
<td>Sri. Kesti Santosh</td>
<td>PU College</td>
</tr>
<tr>
<td>6</td>
<td>Smt Amina</td>
<td>Lecturer</td>
</tr>
<tr>
<td>7</td>
<td>Smt Pushpa</td>
<td>Lecturer</td>
</tr>
<tr>
<td>8</td>
<td>Sri. Mohan Kumar</td>
<td>KSRTC</td>
</tr>
<tr>
<td>9</td>
<td>Sri Shridhar</td>
<td>Government High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Teacher</td>
</tr>
<tr>
<td>10</td>
<td>Sri Shrikanth Kumar</td>
<td>Government High</td>
</tr>
<tr>
<td></td>
<td>Patnayak</td>
<td>School Teacher</td>
</tr>
</tbody>
</table>
v. Give details on the contribution of alumni to the growth and development of the institution.

- Participation in health check-up Camp, eye check-up camp, Tree Plantation, etc.
- Donating the books to book bank.
- Demonstration classes for B.Ed students.
- Collecting funds for Tsunami, Earthquakes, etc are some of the activities conducted by the institution with the co-operations of Alumni Association.

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

The institution considers it essential to provide opportunities and nurture other talents in teacher trainees along with the training for teaching profession. Teacher trainees are encouraged to participate in extracurricular activities.

Prior to the organization of extracurricular activities by the Gymkhana Managing Committee, the faculty identifies the talents of teacher trainees when the groups for micro teaching are formed.
Competitions like quiz, essay competition, debate sports, games etc, and also to participate in inter collegiate competitions like debates, essay writing, elocution, poetry, drama, skit, art and sports are organized. Emphasis is laid on activities related mostly to educational based topics. Ample amount of time is given for practice.

The faculty encourages and guides the teacher trainees to perform suitable entertaining programs of music and dance during the annual gathering of the institution. Certificates and awards are presented to the winners and are felicitated by the guest or the head of the institution.

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

The college provides various opportunities to involve the students in various activities for presentation & publication of their material:

1. Students’ articles, thoughts, poems, national issues etc. are invited for different sections of the college magazine. They submit all the material to respective subject editors (Teacher In-charge).

2. Students are also free to expose their views and thoughts through wall magazine, Display Board and Bulletin Board.
3. Beside all this various exhibitions like charts & model exhibition, Teaching aids exhibition, Drawing & Painting competitions etc. are also organized to provide an opportunity to the students to exhibit their talent.

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

Student advisory council is constituted for B.Ed.

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<thead>
<tr>
<th>Sl No.</th>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prof. K.R. Jayadevappa</td>
<td>Patron</td>
</tr>
<tr>
<td>2</td>
<td>Sri Vijay Mareppanavar</td>
<td>Staff Adviser</td>
</tr>
<tr>
<td>3</td>
<td>Asha H.D.</td>
<td>President</td>
</tr>
<tr>
<td>4</td>
<td>Sagar K</td>
<td>Vice President</td>
</tr>
<tr>
<td>5</td>
<td>Channabasava</td>
<td>Secretary</td>
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<tr>
<td>6</td>
<td>Vijay D.M</td>
<td>Joint Secretary</td>
</tr>
<tr>
<td>7</td>
<td>Ashwini Katti</td>
<td>Treasurer</td>
</tr>
<tr>
<td>8</td>
<td>Madesha</td>
<td>Member</td>
</tr>
<tr>
<td>9</td>
<td>Mamata H.P.</td>
<td>Member</td>
</tr>
<tr>
<td>10</td>
<td>Sowjanya</td>
<td>Member</td>
</tr>
<tr>
<td>11</td>
<td>Namita Raj</td>
<td>Member</td>
</tr>
<tr>
<td>12</td>
<td>Alok Patnayak</td>
<td>Member</td>
</tr>
</tbody>
</table>
5.3.5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The institution provides an opportunity to all the students for being part of almost every activity. The various committees, which have student's representative on it, are:

1. Alumni Association
2. Student union
3. Discipline Committee
4. Sports Committee
5. Library Committee
6. Magazine Committee etc…,

Students are also given representation in extra curricular activities conducted by the Eco club, Guidance and Placement services, Library advisory committee etc all these committee they meet whenever there is need and reviews the academic, administrative activities, documents remedial measures to be initiated for further improvement and brings the same to the notice of the management for further follow up, since the Principal is the ex-officio President of all these bodies.
5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Informal feedback and data is collected by the institution from the teacher trainees at the end of the academic year for future curricular planning, implementation, growth and development. Issues related to the above are discussed with the faculty to improve the implementation of the program. The management supports the faculty as well as the non teaching faculty regarding administrative issues and gives feedback from time to time for proper planning and implementation, growth and development of the institution.

5.4 Best Practices in Student Support and Progression.

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

- Administrative staff is fully geared up to provide quality service to the students.

- Student advisory committee is formed to solve their problems.

- Provision for active participation of students in sports, games and private sports clubs, sports associations etc.
➢ Training for proficiency in language skills is arranged by engaging eminent academic experts.

➢ Internet facility is provided for academic benefits.
Criterion VI

Governance

And

Leadership
CRITERION – VI

Governance and Leadership

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

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

Institution aims to endeavor, encourage and fulfill students needs with required educational facilities and qualitative education by inculcating moral and ethical values

VISION

St. Paul’s College Of Education strives to achieve global identity through its innovative methods of teaching and training to create better teachers of tomorrow. We envision self – motivated teachers who are charged to face the challenges of the egalitarian society by providing a value based, stimulating and technologically enriched teaching – learning environment.

MISSION

➢ The mission of STPCE is to inspire student – teachers to be dynamically oriented, intellectually curious, technologically equipped, spiritually inclined, morally virtuous, socially sensitive and environmentally aware at the global levels of excellence.
- Enabling teacher trainee to understand the assumptions underlying existing educational policy, curricula and syllable.

- Enabling teacher trainee to integrate values in all subjects and activities.

- Enabling teacher trainee to acquire the capacity to manage a class with pupils of varied learning needs.

- Enabling the teacher trainee to communicate logically with clarity.

- Enabling teacher trainee to use locally and easily available resources for effective teaching.

- Enabling teacher trainee to use latest available technology for effective classroom interaction.

- Enabling teacher trainee to organize educative experiences inside outside the class.

- Enabling teacher trainee to imbibe right attitude, values through teaching peace education, environmental education, population education, health and hygiene etc., beside proficient in the development of skills relating to teaching.
OUR VALUES

Our college aims not only at the development of effective teachers who are masters of their subject but also the exemplary figures immerse in social, moral, ethical and intellectual values. Along with providing vocational efficiency, we strive for the development of healthy and balanced personality who is awakened for his own rights and duties and also the needs of the society and nation at large. The productive values are nurtured that aim at enriching the self, harmony and peace.

OBJECTIVES:

- To promote holistic development in terms of physical, social, emotional, intellectual, aesthetic, linguistic, cultural and ethical values.

- To develop professional competencies for total quality improvement.

- To develop potentialities on using need based educational technology and techniques in teaching.

- To develop cordial relationship with the community to meet challenges for further growth.

- To provide equity in respect of all supporting systems to both men and women without any discrimination.
6.1.2. Does the mission include the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution’s traditions and value orientations?

Yes, the institution is committed to provide the excellence in education covering all its aims, objectives through teaching learning and extension activities based on the needs of the society. Institution endeavors to impart liberal, modern education in teaching programme by inculcating the sense of humanity, spirit of National integration values and multi dimensional personality.

**Intellectual:**
The student teachers are prepared for their eventful future life, with emphasis on problem solving, judgment, creative and managerial skills.

**Academic:**
To prepare student teachers as cognitively enlightened citizen for future, develop commitment for professional teaching skills and for leading a purposeful life.

**Training:**
Training is provided to student teachers in developing teaching competencies by activity oriented and value based activities.
Access to Disadvantaged:
The college provides access to the disadvantaged sections of the students and encourages them to make use of all supportive services available in the college to the optimum level.

Equity:
The college ensures equal opportunities to all student teachers in academic and co-curricular activities such as participation in classroom interaction, competitions, celebrations and service oriented programmes.

Self Development:
Self development is encouraged by imparting skills such as communicative, numerical ability, participatory management, group dynamics, self confidence and value added programmes to lead a successful life.

Community and National Development:
Service to the society and social responsibility takes pride in our institution. Programmes Tree Plantation are conducted on Human Rights, Child Labour, Blood Donation, etc as part of national development.

Issue of Ecology and Environment:
Institution provides programmes to inculcate a sense of understanding of the importance of ecology and healthy environment to all students.
**Value orientations:**

By training students, to participate in programmes on cultural aspects and to undertake community oriented services.

**Employment:**

The college imparts knowledge and skills suitable for employment in the fast changing education scenario of teacher education. Practice teaching programme provides foundation to get a suitable job after the course is completed.

**Global trends and demands:**

The institution intends to develop the capacities of the students by making them understand their abilities. Training and use of internet provides global knowledge and skills to be abreast of time. The institution aims at producing knowledgeable, socially responsible, skilled and competent citizens with human values and abilities to know, to do and lead purposeful lives.

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

The Principal allows enough freedom to the staff and gives a free hand to carry out their duties in a manner that fulfils the desired goals of the institution. At the end of every year, the Departments meet for annual evaluation and planning.
The Principal also meets the staff in a year end meeting to take stock of the year’s achievements and compare them with the goals set at the beginning of the year.

**Managements Commitments:**

- To develop intelligent, well informed, disciplined and socially responsible teachers.

- To develop values among the student-teachers and teacher educators,

- To inculcate the spirit of service to the society among student teachers and teacher educators,

- To elicit the co-operation of all stake holders.

- Ensure and develop mechanism for monitoring and sustaining a work culture, commitment and passion for attaining the institutional goals.

- To develop this college as a centre of excellence in the field of teacher education.

- Management provides infrastructure and financial aids to the institution for carrying out teaching - learning process smoothly.

- Implementation of principles of group dynamics, participatory management and operational planning at management level in providing academic and
administrative ambience to the institution.

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?

The Management and head of the Institution ensure that responsibilities are defined and communicated to the staff of the Institution by providing code of Ethics and Service regulations to the staff during the time of appointment. The staff members’ performance is monitored by the management and the Principal based on these regulations and the feedback is given to them periodically specially during staff meeting and individually if needed. Keeping in mind the changing needs of society and the institution the rules and regulations regarding their service are revised and communicated to them by the Management through the Principal. The management representatives specially the President and Secretary visit the college periodically and give timely advice to staff and students and make note of the achievement and contribution of the staff towards the achieving of the Vision and Mission of the College.

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

The principal regularly conducts the feedback session for various academic activities with staff and students. With regard to teaching, feedback is obtained from the teacher trainees. The principal also conducts the end of term and annual meetings, reviews meetings and opinions of peer faculty are obtained through discussion. Self appraisal report of the faculty is collected towards the end of the academic year. At the end of every academic
year, teacher trainees also fill the feedback sheets that includes all aspects of the institution. This collected feedback is reflected upon and used for the quality enhancement.

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

The institution identifies and addresses the barriers in achieving the vision/mission and goals in the following manners:

Developing and implementing mechanism in the informal/direct/indirect way.

Various committees have been constituted for smooth functioning of the institution. The barriers in achieving the vision, mission and goals are identified by the concerned committees. The reasons for the barriers are mutually discussed by the various committees, head of the institution and the management in the staff, academic meetings and remedial measures are identified by taking into consideration the suggestions provided by the faculty members. The concerned committees deliberately works for various qualities related issues pertaining to teacher education being impacted by the institution.

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

During the meeting between management and staff members the management considers the suggestions of the staff members, encourages, appreciates and
support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes. Management actively involves in professional growth of the faculty members by organizing extension lectures, seminar, and workshops in the institution and also encourages them to participate in various seminars, conferences, workshops organized by other educational institutions. T.A. /D.A. are also provided by the management to faculty members for attending/participating in various activities organized by other institutions.

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

The Head of the Institution has to play the following role of leadership in governance and management of the institution.

Principal plays a role of liaison officer between management and employers or students of the college. He participates in management meetings or meeting with top management. He represents the staff and students and conveys their views. He plays a role of bridge between both the sides and coordinates the things in order to obtain optimum satisfaction.

Principal of the institution provides requisite leadership to the system. He continuously supervises the working of teaching and non-teaching staff and gives suggestions for their improvement. The head of the institution constituted various committees after discussing in the Staff Council and has allocated and assigned the institutional work to these committees. The work of each committee is coordinated by a convener. The recommendations of these committees are considered and approved in the staff council meeting. Principal provides
administrative and academic leadership in association with the various faculty members. Strategies are evolved for academic growth.

### 6.2. Organizational Arrangements:

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

The different committees constituted by the institution for managing institutional activities involves

**Academic Committee:**
Meeting is conducted at the beginning of the academic year. Academic matters are discussed and calendar of events is prepared at the beginning of the academic year.

**Finance Committee:**
The management together with secretary, Principal and committee members discuss financial matters relating to recurring, non-recurring expenditure viz-purchase of library books, laboratory equipment salaries of staff etc.,
Infrastructure committee:
The members of the infrastructure committee meet once in three months and discuss on maintenance of class room, halls, auditorium, furniture, the use of electricity etc.,

Faculty committee:
The members of the faculty committee meet regularly and discuss about the regularity, punctuality of their attendance, adopting innovative strategies, completion of syllabus and academic aspect etc regularly once in a month.

Research committee:
The members discuss the need of taking up the research in their respective subjects.

Committee on extension and linkages:
The committee organizes extension lectures and orientation programmes on health and hygiene, protection of environment, global warming etc.

Examination committee:
The committee during examinations discuss the importance of assessment of student teachers by conducting unit tests, pre final exams for the preparation of university examinations.
6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

**Diagram:**

- **Governing Body**
  - Secretary, Correspondent and Members of Governing body
  - Principal
  - Teaching Staff
  - Non-Teaching Staff
  - Student-teachers, Academic peers, Alumni and Community.

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

Administration of the institution is totally decentralized. This college has maintained an administrative set up in which the Principal is given full freedom with the management committee mainly taking care of the financial responsibilities for the development of the institution. The institution has constituted different committees to execute their functions like admissions, academic activities, examination, management of library etc. There is constant interaction among the functional units of all the committees. The meetings of the committees are chaired by the Administrator-Principal and the decisions of these committees are finalized by the Administrator-principal after discussing with the
management committee. The functions of each committee are well defined to ensure the administrative decentralization.

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

Meeting of school personnel with college authorities are held regularly for doing necessary improvements in the field of teacher education. Feedback about teaching practice is taken from school personnel. School teachers are also consulted while developing the academic plan and their suggestions are considered during decision making. The audio visual aids like charts and models are distributed to the schools.

During teaching practice the student-teachers of the institution are provided a platform to participate in different activities of the school. They organize morning assemblies in the school. They maintain the different records of the school. They maintain the student discipline and also help in serving mid-day meal during teaching practice. Cleanliness of school campus and plantation in school premises is done by the student teachers. All these activities are planned, guided, monitored and reinforced by the mentor teacher and school teachers in collaboration to improve the quality of educational provisions. The student-teachers participate in the camps organized by the institution to strengthen the collaboration of institution with school and community.
6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

The institution welcomes all the meaningful and relevant information for decision making and performance improvement. The concerned data for feedback is obtained from the faculty members, student-teachers, heads and staff of the practice teaching schools, visiting eminent educationists and social workers. The decisions regarding innovative teaching learning practices, teaching aids, academic environment, and institution-society relationship are taken for performance improvement.

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

The institution takes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty by following ways:

- Equal work distribution policy.

- Organization of seminars, workshops and conferences for sharing of knowledge and innovations.
➢ Participation in National and International Seminars and Conferences.

➢ Participation in Orientation and Refresher programs organized by university for empowerment and also for placement.

➢ Appreciation of faculty members for paper presentations, article writing, for minor and major research projects.

➢ Sharing of experiences and special contribution through staff meetings.

➢ The faculty guides give informal consultancy services to secondary school teachers.

➢ Institution has taken up the responsibility to mould student teachers whose responsibility is to mould the future citizens by providing conducive methodology.

➢ The Community living camp is conducted every year to offer the students an opportunity to exhibit their creative abilities, to develop aesthetic sense among the pupils. It also enables them to develop civic traits that are essential for a democratic citizen.
6.3 Strategy Development and Deployment:

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

Yes, all the activities of the college are computerized and through the effective information system. Various information and data are compiled and made available to the Administrative office.

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

The changes resulting from the action plans are accomplished and sustained by proper allocation of the Human and financial resources.

Various committees of the institution are entitled to assess and recommend the resources needed for carrying out the academic and co-curricular activities. The concerned committees forward the recommendations to the Principal and then the management members consider the recommendations for allocation of the human and financial resources.

Secretary, Principal and Staff in consultation with Governing body allocate financial resources as per the needs of students by constructing buildings with
required facilities for students in the classroom, revamping library, sports, games, hostels etc., so that the available resources will be utilized to the maximum extent.

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

To support the implementation of mission and goals an institutional academic plan for the whole session is prepared by the academic body of the institution, in which the activities related to teaching-learning, curricular and co-curricular activities are planned. To carry out these activities smoothly the human and financial resources are planned, and obtained according to the norms. According to need and urgency of the work the financial resources are provided by the management.

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

The college follows the academic calendar of Bangalore University, Bangalore.

- Academic plan is prepared based on the notifications given by Bangalore University.

- For the Academic Year 2010-2011 theory classes, was planned after the orientation of courses.
Demonstration classes were conducted by resource persons on communication and micro teaching skills.

Communication and micro teaching skills were practiced by student teachers.

Demonstration classes was conducted in all methods by resource persons, subject experts and method masters.

Eight schools are allotted by the college for practice teaching.

The college maintains cordial relationship with school Head Masters and concerned subject teachers of the respective schools.

The macro teaching is planned in such a way that the lesson taught by the teacher trainees are considered in preparing unit test conducted at their respective schools.

At the end of the practice teaching programme the teacher educators, along with the head master and subject teachers of practice teaching school meet together to discuss about the educational programmes and the modifications that can be carried out for the succeeding years.

Practice teaching is the single most powerful intervention in a teachers professional preparation. The supervision of student teacher is the most powerful process in such intervention.
The practice teaching school teachers play the role of a consultant. He/she prepares a plan, conducts discussions with students, observes student teachers teaching, acquaints with students strengths, weaknesses and collaborates with students in mutually beneficial education tasks.

The guidance offered by the faculty of the institution during the practice teaching period mostly consists of discussions prior to teaching, occasional observation, a post teaching discussion wherever the teacher trainee requires.

Feedback is also obtained from the practice teaching school, on the performance of the teacher trainees by providing a self designed proforma.

The feedback obtained is discussed at the faculty meeting and corrective measures are initiated wherever necessary.

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

The institution’s objectives are also communicated to the stakeholders by means of orientations to parents and teacher trainees at the time of admission. The objectives of the college are communicated and deployed at all level through the college calendar and college website to assure individual employee’s contribution for institutional development. The college Action Plan, Individual Action Plan of the staff and students is based on the college objectives. The college common Action Plan evolved is evaluated periodically by the staff and students in group as well as individually.

During individual and group counseling through the mentoring system, the
students are made aware of the objectives of the college and evaluation of the processes of their efforts to achieve the same is made.

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

The vision, mission and objectives are revised once in three years and implemented every year. During the monthly staff meetings, during the annual evaluation of the activities of the entire academic year, during institutional planning and as part of IQAC activities, evaluation is done to see how far we have implemented the vision, mission and objectives/goals of the college.

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

The institution has O.H.P., LCD, desktop, laptops, Xerox machine and digital video camera that is used for curricular transaction and office related work. The institution always tries for the optimum utilization of this technology in teaching, learning and research process.

The institution has a well equipped computer laboratory for developing computer skills and for conducting computer technology based practicals.

In today’s age of technology, the institution has been trying to inculcate proper attitude for using it for teacher trainee’s professional and personal development. Internet facility is provided in the computer lab, library, and
office and in the technology room. Teachers, trainees and office staff use this facility in their day to day work. After the purchase of new advanced gadgets, a demonstration session is organized by the technology department.

Teachers use laptops and projectors for presentations while conducting lectures. The teacher trainees use laptops during teaching practice. To deliver technology based lessons.

### 6.4 Human Resource Management.

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

The needs of faculty development are assessed, keeping in view the changes taking place in higher education, changes in school curriculum, changing needs of the society and also institution requirements. The Principal evaluates the self appraisal reports of the faculty members. The staff members are encouraged to serve as resource persons in the areas of their interest expertise. They are given additional training when they have to teach newly introduced subjects/topics.

The institution is aware of the departmental rules and regulations and the new trends in teacher education. To meet these challenges and departmental requirements and the needs expressed by the staff regarding the use of Technology, facilities are provided by the college.
The staff members are given opportunities to attend seminars, workshops, conferences and skills training programmes. The college has identified the preference and aptitude in staff members and they are given the opportunities to develop them. Five of our staff members are pursuing their higher studies while in service. Staff members are qualified to use ICT effectively in the teacher education programmes. The major responsibilities related to administrative and academic activities of the college are assigned to staff members in rotation. Additional training and guidance is given to them to carryout these new responsibilities.

6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self – appraisal method, comprehensive evaluations by students and peers). Does the institution uses the evaluations to improve teaching, research and service of the faculty and other staff?

For performance assessment of faculty, at the end of academic year, comprehensive evaluation by teacher trainees is taken in the written form. It includes performance in teaching–learning, interaction; update knowledge, guidance work assessment work and personality.

Student-teachers also give informal feedback about the efficiency and performance of non teaching staff. After the analysis of the feedback and interpretation, it is conveyed to the faculty members in private by the principal. The institution uses the evaluation to improve teaching, research and service of the faculty and other staff.
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 management is providing free education facilities to the children of the non-teaching staff and faculty members.

- Provident fund facility is provided.

- Both teaching and non-teaching staff are receiving teachers' day gift every year.

- Salary is disbursed on 15th of every month without any discrepancy.

- Regular annual increment is given for all the staff.

- Staff are encouraged for higher studies by providing supportive facilities like loan, leave, resource materials required guidance.

- Institution sponsors and sanctions O.O.D and special leaves to staff members to attend seminars, conferences, workshops, orientation programmes etc.

- Advance Amount is paid to the staff for their higher studies, festival, medical treatment etc.

- Regular Health checkup, Meditation, Yoga classes, Stress management, etc are conducted in the campus.
Whenever professional programmes are conducted by other organization our non teaching staff members are deputed to participate in such programs

Transport facility is provided as and when required.

6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non teaching staff? If yes give details.

Since the B.Ed. course is basically a program of development of teaching skills, the newly recruited teacher trainees are guided by the senior faculty before they precede to school practice lessons.

The guidance strategy is discussed and finalized method wise.

For upgrading skills in various types of lesson observations, a common staff meeting is conducted and observation strategy is decided.

Demonstration programs are also organized by the institution to upgrade the technological skills.

Institution has conducted staff development programme for skill upgradation and training of teaching, non teaching staff by the inviting resource persons, subject experts from Bangalore University and other organization.

Reference courses on personally development, stress management, mental health etc are conducted for the benefit of teaching and non teaching staff
6.4.5. What are the strategies and implementation plans of the institutions to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution aligned these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.,)?

- Staffs are recruited as per the norms of Bangalore University, NCTE and government of Karnataka.
- Service conditions are followed by the institution. The vacant posts are advertised in two leading newspapers. Applications are invited and then interview is conducted by the selection committee. All the norms and guidelines provided by the affiliating university are followed. Keeping in view the long term development of the institution the increments are provided by the management to retain the qualified young faculty.

6.4.6. What are the criteria for employing part time/ Adhoc faculty? How are the part time/ Adhoc faculty different from the regular faculty? (Example salary structure, work load, specialization)

Members of teaching faculty are working on permanent bases. however if vacancies arises in the middle of the academic year due unavoidable circumstances Adhoc/Part-time lecturers are appointed till permanent teachers are appointed as per the norms of university, NCTE and Government. Honorarium is paid for the total time he/she spends in teaching and guiding the students.
6.4.7. What are the polices, resources and practices of institution that support and ensure the professional development of the faculty? (Example—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 always encourages all the faculty members for their professional development. It has framed the following policies for deputation for professional development courses like the orientation and refresher courses:

Necessity of professional development course to the faculty member at a particular stage.

Number of faculty members participating in a professional development program. Duration of the faculty development program.

Paper presentation in conferences, participation in seminars as experts and resource persons is always encouraged. In fact, the institution’s experienced and well qualified faculty is always invited by other educational institutions to orient and guide them on several topics related to the syllabus and other contemporary issues.

**Resources:**

The following resources are made available by the institution for the professional development of the faculty:
Provision of rich library resources with internet facility for academic enrichment.

Provision of seed money to encourage research work.

Technological gadgets like laptops, video camera are made available for preparation and presentation of lectures.

Group seminars are conducted on the emerging issues which prepares the faculty members for participation in the development programs.

The financial grants from the institution made available for the research work and participation in the conference / seminars or for the paper presentation.

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

The institution provides sufficient physical facility to each faculty member to carry out the academic and instructional work effectively.

Separate method labs are provided to all method in charge and separate rooms are provided to other faculty. In the method labs, the resource material (teaching aid, models) are made available for teacher trainees.

In the Method Labs and other rooms, the following facilities are provided: Sufficient seating arrangement for teacher trainees and guests
Cupboards with proper safety facility Proper ventilation Separate cupboard for teaching aids/models Laptops are made available to the faculty as per their demand.

In the technology laboratory, the computers are made available with internet facility.

Thus, all these facilities lead to a conducive environment required for teaching and learning activities.

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

- Functional website (online) is the major mechanism in place for faculty and other stakeholders to seek information.

- The faculty and other stakeholders have the freedom to approach the Management, i.e. Secretary of the Educational Society.

- The staff meetings provide the opportunity and facility to air out grievances or problems and seek suitable solutions. The faculty members have the freedom to approach the Principal with their grievances or problems.

- The other stakeholders such as students, their parents, alumni, employers of students and teachers from practice in teaching schools too approach the Principal and College office frequently to seek clarification and
information on different issues related to teacher education programmes.

- The alumni, eligible candidates seeking admission for various courses of the college constantly approach the college office and the principal through e-mails and telephone seeking relevant information and guidance.

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

- Faculty members of the institution stay in the campus from 10am to 5pm.

- In respect of assessment and mentoring students Principal allots staff members for interaction once in 15 days during leisure hours.

- Additional classes are conducted for slow learners everyday after college hours.

- As part of helping the students while practicing at different schools all the faculty members visit the schools allotted by the Principal throughout the programme. Each faculty members spends at least one hour at each school.

- Principal allots faculty members for different schools during practice teaching session for providing required guidance to the student teachers.
As part of community engagement the faculty members accompany the students to various villages allotted by the Principal. They stay with students and offer suggestions related to survey, interaction with various functionaries so that an excellent report at the end of the program will be submitted to the Principal.

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

The institution has mechanism to reward and motivate staff members. The mechanisms to reward and motivate are:

**The institution:**

- Encourages the participation of the staff in the process of decision making in institutional functioning.
- Encourages the faculty to do research leading to Ph.D. Minor and Major Research Projects.
- Provides various technological resources for strengthening the teaching learning processes.
- Promotes the staff to acquire additional qualifications and skills.
- Motivates to attend professional development programmes such as seminars, conferences and workshops.
- Encourage the faculty to go as resource persons to other universities,
colleges and schools.

- The management provides human and material resources for the staff in the institution for their effective functioning in the institution and for their personals and professional growth.

- The staff members are encouraged and given sufficient freedom to take up consultation at various institutions and the department of education and they are granted the facility of On Other Duty (OOD) and the remuneration they earn as resource persons is not claimed by the Management.

- Gives appreciation and recognition to those teachers who excel in various fields.

- The major co-curricular activities of the college are attended by the Secretary. They take these occasions to appreciate the staff for their hard work towards students growth.
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.

NO, The institution does not get financial support from Government. Resources of revenue and income are generated by tuition fee collected from the students. Management contributes whenever any contingency arises.

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

Surplus amount that is transferred to the society is used for the mobilization of resources and in the expansion of the Infrastructure and other expenses. The society is always ready to provide the funds, as per the requirements. There is no other resource mobilized through donations.

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

The operational budget is adequate for the institution to cover day to day expenses. At times, when the budget shows deficit due to some major incidental expenditure, the management helps the institution to meet the deficit.
6.5.4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit)

The main budgetary resource is course fee to fulfill the missions and to offer quality programs. Income and expenditure statements of 2013-14, 2014-15, are appended at annexure.

6.5.5. Are the accounts audited regularly? If yes, give the details of the internal and external audit procedures and information on the outcome of last two audits
(Major pending audit paras, objections raised and dropped)

Yes, as this is an unaided/self financed institution accounts are accounted by charted accountant appointed by the management. Income and expenditure statements are appended at annexure.

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

The institution has computerized its finance management system partially.

- All the financial budget allocations are made with the help of computers.

- All details of income and expenditure are stored with the help of tally software.
All the financial statements and pay sheets are prepared using the computer.

All the necessary financial information demanded by the any other authority is prepared using the Computer.

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 significant best practices in Governance and Leadership carried out by the institution.

- Decentralization of leadership through committees.
- Democratic decision making system.
- Well planned and flexible time table.
- Development of well defined duties and responsibilities.
- Well defined academic planning with the participation of the staff council.
- Transparent academic administration.
- Skill development of the teaching and non-teaching staff especially in the area of ICT.
Providing opportunity to every faculty member in rotation to take up various responsibilities of the institution.

Institutional Planning at the end of the academic year to evaluate the strengths and limitations of the year.

Staff meetings prior to every academic or general programme during the year to work on more effective performance.

The teachers are honoured on September 5th of every year.

Honouring the senior citizens of the community.

Participating in social welfare activities such as adopting a village distribution of clothes, books, uniforms etc.
Criterion VII

Innovative Practices
PHOTOS
CRITERION – VII

Innovative Practices

- Internal Quality Assurance System
- Inclusive Practices
- Stakeholder Relationship
Criterion VII

Innovative Practices

7.1 Internal Quality Assurance System

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

Yes, the institution has established Internal Quality Assurance Cell (IQAC) in the year 2013-14.

The composition of IQAC includes Secretary, Principal, Senior faculty member, Co-ordinator, Office superintendent and two outside academic experts as per the guidelines of NAAC, Bangalore.

The objectives of the IQAC are:

➢ To ensure overall improvement of the quality in teacher education programme.

➢ To strengthen stakeholders participation in planning, execution and management of different programmes.
Major Activities undertaken by the College IQAC:

- Modification of the Vision, Mission and Goals of the college.

- Planning suitable strategies to achieve the goals, objectives of the college with a special emphasis on vision of the college.

- Based on constructivist approach to teaching and learning new strategies have been developed and implemented.

- Strategies to develop reflective thinking have been evolved and implemented.

- Suitable active learning strategies have been identified for each subject and practiced.

- Question bank on all the subjects is further strengthened.

- Relevant ‘Models of Teaching’ have been identified and used to impart education and to strengthen life skills.

- Need based E-resource material for teaching and learning have been prepared.

- Preparatory motivation exercises in methodology and general subjects are further strengthened.
➢ Seminar presentation by every student for methodology and areas of specialization papers is made compulsory.

➢ Planning and Executing the conduct of seminars and workshops for the students, alumnae and the experienced teachers of schools.

➢ Updating the Library resources, books and the e-library resources regularly. Planning and Executing new strategies of teaching through multimedia.

➢ Enhancing professional development of the faculty by encouraging them to participate and present papers for National and International Conferences.

➢ Encouraging and guiding the faculty to publish ‘Research Papers’ in reputed journals.

➢ Publishing subject wise ‘Wall Magazines’ by the B.Ed. students.

➢ Establishing Science, Maths and Language Laboratories and upgrading them regularly.

➢ Improving infrastructural facilities for the sports.

➢ Organizing National level Seminar and Workshop.

➢ Organizing International Conference on “Capacity building programmes for teacher educators a global scenario”
- Improving the quality of College magazine.

- Identifying and inviting experts and resource persons to conduct workshops, seminars and conferences for staff, students and alumnae.

- Strengthening mentoring system of the college.

- Integrating ‘Continuous and Comprehensive Evaluation’ in B.Ed. syllabus and practice in teaching programme.

**7.1.2. Describe the mechanism used by the institution evaluate the achievement of goals and objectives.**

- Periodic review by the Principal, and other senior most faculty critically analyze and evaluate both theory and teaching practice and other activities.

- Monthly reports are presented at staff meetings about the progress of work and the targets to be reached. It involves the evaluation of feedback and suggestions provided by the student-teachers, practice teaching schools, alumni members, parents of the student-teachers, community and faculty members.

- All the suggestions, feedback, self appraisal of the teacher educators and overall achievements of the institution of the year provide a complete picture of accomplishment status of goals and objectives.
7.1.3. How does the institution ensure the quality of its academic programmes?

➤ Feedback is collected by the Principal from the staff to know the program of work, supervision of the classes, records and answer scripts of the student teachers and suitable remedies are suggested.

➤ Self-appraisal of the faculty is collected every year for the future improvement.

➤ Evaluation process is done through the students.

7.1.4. How does the institution ensure the quality of its administration and financial management processes? Quality of Administration and Financial Management.

The institution ensures the quality of its administration in the following manner:

➤ The institutional administration has been decentralized.

➤ Various committees have been constituted to do the needful in specific aspects.

➤ The function and the responsibilities of all the committees have been clearly specified.
All the committees plan their activities in detail and an overall plan of all the activities is developed.

The teacher trainees are provided with proper information throughout the academic year.

The IQAC supervises the entire administrative processes. In the administrative section, each non teaching member has specific responsibilities and functions.

The teacher trainees are informed in general and if necessary, individually, about forms, fee and documents to be submitted well in advance by the administrative section.

The administrative set up; its functions, limitations and changes if any to be implemented are discussed in the faculty meetings.

**The quality of financial management processes is maintained as follows:**

- All the financial planning and budgets are prepared meticulously.

- All the dealings are kept in accordance with the budgetary allocations.

- All the financial dealings such as deposits into the banks, withdrawals, payments, recoveries etc. are done promptly and recorded.

- The day-to-day financial dealings are checked and signed on daily basis.

- Proper audits are conducted from time to time.
In all financial dealings, the norms, rules and regulations of the governing authorities are strictly adhered to.

The financial management processes and dealings are made and kept transparent.

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

Sharing Good Practices
The committees that have been constituted for the smooth functioning of the institution submit the reports of the activities conducted to the Principal. The reports submitted are scrutinized.

The teacher educators and the teacher trainees who witness the activities are consulted with a view to get their feedback and finally the IQAC also assesses the activities undertaken and provides suggestions if necessary. These are some of the informal ways for identifying the good practices. The good practices are brought to the notice of the faculty members and are discussed in the faculty meetings. These are communicated to the non teaching staff as well.

The report of all the good practices is sent to the management. The governing body also appreciates these by communicating them in the administrative board meetings of the governing body.
7.2. Inclusive Practice

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

It is the need of the hour that the teacher educators are sensitized to the philosophy of Inclusive Education.

This is done as follows:

The topic of Inclusive Education has been included in the revised curriculum of B.Ed. (2014) in one of the core subjects such as Psychology of learner and Learning and particularly inclusive education is introduced as one of the elective subjects of CBCS semesterised system of Bangalore University. Student – teacher will learn the following aspects in inclusive education. Such as concept, strategies and barriers of children of diverse needs and also the special education needs of learners in inclusive school.

Adjustment – causes of maladjustment dealing with child abused and child exploitation Developing attitudes and competences for inclusion.

The teacher educator who teaches the above topics ensures that student teachers are sensitized to inclusive practices through discussions of the basic topics.
While following the admission procedure for management quota, justice is done to physically challenged and female students.

**Academically weak students:**
Extra coaching, counseling and guidance is given in carrying out various academic activities. Use of co-operative learning technique to boost student confidence is the various measures put to use for catering to the needs of the academically weak students.

**Gifted students:**
Students who demonstrate high achievement are encouraged to participate in various competitions such as essay and debate competitions etc. With the assistance of gifted students, the co-operative learning technique is implemented. Gifted students are encouraged to present papers in conferences and seminars and are included in the planning of various curricular and co-curricular activities.

**Equality of gender:**
Equality of gender is observed as this is a co-educational institution. Equal opportunity is given to the students of both the sexes to participate in the college activities according to their abilities.

Students who are economically and socially deprived are allowed to pay fees in installments. The faculty members help the students who are from rural and tribal areas, to get adjusted with college atmosphere.
Spoken English classes organized in the institution have proved to be beneficial in improving English language skills for the students of Kannada medium. Every year, the institution organizes educational visits to special schools. This experience helps the students to know and get firsthand experience of the differently able and challenged students. Out station students are given preference for provision of hostel facility for girls.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities has well as gender differences and their impact on learning.

The year plan of the institution includes organization of orientation lectures, and workshops on several topics like inclusion, empowerment and equality of gender throughout the academic year. Through these lectures the teacher trainees are made aware about inclusion of exceptional students, gender differences and their impact on learning.

Some of the units in psychology of learner and learning and inclusive education of B.Ed. syllabus in Bangalore University are useful for teacher trainees to learn about inclusion, exceptionalities, gender differences and their impact on learning. These units are in the context of social aspects of education.
7.2.3. Details on various activities envisioned in the curriculum to create learning environments that foster positive social interaction active engagement in learning and self motivation.

The activities undertaken to foster positive social interaction, active engagement in learning and self motivation is done through group discussion on current trends, brain storming sessions, quiz, debate, essay competitions etc.

In the curriculum of B. Ed. course the activities that are being organized to foster social interaction, active engagement in learning and self - motivation are:

- Projects are designed and surveys conducted related to the interaction with the community such as role of education in women empowerment, Education and socio-economic status, Education and Income pattern of the society etc through organizing Community Living Camp which is mandatory as per Bangalore University.

- Building strong linkage between the school and community.

- Joining the community in planning the various school programmes and planning steps for preventing environmental degradation etc., with the help of community people.

- To understand each child individually to provide personal attention in the learning process, especially to the children with special needs through case studies.
➢ To manage and organize 'other than classroom' school activities to understand and manage different factors which contribute to building congenial atmosphere for learning.

➢ Prepare feedback report for oneself with implications for further planning; remedial teaching and preparing further learning activities and necessary materials.

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

The institution provides orientation to the student-teachers to understand each child individually to give them personal attention in the teaching learning process, especially the children with special needs. Some of the suggestive activities that are being organized in the institution are:-

➢ With diverse background making the student-teachers aware of the characteristics of children with diverse background.

➢ Student-teachers are made proficient in handling and counselling of the children with diverse background through guidance and counseling.

➢ Student-teachers are trained to understand and deal with the needs and problems of children with diverse background during teaching practice.
Conducting case studies of children with special needs belonging to diverse backgrounds.

Conducting action research by the student-teachers.

7.2.5. How does the institution address to the special needs of the physically challenged and differently able students enrolled in the institution?

Whenever physically challenged and differently able teacher trainees are assigned and admitted to the institution, the institution provides the following facilities:

- All the stakeholders including the non-teaching staff assist the physically challenged and differently able teacher trainees in the best possible way.
- Schools are allotted to them as per their choice during practice teaching.
- There is provision of special room for internal tests and examinations.
- As per the university rules, writers are provided to the blind teacher trainees in all internal and external assessment programs.
- If necessary, prompt medical services are provided.
Extra time is allotted during the examination for completion of papers. After the university examinations, the placement department communicates job opportunities to 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 institution is well prepared to handle and respond to gender sensitive issues. The principle of equality is followed by the teachers and the management alike.

- Special care is taken to avoid any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes and particularly leadership training is given to girls also.

- All the student-teachers of the institution participate in awareness and extension services concerned with gender sensitive issues.

- This institution gives priority to promote social responsibilities and citizenship roles among the students.

- The institution has special arrangements such as women cell, grievance redressal cell to meet out the needs related to different genders.

- Gender sensitive issues is taken care by the faculty by adopting measures in considering their problem at regular intervals of time.
The problems if any are also discussed with women mentors who in turn bring the same to the notice of the Principal for further follow up.

Ragging is strictly prohibited in the college campus.

7.3 Stake holder Relationships.

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and administrative) to the stakeholders?

The role of the Institution in accessing the academic and administrative information regarding its performance:

- The Vision and Mission are quoted and displayed at the entrance of the institution.

- The institutional calendar gives the objectives, annual action plan and all the relative information regarding the institution which reaches each students household.

- The achievement and activities of the institution are highlighted through reflective journal, College magazine, wall magazine, Newspapers, Website.
The college organizes meetings of heads and teachers of institutions in connection with practice teaching.

The institution maintains good contact with the parents and ensures their support and cooperation.

Alumni association of the institution constantly supports all the activities.

Good relationship is maintained between the Principal, Staff, Students and the stake holders.

Regular staff meetings are organized to provide information regarding the academic and other development of the institution.

Faculty members establish wide relationship with other organizations and institutions. The co-operation of the non-teaching staff is always felt in each and every activity of the institution.

The institution has linkages with other organizations and sister institutions which help it to excel.
The service extended by faculty members as resource persons and consultants helps to establish linkages in various fields. Thus we have established a good rapport with the society.

College has created a website which is visited by the Alumnae and other Educationists throughout the world.

Letters and Telephonic Communication to Heads of the Schools and other stakeholders.

7.3.2. How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution has the following feedback information mechanism for quality improvement...

- Re-structuring admission Policy for ‘Management Quota’ to admit socially and economically needy students.

- Welfare measures for staff and students -Fee pattern.

- Service rules and code of conduct for staff.

- Suggestions for improvement of the curriculum.

- Disciplinary measures for students.
- Improvement in infrastructure facilities

- Recognizing the extra ordinary achievement by the faculty and students.

- Suggestion boxes are placed in the library.

- Through meetings with the parents the institution shares the opinions and suggestions with them.

- The help of students’ representatives are also taken to know about the causes of students’ dissatisfaction if any of various processes of the institution.

- The institution accepts feedback from management, students, parents, heads of practice teachings schools, employers of out going teacher trainees and alumni towards quality improvement.

- The success and failures are discussed with students. The success are appreciated and the failures are rectified.
7.3.3. What are the feedback mechanisms in vogue to collect, collate and data from students / professional community, alumni and other stakeholders on programme quality? How does the institution use the information for quality improvement?

The institution has devised certain proformas to collect data from students and their parents about the administration, teaching and their on campus experiences. It also provides the facility to the parents to be able to monitor their children's progress, interact with teachers, provides suggestions and to give feedback on overall institutional operation.

Further student feedback on course, subject, syllabus, grievance redressal and infrastructure are considered in right earnestness for quality sustenance. The student-teachers also provide feedback through suggestion box and student corner portal on college website.

The institution undertakes regular assessment of the ICT tools, computer labs, science labs, etc so as to make the course, content, delivery and evaluation more attractive, productive and relevant. Further interactive learning through discussion, demonstration and practical experience is being followed to create an environment conducive to learning.
The institution also allow students to collaborate with peer groups, review their marks, and overall performance, register and participate in various events. The institution makes this vital information like transcripts, attendance, event calendar, college announcement etc available.

Thus the institution acts as a means for consolidation of variety of information and effective utilization of the same.

In this way the institution manages to maintain the quality in its administration and academic activities.
Mapping of the Academic Activities of the Institution
| No. | 1       | 2       | 3       | 4       | 5       | 6       | 7       | 8       | 9       | 10      | 11      | 12      | 13      | 14      | 15      | 16      | 17      | 18      | 19      | 20      | 21      | 22      | 23      | 24      | 25      | 26      | 27      | 28      | 29      | 30      | 31      | 32      | 33      | 34      | 35      | 36      | 37      | 38      | 39      | 40      | 41      | 42      | 43      | 44      | 45      | 46      | 47      | 48      | 49      | 50      | 51      | 52      | 53      | 54      | 55      | 56      | 57      | 58      | 59      | 60      | 61      | 62      | 63      | 64      | 65      | 66      | 67      | 68      | 69      | 70      | 71      | 72      | 73      | 74      | 75      | 76      | 77      | 78      | 79      | 80      | 81      | 82      | 83      | 84      | 85      | 86      | 87      | 88      | 89      | 90      | 91      | 92      | 93      | 94      | 95      | 96      |
Declaration by the Head the Institution
Declaration by the Head the Institution

I certify that the data included in this Self – Appraisal Report (SAR) are true to the best of my knowledge.

This SAR prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the institution

With Seal:

Place: Bangalore
Date: 03/07/2015
PART-III
Present Teacher Education Scenario
Present Teacher Education Scenario

The unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of pan-Indian primary education development programmes such as the SSA (2002) to achieve UEE, the Operation Blackboard (OB) 1986, and the District Primary Education Programme (DPEP) 1995, there was an increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. With the demand far exceeding supply, market forces have taken over causing unprecedented rise in the number of teacher education institutions in most parts of the country. The escalating demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to a large scale mushrooming of teacher education institutions.

The number of courses offered at different stages – pre-primary, elementary and secondary – face-to-face and distance modes of teacher education; programmes of M.Ed, face-to-face and distance modes, C.P.Ed., B.P.Ed. and M.P. Ed. have increased from 3,489 courses in 3,199 institutions in March, 2004 to a whopping 14,428 courses in 11,861 institutions in March 2009. The student intake has likewise increased from 2, 74,072 to 10,96,673 during this period. This expansion has taken a heavy toll on quality
parameters of infrastructural provision, faculty qualification, learning resources and student profile.

Till December 2009, as many as 31 Institutes of Advanced Studies in Education (IASEs) and 104 Colleges of Teacher Education (CTEs) were sanctioned and all of these were functional. Of the 599 districts in the country, District Institutes of Education and Training (DIETs) were set up in 571 districts, of which only 529 are functional. Thus, 42 DIETs are yet to become functional. The main problem facing DIETs is non-availability of qualified faculty. Presently, the faculty appointed does not possess qualifications or experience in elementary teacher education. A good number of CTEs face faculty shortage, poor library facilities, spend more time on initial teacher education while research, development and innovative activities are yet to take concrete shape. The same is the case with IASEs. The capacity of both CTEs and IASEs in performing their mandated roles has more recently come under serious scrutiny.

With a view to achieving coordinated development of teacher education, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance and with Distance Education Council (DEC) to ensure integrated development of in-service teacher education under the Open and Distance Learning (ODL) mode. It also entered into collaboration with the Rehabilitation Council of India in 2002 and in 2005 to develop curriculum on inclusive education and make it a part of the general teacher education programmes. The National Knowledge Commission (NKC) has observed that
teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as election-related responsibilities should not be allowed to interfere with the teaching process. Forums that allow and encourage teachers to exchange ideas, information and experiences including a web-based portal should be developed. At the same time, there should be transparent systems for ensuring accountability of school teachers. As far as possible, teachers should be recruited to particular schools.

The training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most states. Pre-service training needs to be improved and differently regulated both in public and private institutions, while systems for in-service training require expansion and major reform that allow for greater flexibility. There exists a wide variation in the status of teachers and the need for teachers at different levels of school education across the country. It is important to develop a broad framework that can address some of the crucial issues common to teacher education across different levels with a view to enable states to respond to needs specific to their contexts. Moreover, the diversity in the institutional arrangements for school education in terms of alternative schools, government and private schools places its own demands and will also need to be addressed. Diversity also exists in terms of the set of agencies that conduct teacher education programmes. These include state institutions, university-based institutions and private institutions that have grown enormously in number in the recent past, contributing to the commercialization of the process of teacher education.
Feedback Forms
Feedback from Students

Course: B.Ed  Semester:

Students are required to rate the following attributes using the 4-point scale.

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Parameters</th>
<th>A Very Good</th>
<th>B Good</th>
<th>C Satisfactory</th>
<th>D Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Depth of the course content including project work if any</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Extent of coverage of course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Applicability/ relevance to real life situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Clarity and relevance of textual reading material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Relevance of additional source material (Library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Extent of effort required by students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Overall rating</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### Feedback from Students

#### Student Feedback on Teachers

**Course:** B.Ed  
**Semester:**

Name of the Teacher:

Please rate the teacher on the following attributes using the 4-point scale.

<table>
<thead>
<tr>
<th>Sl no</th>
<th>Parameters</th>
<th>A Very Good</th>
<th>B Good</th>
<th>C Satisfactory</th>
<th>D Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge base of the teacher (as perceived by you)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communication Skills (in terms of articulation and comprehensibility)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sincerity/ Commitment of the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Interest generated by the teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ability to integrate course material with environment / other issues, to provide a broader perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ability to integrate content with other courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ability to design quizzes /Tests / assignments / examinations and projects to evaluate students understanding of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Provision of sufficient time for feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Overall rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Feedback from Students

Students Overall Evaluation Of Programme And Teaching

Course:
Year:
Student Teacher Name:

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was
   a) adequate  b) inadequate
   c) challenging  d) dull

2. Background for benefiting from the course was
   a) more than adequate  b) adequate
   c) inadequate  d) cannot say

3. Was the course easy or difficult to understand?
4. How much of the syllabus was covered in the class?

a) 85 to 100%  
   b) 70 to 85%  
   c) 55 to 70%  
   d) less than 55%

5. What is your opinion about the library material and facilities for the course?

a) more than adequate  
   b) adequate  
   c) inadequate  
   d) very poor

6. To what extent were you able to get material for the prescribed readings?

a) Easily  
   b) with some difficulty  
   c) not available at all  
   d) with great difficulty

7. How well did the teacher prepare for the classes?

a) thoroughly  
   b) satisfactorily  
   c) poorly  
   d) indifferently

8. How well the teacher able to communicate?

a) Always effective  
   b) sometimes effective  
   c) Just satisfactorily  
   d) generally ineffective

9. How far the teacher encourages student participation in class?

a) mostly yes  
   b) sometimes
c) not at all       d) always

10. If yes, which of the following methods were used?

a) Encouraged to raise questions        b) get involved in discussion in class
   c) Encourage discussion outside class  d) did not encourage

11. How helpful was the teacher in advising?

a) Very helpful        b) sometimes helpful
   c) not at all helpful  d) did not advise

12. The teacher’s approach can best be described as

a) Always courteous       b) sometimes rude
   c) always indifferent    d) cannot say

13. Internal assessment was

a) Always fair          b) sometimes unfair
   c) Usually unfair      d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

a) Helps to improve      b) discouraging
   c) no special effect   d) something effective

15. How often did the teacher provide feedback on your performance?

a) Regularly / in time    b) with helpful comment
   c) often / late         d) without any comments
16. Were your assignments discussed with you?

a) Yes, fully                                b) Yes, partly

c) not discussed at all                       d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginnings?

a) Yes                                      b) no

If yes, was it helpful?

a) Yes                                      b) no

18. If you have other comments to offer on the course and suggestions for the teacher

You may do so in the space given below
Name of the School:

Name of the Heads of Practice Teaching Schools
Academic Peers
Alumni Students
Employers;

1. Have you conducted any interactive sessions prior to commencement of practice teaching (yes / no)

2. Whether any instructions are given to teacher trainees in preparing lesson plan (yes / no)

3. Whether the lesson plans prepared by the teacher trainees are in conformity with the educational objectives (yes / no)

4. Whether the preparation undertaken by the teacher trainees prior to commencement of classroom teaching is sufficient or not (yes / no)
5. Whether there would be any improvement in usage of models during the course of practice teaching by teacher trainees
   (yes / no)

6. Whether there should be any improvement in usage of blackboards during the course of practice teaching by teacher trainees
   (yes / no)

7. Whether there should be any improvement in usage of charts during the course of practice teaching by the teacher trainees
   (yes / no)

8. Whether there should be any improvement in usage of O.H.P transparency sheets during the course of practice teaching by the teacher trainees
   (yes / no)

9. Whether the teacher trainees has utilized any additional teaching material before commencement of practice teaching
   (yes / no)

10. Whether you are satisfied with the extra-curricular activities conducted by the teacher trainees during internship programme
    (yes / no)

11. Whether you are satisfied with the co-curricular activities conducted by the teacher trainee during internship programme
    (yes / no)
12. Whether the motivation offered by the teacher trainee is sufficient before actual starting of teaching process in the classroom (yes / no)

13. What kind of evaluation procedures are adopted by the teacher trainee during internship programme
   
   a) Slip tests        b) Weekly tests        c) Post-diagnostic tests

14. How many interactive sessions were conducted with the teacher trainees during internship programme
   
   a) Less than 10     b) Less than 5

15. What are your suggestions for further improvement of teaching performance by the teacher trainees during the internship programmes?

Offer not less than 5 suggestions

1.

2.

3.

4.

5.

Signature
SELF APPRAISAL OF TEACHERS

i) General Information
   a) Name:
   b) Designation:
   c) Address (Residential):
   
   d) Ph. No:
   e) Department:
   f) Date of Birth:
   g) Area of Specialization:

A) Academic Qualifications

<table>
<thead>
<tr>
<th>Exam Passed</th>
<th>Board/ University</th>
<th>Subjects</th>
<th>Year</th>
<th>Division/ Grade Merit etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Higher Secondary or Pre-degree</td>
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<td></td>
</tr>
<tr>
<td>Bachelor’s Degree(s)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Master’s Degree (s)</td>
<td></td>
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</tr>
<tr>
<td>Research Degree (s)</td>
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</tr>
<tr>
<td>Other Diploma / Certificates etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ii) Research Experience and Training

<table>
<thead>
<tr>
<th>Research Stage</th>
<th>Title of work/ thesis</th>
<th>University where the work was carried out</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Phil or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D</td>
<td></td>
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<tr>
<td>Post- Doctoral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications (give a list separately)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Guidance (give names of students guided successfully)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B) Research Projects carried out

<table>
<thead>
<tr>
<th>Title of the Project</th>
<th>Name of the funding Agency</th>
<th>Duration</th>
<th>Remarks</th>
</tr>
</thead>
</table>
C) Seminars, Conferences, Symposia Workshops etc. attended

<table>
<thead>
<tr>
<th>Name of the Seminar/ Conference/ Symposia workshop, etc.</th>
<th>Name of the Sponsoring Agency</th>
<th>Place and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

iii) Teaching Experience

<table>
<thead>
<tr>
<th>Courses Taught</th>
<th>Name of the University/ College/ Institution</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>iv) U.G. (B.A./ B.Sc., etc. Pass) (B.A. / B.Sc. etc. Hours.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v) P.G. (M.A. / M.Sc., etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi) M.Phil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii) Any other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
Best Practice for Student Support

1. Title of the Practice:

Preparation of student teachers for their professional growth

2. Content:

Teacher Education programme consists of heterogeneous group of student from different community background, with limited knowledge of media and technologies as per the current trend which was noticed in the regular class room situation.

3. Objective

- To develop professional competencies among student teachers.
- To tap and nurture the innate abilities of student teachers
- To impart technological skills for better adjustment in changing scenario of education system.
4. Practices

- Imparting latest knowledge of the relevant disciplines.

- To train student teachers to acquire basic skills, competencies of effective teaching to face in time new situations coming up in society and prepare them for new economic, social or cultural challenges.

- By providing opportunities in class room to adopt technology and innovative practices in teaching.

5. Obstacles

- Lack of confidence to face the challenges.

- They are not exposed to recent trends in education.

- Students are from different backgrounds, with limited technology based knowledge.

- Language barrier in communication

6. Strategies adopted to overcome the obstacles

- Technology based training is provided for all the students.

- Providing opportunities for field work in various disciplines.
• Conducting programmes in life skills, personality development and practicing teaching skills in simulated conditions in classroom.

7. Impact of practices:

The role of the present day teacher has become very challenging, complex and multi-faceted due to explosion of knowledge and radical changes occurring in the content areas of all disciplines.

The institutional practices has updated and developed conscious explosions of knowledge, trends and technology.

The practices has enhanced their professional growth, creative ability which supports to discharge their responsibilities in adopting innovative methodologies, technology, and maintaining cordial relationship with the community.

8. Required resources:

To make education relevant to the emerging environment by way of encouraging personality development includes both human and material resources like

• Qualified and experienced faculty members

• Technological facilities

• Students voluntary cordial support and willingness to learn for their professional growth
Syllabus Copy
REGULATIONS GOVERNING THE DEGREE OF THE BACHELOR OF EDUCATION

1. Eligibility for Admission

1.1 A citizen of India Who has passed any Bachelor’s degree examination of Bangalore University or any University in India or abroad recognized as equivalent through 10+2+3/4/5 pattern of education who has obtained 50% of marks in aggregate of all the subjects he/she has studied for degree is eligible for admission to B.Ed. program.

1.2 The candidate with less than 50% aggregate in the degree, but a Masters Degree with 50% is also eligible for B.Ed. program.

1.3 In the case of SC/ST, Category -1 and physically challenged students 45% marks in aggregate of all the subjects he/she has studied for degree course or 45% in post graduation.

1.4 A candidate for the admission to Bachelors degree of education (B.Ed.) must fulfill the eligibility criteria as per the directives of Govt. of Karnataka from time to time.

2. Allocation of seats

2.1 College shall admit all the candidates allotted by the Government of Karnataka through Common Entrance Test (CET) or any appropriate agency recognized by the Government of Karnataka.

2.2 For filling the other seats the respective colleges shall select the candidates following eligibility criteria as envisaged in Regulations 1.1 to 1.3.
2.3 The college should get the selected candidates both under Government and Management quota within the last date fixed for admission by the Bangalore University.

2.4 The total intake of all B Ed colleges shall be 100 and/or as fixed by government of Karnataka from time to time.

3. **Duration of the course**

3.1 The duration of study for B.Ed. CBCS Semester Program shall extend over a period of one year of two semesters. The duration of the first semester shall be 18 weeks and second semester shall be of 22 weeks.

3.2 Minimum duration for practice teaching shall be of six weeks excluding programs like micro teaching, simulated teaching and demonstration lessons.

4 **Medium of Instruction**

The Medium of Instruction is either English or Kannada. However, student can opt for English or Kannada for Practice Teaching. Student Teachers are allowed to write their I & II Semester Theory Examination either in English or Kannada irrespective of medium selected for theory classes and practice teaching.

5 **Attendance**

5.1 A candidate shall be considered to have satisfied the requirement of attendance for a semester if he/she attends not less than 75% of the number of
classes actually held till the end of the semester in each of the subjects.

5.2 A student teacher must submit all assignments of first and second semester to qualify himself

/ Herself for appearing for respective semester examination.

5.3 Submission of assignments, participation and completion of college based activities, school based activities and community based activities are compulsory.
BANGALORE UNIVERSITY
REGULATIONS OF CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER SCHEME B.ED. PROGRAM (REGULAR)
DEFINITIONS OF KEY TERMS

Programme
One year course of study spread over two semesters with two term end examinations the successful completion of which would lead to the award of a bachelor’s degree in education.

Course
A course is essentially a constituent of a programme and may be a composite of a several subject matter to be covered in a semester.

Hard core course
Compulsory subject of the study which support the main discipline

Soft core course
An option for the candidate based on his subject of study at UG/ PG to choose a course from a pool of courses offered by the respective B.Ed colleges of Bangalore University. Each candidate should choose a combination of 2 soft core courses for the B.Ed program from the combinations offered by the respective colleges.

Open Elective Course
A specialized course included to nurture the candidate’s proficiency. The candidate has to select any one electives Prescribed by the Bangalore university and & offered by the respective B.Ed colleges.

Credit
Is a unit of academic input measured in terms of the study hours. It reflects the number of “study hours “ in a particular period of time devoted to various aspects of the teaching learning process such as attending classes, engaging in assignments, projects, seminars ,community activities & practical courses required for the course etc.

**Grade**

Means a letter symbol (ABC) which indicates the broad level of performance of a student in an answer, course, semester, and programme.

Grade Point Average (GPA) The means of grades obtained on a number of subjects / tasks for a specialized period is the GPA.

GPA is calculated by dividing sum of the weighted grade points obtained by a student in a semester by the total number of credits taken by him/ her in a semester. The value shall be rounded off to two decimal places.

**Cumulative Grade Point Average (CGPA)**

(CGPA) is the value obtained by dividing the sum of the credit multiplied by GPA for both the semesters by the total credits for the entire program. The value shall be rounded off to two decimal places. CGPA will be converted to letter grades for the final results.

**Reflective Journal (RJ)**

A student-teacher generated locally standardized daily log book maintained under supervision of the mentors is visualized as a reflective journal.

The Reflective Journal can act as a document that carries an analytical account of the daily experiences of student -teacher during Micro Teaching, Simulated Teaching, and Demonstration Lessons & Practice Teaching. The major purpose of the Reflective Journal is reflection on action during Micro Teaching, Simulated Teaching, and Demonstration Lessons & Practice Teaching. The
Reflective Journal depicts how different aspects of teaching are inter connected.

## FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>IA</th>
<th>Total</th>
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<tbody>
<tr>
<td>EDHC1</td>
<td>Philosophical and Sociological Principles of Education</td>
<td>4</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>EDHC2</td>
<td>Psychology of Learner and learning</td>
<td>4</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>EDHC3</td>
<td>Development of School Education in India</td>
<td>4</td>
<td>30</td>
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<tr>
<td>EDHC4</td>
<td>ICT in Education</td>
<td>2</td>
<td>15</td>
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</tr>
<tr>
<td>EDHC5</td>
<td>Evaluation in education</td>
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<tr>
<td>EDSC6</td>
<td>Soft Core Course- I</td>
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<td>EDSC7</td>
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<td>111111111111</td>
<td>Community Based Practicum-II</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>30</strong></td>
<td><strong>330</strong></td>
<td><strong>750</strong></td>
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</table>
First Semester-Practical activities

College Based Activities- Practicum-I

**Total Credits-05**

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching skills(Micro Teaching)</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>(6 skills-3 in each methods) 1 week</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Simulated lessons in the college/Integrated lessons (2 lessons-1 in each methods) 20 minutes duration</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Observation of demonstration or video lessons and discussions (one in each methods)</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Text Book review (any one method (VIII, IX &amp; XI Standard)</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Reflective Journal</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>

**B. COLLEGE BASED ACTIVITIES- PRACTICUM-II**
**TOTAL CREDITS-01**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Community Living Camp</td>
<td>25</td>
</tr>
</tbody>
</table>
SECOND SEMESTER    TOTAL CREDITS: 34

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>IA</th>
<th>Term End Examination</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHC8</td>
<td>Psychology of Learner and learning</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>EDHC9</td>
<td>Management of school Education</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>EDHC10</td>
<td>Education and National Concern</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>EDHC11</td>
<td>Soft Core Course- I</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>EDSC12</td>
<td>Soft Core Course-II</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>EDOEC13</td>
<td>Open Elective</td>
<td>2</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>College Based Practicum-I</td>
<td>1</td>
<td>25</td>
<td>---</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>School Based Practicum-I</td>
<td>12</td>
<td>300</td>
<td>---</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Community Based Practicum-III</td>
<td>1</td>
<td>25</td>
<td>---</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>34</td>
<td>500</td>
<td>350</td>
<td>850</td>
</tr>
</tbody>
</table>

C. COLLEGE BASED ACTIVITIES- PRACTICUM-I

TOTAL CREDITS-01

2. On-line assignment/literary activity | 25
School Based Activities- Practicum-II

Total Credits-12

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PI</td>
</tr>
<tr>
<td><strong>3. Teaching Practice</strong></td>
<td></td>
</tr>
<tr>
<td>g. Lesson plan records (12 lessons in each methods)</td>
<td>15</td>
</tr>
<tr>
<td>h. Supervision of lessons (4 lessons in each methods)</td>
<td>20</td>
</tr>
<tr>
<td>i. Criticism lesson</td>
<td>15</td>
</tr>
<tr>
<td>j. Teaching-learning materials</td>
<td>25</td>
</tr>
<tr>
<td>k. Achievement test</td>
<td>20</td>
</tr>
<tr>
<td>l. Practical Examination</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>145</td>
</tr>
<tr>
<td><strong>4. Reflective Journal</strong> (including peer observation)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

D. COMMUNITY BASED ACTIVITIES- PRACTICUM-I CREDITS-01

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Study Tour</td>
<td>25</td>
</tr>
</tbody>
</table>

7. Soft-core courses

Each student teacher shall take any two soft courses of teaching school subjects for 1st and 2nd semester based on the subjects studied at UG and PG level.

I Semester & II semester

7.1 Content and pedagogy of Kannada
7.2 Content and pedagogy of English
7.3 Content and pedagogy of Hindi

7.4 Content and pedagogy of Urdu

7.5 Content and pedagogy of Social Science

7.6 Content and pedagogy of Biological Science

7.7 Content and pedagogy of Physical Science

7.8 Content and pedagogy of Mathematics

7.9 Content and pedagogy of Commerce

7.10 Content and pedagogy of Computer Technology

7.11 Content and pedagogy of Management and Business studies

7.12 Content and pedagogy of Home Science
8 Open Elective Courses
Student teacher shall take any one of the following open Elective courses during the II semester.

8.1 Guidance and Counseling
8.2 Life skills Education
8.3 Value Education
8.4 Education for peace
8.5 Inclusive Education

9. Internal Assessment
9.1 The internal assessment marks shall be based on attendance, tests, seminars, assignments and practical/Practicum.
9.2 The Internal assessment marks shall be communicated to the Registrar (Evaluation) at least 10 days before the commencement of the University examinations and the Registrar (Evaluation) shall have access to the records of such periodical assessments.

10 Registrations for Examinations
A candidate shall register for all the papers of a semester when he/she appears for the examination of that semester for the first time.

11. Conduct of Practical Examination
11.1 The university shall conduct Practical Examination with the help of “Practical Examination Boards” approved by the Chairman, Board of Examiners. Each Practical Examination Board shall consist of two members i.e., one from the B.Ed. College and the other from practicing school.
11.2 A Method teacher with a minimum of 3 years of teaching experience at B.Ed. level and Headmaster/Headmistress or a Teacher with 10 years of teaching experience from the practicing school can be an examiner for practical examination. The marks awarded to the student shall be average of the marks
awarded by the examiner 1 and 2, for each method of teaching.

12. **Community living camp & Study Tour.**

12.1 Each student –teacher has to compulsorily participate and submit a report on his participation in a 3 days community living camp exclusively conducted at a rural place by the college. The CLC should aim at fostering qualities like collective work, co-operative living, fellow feeling, like-minded towards rural culture etc., among student- teachers. The college shall arrange to have such activities in CLC that foster the above orientations. Student-teacher must compulsorily participate in CLC.

12.2 Institution should conduct an excursion for a minimum period of 3 days to visit places of educational, historical, cultural and scientific importance. Each student-teacher must compulsorily take part in the excursion and submit a report to the college.

13. **Declaration of Results**

13.1 A student -teacher should obtain a minimum of 50% marks in the aggregate of Hardcore Courses, Soft Core Courses & Open Electives Course in the First & Second semester examination separately to pass the examination.

13.2 A candidate who has failed in the First Semester may be allowed in the Second Semester to write the first semester failed papers together with second semester examination. The candidate who has failed in the Second semester may be allowed to write examination in the First Semester of the next academic year. But, such of the repeaters do not have the benefit of declaring the result in class though the total aggregate marks are equal or more than the marks fixed for the first class.

13.3 A candidate who fails in the first and/ or second semester examination has to clear in 3 subsequent years to obtain the passing certificate in B.Ed. semester
course provided he/she has secured minimum 50% of marks in aggregate of Hard Core, Soft Core & Open Electives courses.

14. Classification of Successful Candidates

The results of successful candidates at the end of First & Second semesters shall be classified on the basis of aggregate percentage of marks obtained in both the semesters and the aggregate or cumulative grade point average (CGPA) for the award of Bachelor of Education.

15. Declaration of classes on the basis of Percentage of Aggregate Marks

<table>
<thead>
<tr>
<th>Class</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class with Distinction</td>
<td>70.01% and above (A+, A++ or O)</td>
</tr>
<tr>
<td>First Class</td>
<td>60.01% and above but less than 70% (A)</td>
</tr>
<tr>
<td>Second Class</td>
<td>55.01% and above but less than 60% (B+)</td>
</tr>
<tr>
<td>Pass Class</td>
<td>50% and above but less than 55% (B)</td>
</tr>
</tbody>
</table>

15.1 Each semester result shall also be declared in terms of grades. A six point grading system which based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted.

<table>
<thead>
<tr>
<th>% Marks</th>
<th>50-&lt;55</th>
<th>55.01-&lt;60</th>
<th>60.01-&lt;70</th>
<th>70.01-&lt;80</th>
<th>80.01-&lt;90</th>
<th>90.01-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha-sign Grade;</td>
<td>B</td>
<td>B+</td>
<td>A</td>
<td>A+</td>
<td>A++</td>
<td>O</td>
</tr>
<tr>
<td>Grade Point</td>
<td>5-&lt;5.5</td>
<td>5.5-&lt;6</td>
<td>6-&lt;7</td>
<td>7-&lt;8</td>
<td>8-&lt;9</td>
<td>&gt;-9</td>
</tr>
</tbody>
</table>

15.2 The semester Grade point Average shall be computed by dividing the sum of the Grade Point weights (GPW) of all the subjects of study by the maximum credits for the semester. The Grade Point Weights are internally calculated as the product of the grade points earned in the subject and the credits assigned to that subject. The maximum total marks in a subject of study is 100, while the credit assigned is 4.
15.3 The Aggregate or Cumulative Grade Point Average (CGPA) at the end of the I and II semester examination shall be calculated as the weighted average of the semester grade point averages. The CGPA is obtained by dividing the total of semester credit weightages by the maximum credits for the program.

15.4 The candidates who pass First and Second semester examination in the first attempts in one academic year are eligible for ranks provided they secure 60% and above marks or at least an alpha sign Grade A.

16. Rejection of Results

16.1 A candidate may be permitted to reject the result of the whole examination of any semester. Rejection of result paper wise/subject wise shall not be permitted. The candidate who has rejected the result shall appear for the immediately following examination.

16.2 The rejection shall be exercised only once in each semester and the rejection once exercised cannot be revoked.

16.3 Application for rejection along with the payment of the prescribed fee shall be submitted to the Registrar (Evaluation) through the college of study together with the original statement of marks within 30 days from the date of publication of the result.

16.4 A candidate who rejects the result is eligible for only class and not for ranking.

17. Academic Monitoring Committee

The university shall constitute an academic committee to monitor curricular and co-curricular activities conducted by the colleges of education affiliated to the Bangalore university. The Vice-Chancellor shall constitute the committee comprising members from colleges of education affiliated to Bangalore University & Department of Education on the basis of rotation and seniority. However the number of members shall not exceed seven including the chairman. This
committee shall monitor the activities of both the semesters in an academic year.

18. Power to remove difficulties

If any difficulty arises in giving effect to the provisions of these regulations, the Vice-Chancellor may by order make such provisions not inconsistent with the Act, Statutes, Ordinances or other regulations, as appears to be necessary or expedient to remove the difficulty. Every order made under this rule shall be subject to ratification by the Appropriate University Authorities.

19. Repeal and Savings

The existing regulations governing one year Bachelors degree in education shall stand repealed. However, the above regulations shall continue to be in force for the students who have been admitted to the course before the enforcement of these regulations.
### Objectives: The student-teachers are able to understand:

- The meaning, importance and various concepts of education.
- The meaning and types of education.
- The significance and principles of curriculum construction.
- The meaning of philosophy and its relationship with education.
- The influence of various schools of philosophical thoughts on education.
- Appreciate the contributions of Indian and western philosophers to education.
- Relationship of education with sociology and social development like social change and social mobility.
- The maxims, devices, and principles of teaching.

#### Unit- 1: Essence of Education (8 Hours)

1.1 Meaning and Importance of Education

1.2 General aims of Education

1.3 Types of Education- Formal, Informal and Non formal

1.4 Process and product of Education

1.5 Meaning and significance of curriculum and Principles of Curriculum Construction

#### Unit- 2: Fundamental thoughts and issues of philosophy in Education (15 Hours)

2.1 Meaning of philosophy

2.2 Relationship between Education and Philosophy

2.3 Need of Educational Philosophical Knowledge for a Teacher

2.4 Schools of philosophy-Idealism, Pragmatism and Naturalism.
Contributions of educational Philosophers: Rabindranath Tagore, Mahatma Gandhi, Swamy Vivekananda, Rousseau, John Dewey and Froebel

(Both Indian and Western Philosophers)

Unit -3: Sociological Foundations of Education (15 Hours)

3.1 Meaning and need of sociology
3.2 Importance of sociology in Education
3.3 Socialization and agencies of socialization
3.4 Culture- meaning, characteristics and relationship with Education, School as a Miniature society
3.5 Role of education in Social change and mobility
3.6 Education as investment and consumption

Unit- 4: Principles of teaching (12 Hours)

4.1 Meaning and importance of Teaching
4.2 Maxims of Teaching
4.3 Devices of Teaching
4.4 Mursell’s principles of Teaching
4.5 Strategies of Teaching- meaning, importance and types (co-operative, Collaborative, games and simulation)
4.6 Instructional Design-characteristics

SEMINAR TOPICS (2 Hours)

- Role of Mass Media in Education
- Role of NGOs- in promoting Education
- Women Empowerment in India
- Implementation of state level schemes in education
- Vocational education
- Modernization and social change
• Teacher as a Nation Builder
• Visit and Report on: Gandhian foundations, theosophical society, valley schools and Ramakrishna Mission.

REFERENCES
ED HC 2: PSYCHOLOGY OF THE LEARNER AND LEARNING

Objectives: Student Teachers are able to:-

- Acquire the meaning and methods of educational psychology
- Acquire an understanding of the dimensions of development of the learner
- Acquire theoretical perspective of the developmental tasks of the learner
- Develop understanding of learning process, principles and theories of learning
- Acquaint with the factors affecting learning
- Understand the meaning of concept and concept learning among students

Unit - 1: Meaning and Scope of Educational Psychology (10 Hours)

1.1 Meaning of Psychology and Educational Psychology: Concept, Nature & Scope, Need of knowledge of Educational Psychology to a Teacher

1.2 Methods of studying human behavior: introspection method, Observation method, Case Study method, Experimental method - Meaning, Steps, Uses & Limitations

Unit- 2: Understanding the Development of the Learner (12 Hours)

2.1 Growth and Development: Concept, Differences, Principles of Development & Stages of human development
2.2 Adolescence: Concept, Characteristics of adolescence, Dimensions of development during adolescence-Physical, Emotional, Social, Moral (Lawrence Kholberg), Intellectual

2.3 Needs of adolescents & Problems of adolescents- Role of teacher in helping adolescents to overcome their problems

2.4 Developmental tasks during Adolescence (Robert J. Havighurst)

**Unit- 3: Learning and Factors affecting learning** (10 Hours)

3.1 Learning- meaning and Characteristics of Learning

3.2 Factors affecting Learning:

   Maturation: Concept and its educational implications

   Attention: Concept, factors influencing attention, educational implications

   Motivation: Meaning, types, Theory (Abraham Maslow), techniques of motivating students

   Remembering: Meaning, process, types of memory, techniques to improve memory

   Thinking: Concept, types of thinking, development of thinking skills

   Bruner’s - three modes of learning- Concept-Meaning and Types; and educational implications.

**Unit- 4: Theories of Learning** (20 Hours)

4.1 Behaviorist theories of Learning
a) Classical Conditioning learning- meaning, Pavlov’s experiment, educational implications
b) Trial and Error learning- meaning, Thorndike’s experiment, laws of learning, educational implications
c) Operant Conditioning learning-meaning, Skinner’s experiment, educational implications

4.2 Field theories of Learning

Gestalt learning- meaning; Insight learning-meaning, Kohler’s experiment, educational implications
4.3 Gagne’s theory of learning- and eight types of learning

4.4 Jean Piaget’s Stages of cognitive development and its educational implications

4.5 Albert Bandura’s social learning theory

4.5 Constructivism- Constructivism as a learning theory- Types of Constructivism – Cognitive constructivism (Jean Piaget) Social Constructivism (Lev Vygotsky), Implications of constructivism for Curriculum, school, pedagogy,

4.6 Transfer of learning- Meaning, importance, types and its educational implications

SEMINAR TOPICS

1. Genetic studies on gifted children (Terman)
2 Intelligence Quotient Vs Emotional Quotient

3 Education of children with Learning disabilities

4 Thinking skills

5 Learning styles

6 Problems of adolescents in Indian context

7 Student diversity in classroom

8 Adolescents and media challenges in 21st century

9 Moral development, character formation and education

10 Language development (Chomsky)

REFERENCES


4. De Cecco J P, Learning and Instruction, Prentice Hall of India
5. Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House New Delhi-2008

6. George G Thompson, Educational Psychology

7. Hans G Furth, Piaget and Knowledge


12. PÀ°PÁ ¥ÀæQæAiÉÄAiÀÄ ÀÄ£ÉÆÃ«eÁÕ£ ÀÄvÀÄÛ ÀÄÉ®ÀäÀiÀ¥£À.À qÁll ÀÄzÉÀ¥ Àà JZì « ¥ÀæÀaiÀÄ, ÿÀèPÉÃµÀ£ì zÀºÀtUÉgÉ -2013

13. ±ÉEPÀëtÂPÀ ÀÄ£ÉÆÃ«eÁÕ£À -J£ï.© PÉEAUÀºÁqÀ. «zÁâªü ¥ÀæPÁ±À£À, UÀzÀUì 2009

14. ±ÉEPÀëtÂPÀ ÀÄ£ÉÆÃ«eÁÕ£À – gÁdä f. «zÁâªü ¥ÀæPÁ±À£À, UÀzÀUì-2010
15. ÁªÀÄUÀæ ±ÉÊPàëtÂÀ °ÀÄ£ÉÆÃ«eÁÕ£À –¥ÉÆæÃì JZìJA
ZÀAzÀæZÁgì. D²é¥ÀæPÁ±À£À, gÁєÉ£ÀÆßgÀÄ-2014
16. G£ÀßvÀ ±ÉÊPàëtÂÀ °ÀÄ£ÉÆ-À qÁì F §¿À¥ Àà. – °ÀÄzÀPÀj
¥ÀæPÁ±À£À, avÀæzÀÀUÀð-2011
17. ±ÉÊPàëtÂÀ °ÀÄ£ÉÆ«eÁÕ£À J¿è. PÉ oÉÆ½ÉAiÀÄtÚ°Àgì «eÉAvÀ
¥ÀæPÁ±À£À, UÀzÀUì -2008
EDHC-3: DEVELOPMENT OF SCHOOL EDUCATION IN INDIA

Objectives: student teachers develop a necessary understanding and insight into:

- The objectives of primary, secondary, higher secondary and higher education
- The structure of educational administration at the national and state level.

- The status of secondary education in post independent India.

- The challenges and strategies related to imparting quality education at the secondary stage.

- The importance and status of open school, distance education and types of school.

- The importance and issues related to professional development of teachers,

Unit- I: Status of Secondary school (18 Hours)

1.1 Nature and Objectives of Primary, Secondary, Higher Secondary and Higher Education. Problems of Secondary Education.


1.3 Types of Schools: Government / aided / Unaided, Public,
Kendrividyalaya, International Sc

1.4 hools, Residential Schools, Navodaya, Moraji Desai, Kittur Rani Chennamma, Kasturaba Gandhi Balika Vidyalayas. Streams in secondary level: –STATE BOARD, CBSC, ICSE, IGCSE

1.5 Open schooling –National and State Open schools --objectives, curriculum, methods of instructions, evaluation.

1.6 Structure of Educational Administration –National level, State level-

Unit- 2: Constitutional Provision for Education in India (10 Hours)

2.1 Features of Indian Constitution

2.2 Provision for Education in Indian Constitution-with amendments and special reference to Secondary and Senior Education. Access; Education of girls; Education of disadvantage groups (SC, ST, Backward communities and minorities); Inclusive Education.

2.3 Right to education RTE-2009.

Unit- 3: New Trends and Innovation in school education (06 Hours)

3.1 Central and State sponsored schemes of Education SSA, RMSA, RUSA.
3.3 Innovation in examinations- with specific reference to NCF-2005 systemic Reforms Blend of Technology.

Unit 4: State and National Organizations for Enhancement of Quality (14 Hours)

4.1 National level –NAAC, NCTE, NCERT, NUEPA, UGC.

4.2 State level organizations –DIET, CTE, IASE, DSERT and NGO
4.3 School Education committees

4.4 Professional growth of secondary and senior secondary teachers—Meaning of profession—code of professional ethics for teachers; teacher motivation—factors affecting teacher motivation; teacher role performance, role conflict, accountability, In-service education of teachers, nature and scope of professional organisations.

**TOPICS FOR SEMINAR:**

1. Place of secondary education in the educational ladder.

2. Revision of secondary school education as visualized in independent India.

3. Policies and programmes of government to improve educational opportunities for disadvantaged groups.

4. Examination reforms.

5. Problems of out of school children.

6. Status of open schools in India.

7. Professional code of ethics for teachers.

8. Challenges in inclusive education

9. Implications of Right to Education
10. Role constricts of secondary school teachers

REFERENCES


8. Murthy S.K., Essentials of school organization and administration, Tandon Publisher.


EDHC-4: ICT IN EDUCATION

Objectives: The student teachers are able to:-

1. Acquire the knowledge of communication technologies
2. Acquire the knowledge of different form of educational technology
3. Understand the use of programmed instruction
4. Learn and use multimedia in teaching –learning process
5. Acquaint the skill of using technologies in the process of learning
6. Learn to use e- resources in learning school subjects

Unit -1: Communication and Educational Technology (11 Hours)

Meaning and Importance of Information Technology, Meaning Objectives and Scope of Educational Technology, Components of Educational Technology – Hardware Approach, Software Approach and system Approach.

Unit-2: Programmed Learning and Computer Applications (15 Hours)
Meaning and Principles of Programmed Instruction. Types of Programmed Instruction: Linear, Branching and Mathetics- Advantages and Disadvantages.

PRACTICAL ACTIVITIES:

1. MS-office Package (Basics of Computer )

2. Preparation of Self Instructional Materials.

3. Developing of Multimedia Presentation for a topic

4. Preparation of Examination Results using Spread sheet

5. Any activity based on the Content.

REFERENCES


BANGALORE UNIVERSITY

B.Ed. Degree – CBCS Semester Scheme I Semester

ED HC-05: EVALUATION IN EDUCATION

Objectives: The Student teachers are able to:-

1. Understand the concept and the process of Evaluation in Education.

2. Understands the concept; nature and uses of different types of Evaluation.

3. Understand the nature and use of different tools and techniques of evaluation in Education.

4. Develop the skill in constructing tests and techniques of Evaluation in education

5. Develop the skills in conducting and reporting Action research in Education

6. Develop the skills in computations and interpreting the test scores.

7. Use the knowledge of evaluation in their teaching.

Unit-1: Educational Evaluation (16 Hours)

1.1 Assessment, measurement, Evaluation: Meaning and Importance, Differences between Measurement and Evaluation; Principles and Process of Evaluation.

1.2 Types of Evaluation: Formative and Summative –meaning, purpose, importance and their differences.

1.3 Continuous and comprehensive Evaluation (CCE) : Concept and Importance; Grading system –concept, advantages and disadvantages. Grading system v/s marking system.
1.4 Achievement test: Meaning and Importance - types of achievement test –oral, written and performance tests - Meaning and Importance.

1.4.1 Written tests: Essay type test, Short Answer type test, and Objective type test –Meaning, Characteristic and Advantages.

1.4.2 Objective Type Test - Multiple choice, Matching test, Completion True/False and analogy type – concept, characteristics, construction and advantages.

1.4.3 Action research: Meaning, Importance, Characteristics, Steps, limitations and report writing.

Unit-2: Statistics in Educational Evaluation (10 Hours)


2.2. Measures of central tendency: Meaning, uses and calculation of central tendency – Mean, Median and Mode for grouped and ungrouped data and interpretation of Central tendency.

2.3 Measures of Variability: Meaning, uses and calculating of Range, Quartile Deviation For grouped and ungrouped data and Standard Deviation for ungrouped data and its interpretation.

2.4 Correlation: Meaning, Types of correlation, coefficients of correlation - rank difference method, interpretation.

2.5 NPC-characteristics and uses. Skewness –types and uses

PRACTICAL ACTIVITIES

1. Preparation of any one tools-checklist, questionnaire, rating scale, observation schedule.

2. Preparation of rubrics tool for assessment of classroom activities.
4. Preparation of Action Research proposal for any one of the classroom problem.

REFERENCES

- Private Limited, New Delhi
- Dr.T.V.Somashekar, *Educational Psychology and Evaluation*, Sapna Book House, Gandhinagar, Bangalore – 9
- J¸ï.r¸gÁtÂPï, ²PAêtêè ˚ÅSÁå±Å,ÅÚÇ, ¹ÉAUÀ¼ÀÆgÀÃ «±Àé«zÁå®AiÀÃ, ¹ÉAUÀ¼ÀÆgÀÃ.
BANGALORE UNIVERSITY

B.Ed Degree- CBCS Semester Scheme, II Semester

ED HCC 8: PSYCHOLOGY OF THE LEARNER

Objectives: - Student Teachers are able to:-

1. Acquire the meaning of individual differences and its effect on learning

2. Acquire knowledge of catering to different types of learners

3. Explore possibilities of attending to children with learning disabilities

4. Develop an understanding of theories of personality and crucial role of teacher in developing personality of children

5. Appreciate the importance of group cohesiveness in creating learning environment

6. Become aware of the importance of mental health and role of teacher in promoting mental health

Unit- 1: Individual Differences among the learners (18 Hours)

1.1 Individual difference- Meaning, Causes- (with special reference to Heredity & Environment), Educational implications

1.2 Intelligence- Meaning, Concept of Intelligence Quotient, Distribution of Intelligence, Intelligence tests- Types and Uses

1.3 Multiple Intelligence( Howard Gardner) Characteristics of children with each type of intelligence, Learning activities to connect with each type of intelligence

1.4 Gifted children, Educationally backward children, Creative children- Meaning,
identification, measures to meet their needs

1.5 Emotional Intelligence- Meaning, importance and dimensions (Daniel Goleman)

Unit -2: Personality (14 Hours)

2.1 Personality-Meaning and definitions, Determinants of Personality-Heredity and Environment

2.2 Theories of Personality-
   a) Sigmund Freud- Structure of Personality
   b) Erik Erikson’s Social Psychoanalysis theory
   c) Albert Bandura’s Behaviorist theory
   d) Abraham Maslow’s Humanistic theory

2.3 Assessment of Personality- Subjective, Objective (MMPI, Hans Eysenck) and Projective techniques (Rorschach’s Ink blot test, TAT)

2.4 Role of teacher in development of Personality

Unit- 3: Group Dynamics (10 hours)

3.1 Meaning of a Group, definitions & Characteristics of a Group, Types of Groups

3.2 Classroom as a Group- its impact on learning

3.3 Importance of developing Group Cohesiveness

3.4 Sociometry- Meaning, its importance, construction of a Sociogram, Uses
3.5 Nature and types of interactions

**Unit- 4: Mental Health (10 Hours)**

4.1 Mental Health - Concept, Characteristics of a mentally healthy person, Factors promoting Mental Health - Attitude and Adjustment

4.2 Causes of poor Mental Health - Anxiety, Frustration, Conflict,

4.3 Adjustment - Meaning, Maladjustment - Concept, causes of Maladjustment, adjustment disorders - defense mechanisms

4.4 Role of teacher in helping children for better adjustment and fostering Mental Health

**PRACTICAL ACTIVITIES:**

Use any one of the following psychological tool administer it in School and submit a report.

1. Division of Attention test

2. Memory Test

3. Verbal Test of Intelligence

4. Non verbal intelligence test

5. Emotional Intelligence Test

6. Multiple Intelligence test
7. Learning of meaningful and nonsense syllables

8. Mirror Drawing Test

9. Personality test

10. Mental health assessment tool

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15. ±ÉÉPÀëtÅPÀ aÀÄ¥ÉÆÁ«eÅÖ£À -Jì© PÉÆAUÀ°ÀqÀ. «zÀëçü ¥ÀæPÀ±Å£À, UÀzÀUï 2009
16. ±ÉÉPÀëtÅPÀ aÀÄ¥ÉÆÁ«eÅÖ£À – gÀdÀ f. «zÀëçü ¥ÀæPÀ±Å£À, UÀzÀUï-2010
17. ,À°ÀÄUÀæ ±ÉÉPÀëtÅPÀ aÀÄ¥ÉÆÁ«eÅÖ£À -¥ÉÆæÀll JZìJA ZÀÀzÀæZÀgì . D°±ÀÀæPÀ±Å£ À gÀ°É£ÀÆÉggÅÀ-2014
18. G£ÀßvÀ ±ÉÉPÀëtÅPÀ aÀÄ¥ÉÆÁ«eÅÖ£À qÀlì F §,À¥ Àà . – aÀÄzÅPÀj ¥ÀæPÀ±Å£ À avÀæzÅÄUÁd-2011
19. ±ÉÉPÀëtÅPÀ aÀÄ¥ÉÆÁ«eÅÖ£À J.,i. PÉ °ÉÆÀ°ÉAiÅÄtUÀ°Àgì «ÉÉvÅ ¥ÀæPÀ±Å£À, UÀzÀUï -2008
BANGALORE UNIVERSITY

B.Ed Degree- CBCS Semester Scheme, II Semester

EDHC-09: MANAGEMENT OF SCHOOL EDUCATION

Objectives: To enable the perspective Student Teachers to develop necessary understanding and insight into:-

1. the fundamental concepts of management of school education
2. the various resources of school education
3. the institutional management in school education
4. the management of various programs in school education
5. draw inference and apply the concepts in school management

Unit- 1: Fundamentals of Management (13 Hours)
1.1 Management: Meaning, Objectives, Levels and Functions. Theories of Management: Henry Foyel, Taylor and Peter Drucken.

1.2 Educational Management: Meaning, Scope, Purpose and Characteristics.

1.3 Time Management: Concept, Importance, Principles and Role of Head Master and Teachers.


1.5 E-Management: Meaning, Importance and application.

Unit-2: Management of School Resources (14 Hours)
2.1 Managerial Resources: Human Resource Management-Concept, aspects and process.
2.2 Leadership: Meaning, Styles, characteristics and major functions of leader.

2.3 Human Resources: Head Master-Qualities and Functions. Teacher-Essential Qualities, Professional Efficiency and Functions. Office Staff-Role and Responsibilities.

2.4 Material Resources: Essential Features of School Plant-School site, Building Design, Class Room Design, Laboratory, Play Ground and Equipment.

2.5 Financial Resources: School Budget-Meaning, Purpose, Types, Sources of Income and Expenditure and Preparation.

<table>
<thead>
<tr>
<th>Unit- 3: Institutional Management</th>
<th>(13Hours)</th>
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3.2 Educational Records: Importance, Types, Characteristics, Advantages, Maintenance and Responsibilities.

3.3 Total Quality Management in Education: Concept, Principles, Strategies and its applications.

3.4 Supervision: Meaning, Scope, Types, Importance & Functions.
Unit-4: Management of School Programmes (12 hours)

4.1 Co-curricular Activities: Meaning, Significance, Principles, Types and Organization.

4.2 Staff Meeting: Meaning, Types, Objectives and Procedure of Execution.

4.3 Class Room Management: Meaning, Significance, Principles, Process and Techniques.

4.4 Time Table: Meaning, Importance, Types, Principles and Factors of before constructions and Problems in the Preparations. Annual Programming: Meaning, Importance & Factors to be considered in Programming.

4.5 Parent Teacher Association: Importance, Objectives and Activities.

PRACTICAL ACTIVITIES:
Submission of report after the completion of any one of the following:

1. A Survey of measures adopted in the school for professional development of teachers.


4. A survey of co-curricular activities conducted in a school.

5. A Study of preparation and implementation of Institutional Plan in a school.
6. A Study of various components of school plant.

7. A Survey of traditions adopted to maintain classroom and school discipline.


9. A study of role and responsibilities of Teachers in a secondary school.

10. A study of various educational records maintained in a secondary school.

11. A survey of programs adopted to health and nutrition in a secondary school.

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- qÁ. N§¼ÉÃ±À WÀnÖ (1999): ¥ÈæqsÀ±Á¬ Á ²Påët ð÷ÀvÀÀ ðPåëPÀ£ À PÀAiÀdÀUÀ¼ÀÁ, PÉÀÀ©æqiÓ ¥À©è¶AUï PÀÀÀÀÀ, (ÉUÀÀ¼ÀÉgÀÀ.

- qÁ. L J ð¬ÉÆPÀÀÀÁgÀ (1994): ¥ÈæqsÀ±Á¬ Á ²Påët ð÷ÀvÀÀ ðPåëPÀ£ À PÀAiÀdÀUÀ¼ÀÁ, «zÅâç ü ¥ÀæPÀ±À£À, UÀzÀUÀ.

- qÁ. Jfî ðë PEUAÀÁqÀ (1997): ±Á¬ Á ððÀÀuÉ, «zÅâç ü ¥ÀæPÀ±À£À, UÀzÀUÀ.

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• J£ À JA UÀÄqÀ ØÀ½î (1992): ±ÉÈPÀ ëtÅ­PÀ DqÀ½vÀ aÀ vÀÄÛ aÀ âÀ, ÉÆÉÛ, sÁgÀñi §ÄPí rÝÉÆ aÀ ÑvÀÄÛ ¥À æPÀ±Å£ À zsÁgÀªÀqÀ.


• Sachdev.M.S (1979) A new Approach to school management:Harpel and Row, New york,
BANGALORE UNIVERSITY

B.Ed Degree- CBCS Semester Scheme, II Semester

EDHC-10- EDUCATION AND NATIONL CONCERNS

Objectives: The student teachers are able to:-

1. Understand the national concerns of education in the contemporary society / world.
2. Understand the importance of universalization of secondary education and get insight on its strategies.
3. Develop sensitization on gender equality and understand the role of education in promotion of gender equality.
4. Develop insight on the meaning, importance and strategies of population and environmental education.
5. Understand the concept and ways of sustainable development and eco – friendly life style.
6. Understand the meaning, importance and strategies in spreading the peace and multicultural education.

Unit-1: Univerzalisation of Secondary Education (USE). (12 Hours)

1.1 Meaning and importance of Universalisation of Secondary Education(USE).
1.2 Obstacles / challenges in attaining the USE.
1.3 Gender discriminations in education: causes and measures.
1.4 Constitutional provisions to USE.
1.5 Measures taken by the government to USE.
1.6 Role of community, Panchayath Raj Institutions and schools in USE.

Unit – 2: Contemporary National Concerns and Education. (14 Hours)


2.2 Measures to achieve stability in population growth.

2.3 Population Education & Environmental Education – Meaning and objectives.

2.4 Environmental Pollution: types, causes, consequences and measures.

2.5 Concept and strategies of sustainable development- Eco – friendly life style.

2.6 Peace and Multi-cultural Education: Meaning, importance and strategies.


PRACTICAL ACTIVITIES.

1. Conducting school level survey on students attitude towards Gender Equality.
2. Visit a Gram Panchayath / Taluk panchayath/Literacy centre and review their literacy activities.


4. Organize Quiz Programme on contemporary National Concerns in Practice Teaching schools - submit a report.

5. Visit to an NGO and review its functions on Gender quality and Women Empowerment.


7. Conduct a survey in village/slum area regarding awareness among women on Human Rights and legal literacy.

8. Conduct a program to school children regarding ‘Indian Cultural Heritage.


10. Conduct a survey on literacy and social mobility aspects of women in Self Help Group(SHG).

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13. Suryanath Prasad., Peace Education in a new Millennium
14. Uttar Kumar Singh and Nayak A K., Multi-cultural Education 1997
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STPCE NAAC Self Appraisal Report

"ÉAUÀ¼ÀÆgÀÄ «±Àé«zÁâ®AiÀÄ ¹.©.¹.Ĵ¾ ©.Jqï.

ÝÀøùàPàæ°ÀÄ
ÝÀæx°ÀÄ _É«ÃÀÖgï
ErJ,i¹ - 06 PÀ£ÀßqÀ "sÁµÁ°É/EÁzsÀ£À ±Á,ÅUUç

GzÉYÃ±ÅUÀ¼À¢:ýÀæ²Pàëúy0UÀ¼À°è,
1. PÀ£ÀßqÀzÀ "ÀåPÀgÀt "ÀÀvÀÀU bÀAzÀífÀ "ÀÀe©
   ,ÀégÀÆ¥À°À£ÀÁÀëÀ ÀÀár,ÀÀ°ÀÀzÀÄ.
2. "sÁµÉAiÀÄ CxÀd, ÀégÀÆ¥ÀzÀ CjÀ£ÀÀÉAIÀ6ùÁqÀÀ°ÀÅzÀÄ
3. ²PÀëtzÀ°è "ÀiÁvÀE"sÁµÉAiÀÄ "ÀÀ°ÀAvÀézÀ §UEI
   «ÀÀ±ÁdvàPÀaAvÀ£ "É1¾,ÀÀ°ÀÅzÀÄ.
4. "sÁµÀ "ÉÆÁzsÀ£ÉAiÀÄ §UEUE gÁ¶ÖçÀAiÀÄ
   ýÀøùàPàæ°ÀÀZÉPÀlÀÖ 205gÀ D±ÀAiÀÀUÀ¼À£ÀAB
   CxÀd°ÀÀrPÉEqÀÀ C£Àé→À,ÀÀ°ÀÅzÀÄ.
5. "sÁµÀ "ÉÆÁzsÀ£ÉAiÀÄ "ÀÀEÆÀ°ÉÉeÁŒÀ PÀ ÏÁiÀÀ°ÀÀUÀ¼À
   »£É−ÉAiÀÀ£ÀÀB CjAiÀÀ°ÀÀzÀÄ.
6. "ÀiÁvÀE"sÁµÀ "ÉÆÁzsÀ£ÉAiÀÀUÀàj "ÀÀvÀÀU
   "ÉÆÁzsÀ£
   GzÉYÃ±ÅUÀ¼À »£É−É
   "ÀÀvÀÀU°ÀÀÉUEÉdÀ¥ÀÁiÀÀUÀ¼À°è
   PÉ±Â®UÀ¼À£ÀÀB "É¼É,ÀÀ°ÀÅzÀÄ.
7. PÀ£ÀßqÀ "sÁµÁ°ÉÆÁzsÀ£ÉUE ,ÀEPÀU «zsÁ£ÀUÀ¼À£ÀÀB
   C°À°Àr,ÀÀ°À PÉ±Â® "É¼É,ÀÀ°ÀÅzÀÄ.
8. UÀzÀ, ýÀzÀ, "ÀåPÀgÀt "ÀÀUÀÆ „À»vÀÀ "ÉÆÁzsÀ£ÉUE ýÀoÀ
   AiÉÆÁdfÉUÀ¼À£ÀÀB «£ÀÀ,ÀUEÆ½,ÀÀ "ÀPÉ±Â®
   "É¼É,ÀÀ°ÀÅzÀÄ.
9. "sÁµÀ PÉ±Â®UÀ¼À PÀ°PÉ °ÀUÀÆ C£ÀéAiÀAAPÉÏ ,ÀEPÀU
STPCE NAAC Self Appraisal Report

ZÀlÌÀnPÉUÀ¼À£ÀÄß gÀÆi,ÀÄ²À ,Á²ÀÄxÀåò ÕÉ¼É,ÀÄ²ÀÅzÀÄ.

WÀlPÀ-1: PÀ£ÀßqÀ ÕÀâPÀgÀt, bÀAzÀ,ÀÄì ÕÀÄvÀÄÛ C®APÁgÀUÀ¼À : ( 10 C¹ÀçüUÀ¼ÀÄ )

1.1. PÀ£ÀßqÀ ÕÀtÐ²ÀiÁ¯ É: ÕÀtÐUÀ¼ÀÄ GvÀawÛ ,ÁÜ£ÀUÀ¼ÀÄ. UÀÄtÀvÁPÀègÀUÀ¼ÀÄ ÕÀÄvÀÄÛ ,Á³ÀÄiÀÄPÀÜPÀègÀUÀ¼ÀÄ.
1.2. PÀ£ÀßqÀ À°¨sÀQÙ ¥ÀævÀaÀiÀÄUÀ¼ÀÄ: ÕÉÆ,ÀUÀ£ÀßqÀ ÕÀÄvÀÄÛ ÕÀ¼ÀUÀ£ÀßqÀzÀ ¥ÀævÀaÀiÀÄUÀ¼ÀÄ, À°¨sÀQÙ ¥À®èl .
1.3. ÁPÀågÀZÀ£É: À°¨sÀUÀ¼ÀÄ,ÀgÀ¼À ÁPÀå, ÀÀÀiÉÆÀfÀ ÀÁÀ ÀÀvÀÄÛ À±Àæ ÁPÀåUÀ¼ÀÄ À®PÀëtUÀ¼ÀÄ.
1.4. PÀ£ÀßqÀ bÀAzÀ,ÀiÉ ÌÀÇ ÀÀvÀÄÛ ÕPÀëtUÀ¼ÀÄ: YÀzÀ, YÀæ,À, ÀÀÀvÀÉ, À®WÀÀ-UÀÄgÀÀ, UÀt ÕÀÄvÀÄÛ AiÀÄw.

1.5. PÀAzÀ ¥ÀzÀà ÕÀÄvÀÄÛ µÀlࢠ : À°¨sÀUÀ¼ÀÄ ÕÀÄvÀÄÛ À®PÀëtUÀ¼ÀÄ.

1.6. C®APÁgÀ: À±ÀÁÝ®APÁgÀ-AiÀĪÀÄPÀ ÕÀÄvÀÄÛ avÀæPÀ«vÀé. CxÀð®APÁgÀ-GÝÀ°ÉÀ ÕÀÄvÀÄÛ gÀÆ¥ÀPÀC®APÁgÀ.

WÀlPÀ-2: À°¨sÀµÉÀiÀÄ CxÀð, ÀÉgÀÆYÀ ÕÀÄvÀÄÛ À°¨sÀµ ÏÉ±À®UÀ¼ÀÄ (15 C¹ÀçüUÀ¼ÀÄ)

2.1. À°¨sÀµÉÀiÀÄCxÀð; ÀÉgÀÆYÀ ÕÀÄvÀÄÛ À°¨sÀµÀÀiÀÄ GUÀ°ÀÄzÀ À°¨sÁYÀvÀUÀ¼ÀÄ.
2.2D°,ÀÀ«PÉ: ¥ÀæQæAiÉÀ À°°ÀvÀé.D°,ÀÀ«PÉAiÀÄ zÉÆÀµÀUÀ¼ÀÄ:PÀgÀtUÀ¼ÀÄ, GvÀU°ÀÀ D°,ÀÀ«PÉAiÀÄÀÅß ÝÉÆÀ,AÀ°À ZÀlÌÀNÀÄÀAnPÉUÀ¼ÀÄ.
2.3ÀÀvÀÄUÀJÀPÉ: À°°ÀvÀé °°ÀUÀÆ GvÀU°ÀÀ ÀÀÀvÀÄUÀJÀpÉAiÀÄ À®PÀëtUÀ¼ÀÄ. ÀÀÀvÀÄUÀJÀpÉAiÀÄ
zÉÆµÀUÀ¼ÀÄ, PÁgÀtUA¼ÀÄ, GvÀÙaÀÄ  aÀávÀÆUÁjPÉ YÉÆÀÁÀÄÀZÀÍÀaÀnPÉUÀ¼ÀÄ.

2.4NzÀÄUÁjPÉ:  aÀoÀvÀé, @PÀëtUA¼ÀÄ; N¢£À ¥ÀæPÁgÀUÀ¼ÀÄ; N¢£À¬ÁeUAÀäÀ zÉÆµÀUÀ¼ÀÄ, PÁgÀtUA¼ÀÄ, GvÀÙaÀÄ NzÀÄUÁjPÉüÀÆÀÁÀß ¥ÉÆÀÁÀÄÀZÀÍÀaÀnPÉUÀ¼ÀÄ

2.5§gÀºAtÀUÉ:  aÀoÀvÀé. GvÀÙaÀÄ PÉÈ §gÀºAzÀ @PÀëtUA¼ÀÄ. §gÉÀtÀUÉAiÀÄ zÉÆµÀUÀ¼ÀÄ-PÁgÀtUA¼ÀÄ  aÀvÀÆUÀ¼ÀÄ PÉÈ §gÀº ¥ÉÆÀÁÀÄÀZÀÍÀaÀnPÉUÀ¼ÀÄ.

WÀlPÀ-3:  sÁµÁ "ÉÆÁzsÀ£ÉAiÀÄ UÀÄjUA¼ÀÄ, -GzÉÝ±ÀUÀ¼ÀÄ "ÉÆÁzsÀ£Á«zsÁ£ÀUÀ¼ÀÄ (15 CÀÆuUA¼ÀÄ)

3.1 "sÁµÁ "ÉÆÁzsÀ£ÉAiÀÄ UÀÄjUA¼ÀÄ: ¥ÀæxÀÀÀÄ  sÁµÉ,  cÉwÁAiÀÄ  aÀÁvÀÆÜ vÁÉwÁAiÀÄ "sÁµÉUA¼ÀÁ "ÉÆÁzsÀ£Á GzÉÝ±ÀUÀ¼ÀÄ.

3.2"sÁµÁ "ÉÆÁzsÀ£ÉAiÀÄ  aÀìÉÆÁÉÉcÁÔiPÀ ëAiÀÄÀÀÀÄ.

3.3"sÁµÁ "ÉÆÁzsÀ£-ÉPÀºPÉAiÀÄ §UÉUÉ gÁ¶ÖçÁAiÀÄ ¥ÀoÀPÀæÀÁZÉPÀlÀ- 2005 gÀ DÀÀAiÀÄUA¼ÀÄ  aÀÁvÀÆU gÀZÆÁvÀPÀ GÝPÀæÀÀÄ

3.4"ÉÆÁzsÀ£ Á«zsÁ£ÀUÀ¼ÀÄ: PÀxÀÉ, GÁIPÁ©üÉAíÀÄ, QæÁqÁ«zsÁ£Á, AiÉÆÁøÉÁ «zsÁ£Á, ¥Àæ±ÉÉvÀ ãgÀ «zsÁ£Á, CÌÀUÀÀÉÀÉ aÀ ÁvÀÆU Á«zsÁ£ÀUÀ¼ÀÀÁ "ÉÆÉÇÁÀÀÀÀPÀæÀÀÄ
3.5 3.5 UûîPÀAiàÁÀvÀé DzûjûvÀ ÉÆÄzsÀÉ À «zsÀÉ-À CAvÀé@zÀ ÀÀÆÈOÀ «sÀµÀPÀ «PÉ.

WÀIPÀ-4: «sÀµÀ ÉÆÄzsÀÉUÉ ²zÀPvÉ (12 C°ÀciiUÀ¼ÀÁ)

4.1 «sÀµÀ ¥ÁoÀAiÉÉdÉ: CxlÀo, ¥ÁæaÀÀÀRÀvÉ,

gÀÆ¥ÁëµÉUÀ¼ÀÁ, UÀºÀÀÀ ÀÉPÀzÀ CA±ÀUÀ¼ÀÁ °ÀUÀÉ
°ÀAvÀUÀ¼ÀÁ.

4.2 UûÀzÀá °ÀAvÀÁÜ ¥ÁzÀá ÉÆÄzsÀÉUÉ AiÉÉdÉAiÀÁ gÀzÀÉ, UÀºÀÀÀ ÀÉPÀzÀ CA±ÀUÀ¼ÀÁ.

4.3 «sÀµÀ ÉÆÄzsÀÉ °ÀAvÀÀÚ PÀ°PÀ G¥ÀPÀgÀtUÀ¼ÀÁ: ¥ÁæaÀÀÀRÀvÉ, «sÀµ ÉÆÄzsÀÉAiÀÀ°è §¼À,ÀÀÀÀ

G¥ÀPÀgÀtUÀ¼ÀÁ. PÀYÀÀÁ °ÀÆUÉ, avÀæ ¥ÀÀÀÚPÀUÀ¼ÀÁ, «ÀAZÀÁ ¥ÀnÖUÀ¼ÀÁ, ZÀmìdUÀ¼ÀÁ, DzûgÀ UÀæAxUÀ¼ÀÁ, gÉÀrAiÉÈ, zsÀæ °ÀÀÀzÀæ â°ÀvÀÀÚ zÀÆgÀzÀ±ÀdÉ À®ÀUÀ¼À
vÀAiÀiÀj °ÀAvÀÀÚ §¼À,ÀÀÀÀ PÀæaÀÁ.

394
1. ±Á−Á ²Pàët ṭÄvàÄÁU−sÁµÁ ṭÁiàzÄÁÁÀÄ.

2. sÁµÁ PÀ ÖPÉAiÄÄ°è ṭÄÁÁÀÆÖÁ ṭÁiàzÄÁÁÀÄ UÀ¼ÀÄ YÁvàÄ.

3. YÀæ, ÀgÀzÀ°è "ÁÀvÀÄ, ÀÉÁÄÀÁÀÉÀÀ¼ÀÄÀ¼ÀÄ ÀUÀwÄPàgàïÀæ, ÀÀÜvÀ ÀÀzÀ°sÄdUÀ¼ÀÄ°è PÀëBqàÀ ÁzÅlàÀÉÀÀÄ

4. zÀ ÀUwàÅÁÀ¼ÀÄ ÁUÀÈ ÀÌÉÀÀÉÀÀ¼ÀÄ PÀëBqàÀÀ Äe PÀÖPÉ ÀzÅlÀ

5. ‘E’ ÇÁÄPÀÉOUÀ¼ÀÄ ÁUÀÈ ÀÀÈLÀÉÀÉOUÀ¼ÀÀ §¼ÀPÉ.

6. PÀëÁqIPÀ gÁdâÀ ÀPàëtzÀ°è ’sÁµÁ nÀwUÀ¼À §UÉÜÉ MÀzÀÄ ZÀZÉD.

7. ÁÀÁÁzÀaÀà ÀLIÀÀAnPÉUÀ¼À ÀÀÀÄ®PÀ ’sÁµÁ PÀ ÖPÉ.

8. PÀëÁßqÀ ’sÁµÉ ÁUÀÈ ÄÀvÀÀ É¼ÀÁÀtÀUÉAiÄÄ°è ’ZÅÁÀíÀÁÀgÀ PÉ/EQÀÀÉÉ.

9. ’sÁµÉ, ÄÀvÀÀ ÁÀvÀÀÀÆ ÀÉÁÁÀÁÀÉÀÀ¼ÀÄ ÀÉÉÀÁÀÁÀZÀLÀÀAnPÉUÀ¼ÀÀ.

10. DqÀ½vàÀÀ °òÀëBqÀ §¼ÀPÉ-àYÀæÁÁÀARòÉ ÁUÀÈ PÀÀiÀÁÁdÀÉÉÀdÀÉÀÉÀUÀ¼À ÀÀÀjvÀÀ ZÀZÉD
11. `sÁµÉAiÀÄ ,ÀÈd£À²Ã® ¥ÀæAiÉÆÃUÀ, PÀ£ÀßqÀ zÀÆgÀzÀ±Àð£À *Á»ìUÀ¼À ¥ÁvÀæ-MAzÀÄ «±ÉëÁµÀuÉ.

12. ,Á»vÀå «ÀÄ±Éö-CxÀð, ,ÀéãÀÆâÀ "ÀÄvÀÄÜ "ÀiÁ£ÀzÀÀqÀUÀ¼ÀÀ. 

13. PÀ£ÀßqÀ ,Á»vÀåzÀ°è iÚçÀ ,ÀÅ°ÉÀzÀÉ É

14. CzsÀâAiÀÄ£À ,ÀÀ,Àï©èw- CxÀð, ,ÀéãÀÆâÀ "ÀÄvÀÄÜ "É¼É,ÀÀ°À §UÉÎ.
STPCE NAAC Self Appraisal Report

1. PÀ£ÂβqÀ ,À»vÀåzÀ GUÀªÀÄ ²ÄvÀÀÜ «PÁ¸ÀzÀ «zsÀ WÀlOUÀ¼ÀÀ, UÀÀt ®PàëtUA¼ÀÀ ⁰ÀUÀÆ ,Â»vÀå ¥ÀæPàgÀUÀ¼À §UÎ M¼À£ÉÆÀì ¹É±È,ÅÀ²ÅzÀÀ.

2. sÀµÁ ¥ÀøÀÀÁÀ,ÀÚPÀzÀ ²À²ÀvÀÉ gÀZÀ£ÉÀÀ Ä ÀÀæÀ± PÀæ²ÀÄ ⁰ÀUÀÆ ¥ÀøÀÀÁÀ,ÀÚPÀ §¼À,ÀÀ²À PÈ±À²À£ÀÄ ¹É±È,ÅÀ²ÅzÀÀ.

3. sÀµÁ CzsÀÀ¥ÀPÀÁ ±ÉÈPàëtÀPÀ C°ÀdvÉ ⁰ÀUÀÆ ¹ÉÀÉzsÀÉÀ ÁÀ²ÀxÀÀðOUÀ¼À §UÎ M¼À£ÉÆÀì ¹É±È,ÅÀ²ÅzÀÀ.

4. sÀµÁ ÁøÀ ÉÈ,ÅÀ²ÅzÀÀ.

5. BqÀ ,À»vÀåzÀ «zsÀ ¹É±È,ÅÀ²ÅzÀÀ.

6. sÀµÁ ¹ÉÀÉzsÀÉÀìÀ²À ²gÀÀvÀgÀ²À²À²À ¥ÀæQàëÀÉÀ ²À²ÀvÀÀÜ ,ÀÉÉÀÀÀÀ ²ÀìÀÀÀÀ ¥ÀjÀ£Àë ÀÀæÀ± ÀÀæÀ²ÀÀÈ,ÅÀ²ÅzÀÀ.

7. sÀµÁ ¹ÉÀÉzsÀÉÀìÀ²À WÀIPÀ ¥ÀjÀPÉÀë gÀÆÈ PÀïÀò ÀÀæÀ²À ÀÀæÀ²ÀÀ È,ÅÀ²ÅzÀÀ.

WÀIPÀ:1: PÀ£ÂβqÀ ,À»vÀåzÀ GUÀªÀÄ ²ÄvÀÀÜ «PÁ¸À. (10 CÀÀçüUA¼ÀÀ)

1.1 PÀ£ÂβqÀ ,À»vÀåzÀ ¥ÀæaÀ£ÀvÉ.

1.2 PÀ£ÂβqÀ ,À»vÀå ZÀjvÀëÀìÀ «sÅÀPÀæ²ÀÄ ⁰ÀUÀÆ ®PàëtUA¼ÀÀ.

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1.3 £ÀÉÇÃzÀAiÀÄ, Á»vÀâAiÀÄÀÛ: ®PÀëtUÀ¼ÀÄ.

1.4 DzsÀĤPÀ PÀ£ÀßqÀ, Á»vÀâzÀ ¥ÀæPÁgÀUÀ¼ÀÄ

1.5±Á¹ÜçÃAiÀÄ  "sáµÉAiÀiÁV  PÀ£ÀßqÀ-GzÉÝÃ?vÀ  PÁAiÀÄøAiÉÆÃd£ÉUÀ¼ÀÄ

WÀIPÀ-2:  "sáµ`ÉÆÃzsÀ£Á, ÀÀYÀ£ÀÆë@UÀ¼ÀÄ (15 CªÀçüUÀ¼ÀÄ)

2.1 "sáµ` ¥ÀoÀå¥ÀkÀÛPÀ: CxÀð, ÂºÀĺÀvÀé, gÀZÀ£ÉAiÀÄ  vÀvÀéUÀ¼ÀÄ oÀUÀÆ GvÀºÀÄ ¥ÀoÀå¥ÀkÀÛPÀzÀ  ®PÀëtUÀ¼ÀÄ, ¥ÀoÀå ¥ÀÄ, ÚPÀ «ºÀ±Éd

2.2 ÀÀYÀ£ÀÆë® ¥ÀÀ, ÚPÀ oÀUÀÆ C-sáå, À ¥ÀÄ, ÚPÀ: CxÀð,  

2.3 "sáµÁCzsÁ¥ÀPÀ: CºÀðvÉUÀ¼ÀÄ  ÀÄvÀÄº  ÉÆÃzsÀ£Á  ,ÀºÀÄxÀådUÀ¼ÀÄ

2.4 "sáµ` ¥ÀæAiÉÆÀUÁ®AiÀÄ: CxÀð, ¥ÀæAiÉÆÀd£ÀUÀ¼ÀÄ oÀUÀÆ  §¼ÀPÉ.

2.5 "sáµ`  ÉÆÃzsÀ£ÉAiÀÄ°ë PÀÀYÀÇâlgï  ÀÄvÀÄÚ CÀvÀeÁð®: ¥ÀæAiÉÆÀd£ÀUÀ¼ÀÄ, §¼ÀPÉ

2.6 QæAiÀiÁ, ÀÀ±ÉÆÃzsÀ£É: CxÀð, ¥ÀæºÀÄRâvÉ oÀUÀÆ  CfÀÁµÁxBÀzÀ oÀÀvÀUÀ¼ÀÄ.

WÀIPÀ-3: Á»vÀâ `ÉÆÃzsÀ£É (14 CªÀçüUÀ¼ÀÄ)
3.1 UÀzÀå ˘ÉÆÄzsÀ£É: UÀzÀåzÀ Cxàû, ®PàëtUÀ¼ÀÄ, ˘ÉÆÄzsÀ£Á GzÉYÄ±AUÀ¼ÀÄ, °ÄAvÀUA¼ÀÄ °ÄAvÀÄ ÜÀ°ÀÄë, À°ÉÄPÀzÀ CA±AUÀ¼ÀÄ

3.2 ¥ÀzÀå ˘ÉÆÄzsÀ£É: ¥ÀzÀåzÀ CXàû, ®PàëtUÀ¼ÀÄ, ˘ÉÆÄzsÀ£Á GzÉYÄ±AUÀ¼ÀÄ, RAqÀ–CRAqÀ ¥ÀzÀÝw, °ÄAvÀUA¼ÀÄ, ÙÀ°ÀÄë, À°ÉÄPÀzÀ CA±AUÀ¼ÀÄ

3.3 ˘ÁPÀgÀt ˘ÉÆÄzsÀ£É: ˘ÁPÀgÀt, ®PàëtUÀ¼ÀÄ, ˘ÉÆÄzsÀ£Á GzÉYÄ±AUÀ¼ÀÄ ˘ÁvÀÄÜ feÀÜ, ÉUÀ¼ÀÄ - ,ÀÀÌÀæzÀ–ÀPÀ °ÀUÀÆ ¥ÀæÁiÉÆÁVPÀ PÀæ°ÀÄ;
˘ÁPÀgÀt ˘ÉÆÄzsÀ£Á ¥ÀzÀp½UÀ¼ÀÄ.

3.4 ¥ÀIPÀ ˘ÉÆÄzsÀ£É: ¥ÀIPÀ ,ÀvÀåzÀ ,ÀgÁÉÊÅ, ¥Àæ°ÀÄÀ ראåÅå, ˘ÉÆÄzsÀ£Á GzÉYÄ±AUÀ¼ÀÄ, ÙÀ°ÀÄë, À°ÉÄPÀzÀ CA±AUÀ¼ÀÄ

3.5 ˘sÁµÁÀvÀgÀ ˘ÁvÀÄÜ gÁÆYÁÀvÀgÀ: Cxàû, ¥Àæ°ÀÄÀ ראåÅå, GvÀÜ°ÀÄ ˘sÁµÁÀvÀgÀ ®PàëtUÀ¼ÀÄ, ˘sÁµÁÀvÀgÀzÀ°è JgÁUÀÜ°ÀÅ ,À°ÀÁ, ÉåUÀ¼ÀÄ ˘ÁvÀÄÜ ÙÀ°ÀÄë, À°ÉÄPÀzÀ CA±AUÀ¼ÀÄ.

WÀIPÀ: 4: ˘sÁµÁ ˘ÉÆÄzsÀ£ÉÀiÀÄ°è ˘ÀiÉ®à°ÀiÁYÀ£À (13 C°ÀçúUÀ¼ÀÄ)

4.1 ˘sÁµÁ ˘ÉÆÄzsÀ£ÉÀiÀÄ°è ˘ÀiÉ®à°ÀiÁYÀ£À: ÙÀ°ÀÄë, À°ÉÄPÀzÀ CA±AUÀ¼ÀÄ, ÙgÁAvÀgÀ °ÀUÀÆ ˘ÁYÀPÀ ˘ÀiÉ®à°ÀiÁYÀ£À - ¥ÀjPÀ®à£É ˘ÁvÀÄÜ ÁzsÀ£ÀUÀ¼ÀÄ.

4.2 ˘sÁµÁ ˘ÀiÉ®à ˘ÀiÁYÀ£ÀzÀ°è ˘ÀiÉTPÀ °ÀUÀÆ ¥Àæ§ÀzÅ ˘ÀiÁzÀj ¥Àæ±ÉëUÀ¼À ¥Àæ°ÀÄÀ ראåÅå.

4.3 WÀIPÀ ¥ÀjÀPÉé: GzÉYÄ±AUÀ¼ÀÄ, gÀZÀfÀ °ÀvÀUA¼ÀÄ °ÀUÀÆ ÀºÀd°Àë.
4.4 GvÀÛ°ÀÄ ¥Àæ±Éß¥ÀwaPÉ-UÀÄt®PÀëtUÀ¼ÀÄ ³ÀÄvÀÄÛ gÀZÀ£ÁPÀæ°ÀÄ.

céwÃAiÀÄ É«Ä,ÄÖg¥ÀæAïÉ/ÉÁVPÀ ZÀlÀ°ÀnUÀ¼ÀÄ:

1. PÀ£ÀßqÀ ¨sÀµÉ, À«vÀå ³ÀÄvÀÄÛ ÀÀ,ÀÌøÈw PÀÄjvÀÄ gÀ,À¥Àæ±Éß PÀAiÀÄ°PÀæ°ÀÄ gÀÆ°, ³ÀgÀç À°è,ÀÀ°ÀÄÌÀøÀÄ.

2. 9/10/11£ÉÀ vÀgÀUÀwUÀ¼À PÀ£ÀßqÀ ¨sÀµÁ ¥ÀoÀå¥ÀkÀÛPÀ «ÉÀæ° ÀÄUÀÆ ³ÀgÀç §gÉAiÀÄ°ÀÄùÀzÀÄ.

3. VÀgÀUÀwAiÀÄ°è °À¼ÀUÀ£ßÀÀ ¥ÀzÀÁ, UÀzÀÀ ÀÀvÀÄÀ £ÀIPÀUÀ¼À ³ÀzÀÌÀøÀÄ ¥ÀgÀ·ÉÀw ³ÀÀ ³ÀgÀç À°è,ÀÀ°ÀÄÌÀøÀÄ.

4. ¨sÀµÁ PÊ±À®ùÀ¼À°è PÀAqÀÄ §gÀÀ° ZÈÆÀµÀUÀ¼À ÀgÀÆÀÉÉ QæAiÀiÀÍ ÀÀ±ÉÆÀÊÀÉ PÉÉUÉÆ¼ÀÀì°ÀÄzÀÄ.

5. «ZÀåydUÀ¼AzÀ PÊ§gÀ°ÀzÀ ³ÀÀ ÀÀæPÉ vÀAiÀiÀj¥ ÀæPÀn,ÀÀ°ÀÄÌÀøÀÄ.

6. ¥ÀvÀæ° ÉÀR£ÀzÀ°è vÀgÀ·ÉÀw °ÀUÀÆ ³ÀgÀç À°è,ÀÀ°ÀÄÌÀøÀÄ.

7. UÀtPÀAiÀÄAvÀæzÀ ÀÀÆ®PÀ ¨sÀµÁ ZÀlÀ°ÀnPÉUÀ¼ÀÆÀÀß PÉÉUÉÆAqÀÄ ³ÀgÀç À°è,ÀÀ°ÀÄÌÀøÀÄ .

8. PÀ£ÀßqÀ À«vÀå ÀÀvÀÄÀ ÀÀ,ÀÌøw ¥ÉÆÀµPÀ ÀÀ,ÉÜUÀ¼ÀÃ/CPÀqÉ«ÀUÀ¼À PÀAiÀÄ°UÀ¼À À«ÀÀPÉ°,-³ÀgÀç.
9. NɛfÀ ƙÀÃÆ®PÀ CxàðUàæ»PÉ ,À₃À₃xÀ₃d GvÀ₃°ÀÃÅ∪ÉÀ½,À₃À₃À ZÀIÄ°ÀnPÉUÀ½À°À₃À₃-À₃À₃(ÀæAiÀÁ,À₃±ÉÆÅzsÀ£).É

10. ç£À¥ÀwæPÉ/ ÀAiÀAVÀ PÁ°PÉUÀ½À°è ¥ÀæPÀ°ÀUÀÄ°À ««zsÀ ,À»vÀ ÈÁR£ÀUÀ½À ,ÀAUÀæ°À ¥ÀÄ,ÀUPÀ gÀZAÆÉ.

11. PÀ«/ ÉÃRPÀgÉÆÀæUÉ ,ÀAzÀ±Àδ£-À₃À₃ÀgÀç

12. ,À»vÀ/ À°AiÀfPÀ -ÉÃR£À°À£ÀÄB Nɛ «À°À±Éò §gÉAiÀÄ°ÀÅzÀÄ.

13. sÁµÀt/ «µÀAiÀÄ àÀÇÀ¥ÀuÉ ,À°À°ÀxÀ°À È/É/ÉÀ°ÀÀ À ZÀIÄ°ÀnPÉUÀ½À£ÀÄB PÉÉUÉÆÀqÀÄ ÀgÀç ,À°èÀ°ÀÀÅzÀÄ.

14. ¥ÀÅ,ÀUPÀ ¥ÀæzÀ±Àδ£À ƙÀÃvÀÅÜ ¥ÀjZÀAiÀÄ PÁAiÀÄ°PÀæ°ÀÀ ÀÀ,ÉÜÆÆ½ À°ÀgÀç ÀqÀÄÀÀÅzÀÄ.

15. PÀ£ÀßqÀ ƙÀÆ°PÀ ¥Àæ±ÉB ¥ÀwæPÉAiÀÄ£ÀÄB ÀÀ© ÀPÀ±ÉAiÀÄ DzsÀgÀzÀ°è gÀa,ÀÀÀÅzÀÄ.


23. Ram. S.K., et.al, Reading in Language and Language Teaching, NCERT, New Delhi, 1983
EDSC-06 CONTENT AND PEDAGOGY OF ENGLISH

Objectives: The student teachers are able to :-

1. Acquire aspects of language

2. Acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching

3. Develop core skills and reference skills among them

4. Appreciate different forms of literature and inculcate the same in secondary school students teachers

5. Prepare and use different audio-visual aids and e-learning tools and use them in their classroom teaching effectively

6. Develop professional competencies among teachers in the making.

7. Learn and use different techniques to design language games in teaching-vocabulary pronunciation, spelling, grammar and composition

8. Use innovative practices in teaching of English

9. Learn and use different aspects of testing and E-evaluation

Unit-1: Content –Aspects of language (10Hrs)

1.1: Introduction to language –Meaning, definition, functions, linguistic principles of learning language.

1.2: Structure of English language-phonological structure-Mechanism of
speech, Received Pronunciation (RP), General Indian English (GIE), phonemes – vowels and consonants, stress Intonation Rhythm, consonant clusters, minimal pairs, their meaning and practice,

1.3: Morphological structure of English – meaning and importance – meaning of morphemes Types - free and bound: - affixes prefixes and suffixes - derivational suffixes, verb forms, adjectives and adverbs.

1.4: Syntactic structure of English – meaning and importance - basic sentence pattern; phrases and clauses,

**Unit- 2: English language teaching situation in India and its historical background**

(12 Hrs)

2.1: Need and importance of teaching English.

2.2: Aims-literary, cultural, utilitarian and creativity

2.3: use of mother tongue in acquisition of English language with reference to syntax, pronunciation, spelling, tense and articles

2.4: Language curriculum, meaning and principles (with reference to NCF2005) and teaching language through literature-concept and types of literature

2.5: School textbooks in English – characteristics and review of present textbooks of class 8th-9th 2.6: Work books in English, steps and uses,

2.7: Objectives of teaching English – instructional objectives, classification based on Blooms-taxonomy-stating of instructional objectives and learning outcomes,

**Unit- 3: Approaches and Methods of teaching English**

(12 Hrs)
3.1: Bilingual method –meaning- principles-merits and limitations 3.2: Direct method –meaning –principles-merits and limitations


3.4: Communicative Approach –meaning features –principles -merits and limitations 3.5: Suggestopedia

3.6: Constructivism in ELT (NCF 2005)

**Unit- 4: Development of language skills (linguistics) (14 Hrs)**

4.1: Listening: components –barrier in listening, activities to develop listening comprehension 4.2: Speaking –components-objectives-barriers to speaking – need for correct pronunciation – activities to develop correct speech habits 4.3.1: Reading skills-objectives of teaching reading 4.3.2: Mechanics of reading 4.3.3: Methods of teaching reading 4.3.4: Types of reading, reading aloud & silently, intensive & extensive reading.

4.3.5: Types of reading comprehension –activities to develop testing reading comprehension 4.4: Writing –its components, objectives of teaching written expression

TOPICS FOR SEMINAR:

Each Trainee has to make a presentation on any one of the following  (3 Hrs)

1. English language teaching situation in India –present context

2. Approaches and methods in language writing

3. Activities to develop linguistic skills –listening, speaking, reading and writing

4. Use of educational technology in teaching English

5. Study skills –Gathering, Storage and Retrieval-their importance and use in language learning


7. Psychological principles of learning language.(Cognitive and behaviouristic approach)

REFERENCES


2. R.N. Gosh-History of teaching English in India-MacMillan Publication Hyderabad

5. Bhatia & Bhatia-Methods of teaching English

6. Pitcoder-Introduction to linguistics-CUP

7. Gimson-Introduction to pronunciation-OUP

8. Gleason S-Descriptive linguistics-OUP

9. Dr.T.Balasubramanyan-Introduction to phonetics for Indian students MacMillan publication Hydrabad
10. R.K Bansal-Outlines of phonetics -CIEFL Hydrabad

11. Prof.Krishnaswamy –Modern English grammar, Orient longlam publication, Hydrabad


14. AIELTA-Voices-journal-london

15. ELT- (journal) ELTAI-Chennai.
EDSC-11 CONTENT AND PEDAGOGY OF ENGLISH

Objectives: The student teachers to:-

1. Acquire aspects of language

2. Acquire the theoretical knowledge of different methods and approaches and apply them in their classroom teaching
3. Develop core skills and reference skills among them

4. Appreciate different forms of literature and inculcate the same in secondary school students teachers
5. Prepare and use different audio-visual aids and e-learning tools and use them in their classroom teaching effectively
6. Develop professional competencies among teachers in the making.

7. Learn and use different techniques to design language games in teaching-vocabulary pronunciation, spelling, grammar and composition

8. Use innovative practices in teaching of English

9. Learn and use different aspects of testing and E-evaluation

Unit-1: Contents-Aspects of English Language-Part II (08 Hrs)

1.1 Semantic Structure of English-meaning, components, homonyms, synonyms, Antonyms, Polysemy, connotative and denotative aspects.
1.2 Graphic structure of English-meaning, components unique features of spellings, marks of punctuation, handwriting, illustrations are to be drawn from high school English textbooks

1.3 Verbs-meaning and types-tenses and aspects

1.4 Transformations of sentences-simple, complex and compound sentences, reported speech, active and passive voices and degrees of comparison.

Unit-2: Methods, Techniques and Approaches (20 Hrs)

2.1 Lesson plan format, regular & unit lesson plan teaching of prose, objectives, steps, (Two demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks.

2.2 Teaching of Poetry-Objectives and steps (Two demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks. Figures of speech, Diction and Images.

2.3 Teaching composition-objectives, types-guided, controlled and free composition, steps in teaching guided composition, activities and exercises to develop composition, remedial work (one demonstration lesson to be given by the faculty)

2.4 Teaching of Vocabulary- Types, importance and techniques of enriching Vocabulary.

2.5 Teaching of Grammar-meaning, importance types, steps in teaching functional grammar.

2.6 Techniques of teaching spellings-Importance peculiarities, different
ways of teaching of spellings, common errors and remedies.

2.7 Study skills: meaning, importance, types gathering skills, (Skimming and Scanning), (dictionary reference skills)-storage skills-note-making, note-taking, graphic presentation, browsing skills & summarization.

**Unit-3: -E-Learning in English**

3.1 Computer assisted learning in English, uses of internet and websites, advantages of using different software in learning of English.

3.2 Steps of designing lesson plan in English for power point and multimedia applications and their advantages.

3.3 Evaluation in teaching of English.

Concept of unit test, blue print, construction of objective based test (practical activity-question paper)

3.4 E-testing-meaning-steps, advantages, use of E-question Bank, online tutoring and testing.

3.5 Achievement test and Diagnostic test, meaning, steps, comparison between the two tests, and application.

3.6 Quality improvement in ELT Professional competencies of an English teacher, programmes for teacher empowerment-workshops, seminars,
conference, panel discussion and projects.

### Unit-4: Resources in Teaching of English (08 Hours)

4.1 Audio-aids-lingua phone-Audio cassettes, Radio Broadcasts, Visual aids, charts, three dimension pictures, flash cards, albums, A-V aids-Films, Videos and multimedia, their importance and uses in ELT.

4.2 Literary activities in language teaching-debates, elocution-group discussion-field trips, quiz, seminars and workshops and their importance.


### PRACTICAL ACTIVITIES

(Each trainee must make any two presentations from the following)

1. Practice in 46 sounds in English, (common for the group).

2. Case study of low achievers/high achievers.

3. Preparation of passages/lesson on mechanics of reading


5. Techniques of teaching vocabulary/spelling through power point presentation.
6. Innovative ways of teaching composition/Grammar (constructivism)

7. Language games

8. Remedial teaching of core skills.


REFERENCES


5. Gordon B.S.: The teaching of English in free India, Madras; Christian literature society (1960)
6. Hornby: Teaching of structural words and sentence patterns stage 1,2,3 and 4. London: ELBS and OUP (1959)


London:

12. Dr. T.N. Raju: content cum methodology of teaching English, DSERT Publication (2005)
14. ELT web sites
BANGALORE UNIVERSITY

B.Ed. Degree CBCS Semester Scheme I Semester

EDSC-06 CONTENT AND PEDAGOGY OF HINDI

Objectives: The student Teacher are able to:-

1. Appreciate the importance of teaching hindi as a second language in india and the aims and objectives of teaching it.

2. Help pupils acquire the basic skills of language learning.

3. Know the different methods of teaching different types of lesson in a second language and use them in his/her teaching.

4. Prepare objectives based plans of lesson and teach accordingly.

5. Appreciate the importance of suitable teaching materials in language teaching and prepare/ select them for the use in his/ her lessons.


7. Prepare and use appropriate tools of evaluation to measure the linguistic abilities of pupils.

8. Know the entire syllabus prescribed for 8th to 10th standards in Hindi.

9. Develop in himself the special qualities, aptitude and interests of a Hindi teacher.
Chapter I:

A) pÉÉwÉÉ MüÉ Ajéï, mÉëM×üïïÉ LuÉÇ qÉWûiuÉ : (Language meaning, Nature, Importance)

(12 Hours)

1. pÉÉwÉÉ MüÉ Ajéï LuÉÇ mÉëM×üïïÉ
2. pÉÉwÉÉ MüÉ mÉëM×üïïÉ
3. pÉÉwÉÉ Mâü IuÉÍpÉÉ ÉmÉ
4. pÉÉwÉÉ MüÉ qÉWûiuÉ
5. Ï§ÉpÉÉwÉÉ xÉÔ§É AÉæU ÏWûlSÏ
6. qÉÉiÉ×pÉÉwÉÉ, Ï§ÉÏrÉ pÉÉwÉÉ, ÏuÉSâzÉï pÉÉwÉÉ Mâü ÁmÉ qÉåÇ ÏWûlSÏ |

AÉ) ÏWûlSÏ ÏzÉëhÉ Mâü E¬âzrÉ : (Objectives of teaching Hindi)

1. qÉÉiÉ×pÉÉwÉÉ Mâü ÁmÉ qÉåÇ ÏWûlSÏ ÏzÉëhÉ Mâü E¬âzrÉ
2. ÏziÉrÉ pÉÉwÉÉ Mâü ÁmÉ qÉåÇ ÏWûlSÏ ÏzÉëhÉ Mâü E¬âzrÉ

A) urÉÉuÉWûEÉUMü E¬âzrÉ AÉ) xÉÉxÇM×üïïÉMü E¬âzrÉ C) xÉÉÎWûirÉMü E¬âzrÉ D) pÉÉÎwÉMü E¬âzrÉ |

Chapter II:

A)pÉÉwÉÉ ÏzÉëhÉ Mâü xÉÉqÉElrÉ ÏxÉ©ÉçïÉ LuÉÇ xÉÔ§É : (General Principles and Maxim of language
teaching) (12hr)
1. \(\text{IuÉkÉuÉ} \text{IzÉgÉhÉ MüD}\)  
2. \(\text{pÉÉwÉ} \text{IzÉgÉhÉ Mäu} \text{IxÉkSÉ} \text{Ci}\)  
A\(\text{EuÉzrÉMü} \text{ÉÉ}\)  
xÉÉqÉÉlÉ É  
3. \(\text{IzÉgÉhÉ}\)  
4. \(\text{pÉÉwÉ} \text{IzÉgÉhÉ Mäu qÉN} \text{ZrÉ}\)  
xÉÔSÉ  
iÉiuÉ \(\text{|}\)  
AÉ \(\text{IWûlS IzÉpÉh} \text{mÉkSÉiÉ} \text{rÉ} \text{dÉ} : (\text{Methods of teaching})\)  
\(\text{|}) \text{IÉ} \text{Hindi} \)  
mÉÉir mÉkSÉ  
urÉÉMü AlÉNu  
1. \(\text{ÉÉ} \text{iÉ}\)  
2. \(\text{UhÉ ÉÉS mÉkSÉ} \text{iÉ}\)  
aÉhÉ rÉÇSÉ oÉÉÉk \(\text{IuÉ} \text{íK}\)  
xÉqÉlu mÉkSÉli  
3. Mü \(\text{AÉkÉÉUiÉ} \text{ÉÉÉE É}\)  
4. \(\text{ÉrÉ É}\)  
A \(\text{zÉoS mÉkSÉli} \text{AÉ xÉÇUëÉéÉé} \text{iÉ} \text{Mü} \) \(\text{ÎpÉÉlw}\)  
\(\text{|}) \text{mÉÉUëÉÉÉÉ É} \) \(\text{|}) \text{IuÉ} \text{íKÉ} \)  
5. \(\text{ÉMü IuÉ} \text{íKÉ} \text{|})  

**Chapter III:**  
\(\text{AÉ} \text{pÉÉwÉ} \text{IzÉgÉhÉ} : (\text{Teaching of Language})\)  
MüÉåzÉÉéÉåÇ MüÉ Skills) \(\text{(12hr)}\)  

\(\text{ÉuÉh MüÉæz} \)  
1. \(\text{É ÉsÉ :} \)  
\(\text{ÉuÉh MüÉæz Mü qÉWùi AÉ) IuÉ} \text{íKÉr ÉuÉh MüÉæzÉsÉ qÉåÇ}\)  
A) \(\text{É ÉsÉ} \) \(\text{É uÉ F-azrÉ C) ÉÉÉ} \text{D) krÉÉÉÉ SÉÉÉÉ AÉÉÉarÉ}\)  
oÉÉÉéåÇ \(\text{|})\)  
pÉÉw MüÉæz  
2. \(\text{ÉhÉ ÉsÉ :} \)  
pÉÉw MüÉæ \(\text{M qÉWùi AÉ E-azr C) MüÉæz MüD}\)  
A) \(\text{ÉhÉ zÉsÉ üÉ uÉ} \) \(\text{É pÉÉwÉh ÉsÉ IuÉ} \text{íKÉ} \text{rÉÉdō}\)
Chapter IV

A) mÉEPù rÉéâeÉlíÉÉ : (Lesson Planing) (16 hr)

1. A) mÉÉPù rÉéâeÉlíÉÉ Müé AjÉï AÉ) qÉWüiuÉ AÉæU ÁmÉ C) ÍWülsí mÉÉPùrÉéâeÉlíÉÉ Màü sÉ-éhÉ

2. aÉ± AÉæU mÉ± oÉÉâkÉlíÉ É màü mÉÉPùrÉéâeÉlíÉÉ ÍMù UcéÉléÉ
AÉ) xÉÔqÉ ÍzÉhÉ : (Micro teaching)

A) xÉÔqÉ ÍzÉhÉ Müé Ajéi LuéÇ mÉÉpÉwÉÉ

AÉ xÉÔqÉ ÍzÉhÉ Mâü

) xÉÉamÉÉ

D) xÉÔqÉ ÍzÉhÉ Müé MüéæzÉsÉ xuÉÅmÉ ÉâÇ MüÉ AprÉExÉ |

ÌWûlSÏ ÍzÉÉMü : (Hindi Teacher)

A) ÌWûlSÏ AkrÉÉmÉMü MüÐ AÉuÉzrÉMüiÉÉ LuÉÇ qÉWûiuÉ

AÉ xÉÉqÉ C) ÌuÉIzÉ |

) ÉlrÉ AÉæU aÉNhÉ

MüÉÉtur E) ÌWûlSÏ ÍzÉÉMüÉâÇ D) É MüD uÉiÉqÉÉlÉ ÌxjÉiÉ |

Topics for Seminar (xÉâÍqÉÉÉU Mâü ÌoÉISO) :

qÉÉÉÎqÉÉMü ÌuÉÉEsÉrÉÉâÇ qÉâÇ oÉÉâkÉIÉ qÉÉkrÉqÉ Mâü ÅmÉ qÉâÇ

1. qÉÉIÉxpÉÉwÉÉ Müé qÉWûiuÉ |

q

É

ÌWûlSÏ ÍzÉhÉ à ÉurÉ – SØzrÉ xÉÉkÉlÉÉâÇ MüD

2. pÉÉwÉÉ É Ç EmÉsÉIosrÉÉd |

pÉÉwÉÉ – MüéæzÉsÉ LuéÇ xÉÉÌwÉrÉ Mâü ÌuÉMüÉxÉ qÉâÇ LMü AkrÉÉmÉMü

3. Müé rÉÉâaÉÉlÉ |

MüÉÉïOÜMü ÌüerÉ qÉâÇ ÌWûlSÏ pÉÉwÉÉ, xÉÉÌwÉrÉ AÉæU xÉÇxMxùliÉ Mâü

4. ÌuÉMüÉxÉ mÉU ÌuÉÉÉU ÌuÉqÉzÉi
5. pÉwÉÉ É Ç ÌÉkÉÉiUhÉ (Evaluation) / qÉÔsrÉÉÇMülÉ
BANGALORE UNIVERSITY
B.Ed. Degree (CBCS) Semester Scheme II Semester

EDSC-11 CONTENT AND PEDAGOGY OF HINDI

Objectives: The student Teacher are able to:-

1. Appreciate the importance of teaching hindi as a second language in india and the aims and objectives of teaching it.

2. Help pupils acquire the basic skills of language learning.

3. Know the different methods of teaching different types of lesson in a second language and use them in his/her teaching.

4. Prepare objectives based plans of lesson and teach accordingly.

5. Appreciate the importance of suitable teaching materials in language teaching and prepare/ select them for the use in his/ her lessons.


7. Prepare and use appropriate tools of evaluation to measure the linguistic abilities of pupils.

8. Know the entire syllabus prescribed for 8th to 10th standards in hindi.

9. Develop in himself the special qualities, aptitude and interests of a hindi teacher.
Chapter I:

A) aÉ± ÍzÉ³ÉhÉ : (Teaching of prose) (15 hr)

1. E¬ázrÉ  3. xÉÉâmÉÉlÉ  4. aÉ± mÉëMüÉU

5. aÉ± ÍzÉ³ÉhÉ MüD

mÉëhÉÉIsÉrÉÉð |

AÉ) urÉÉMüUhÉ ÍzÉ³ÉÉ (Teaching of Grammar)

2.

AjÉi  AÉuÉzrÉMüÉ iÉjÉÉ

1. mÉÉUpÉÉwÉÉ É qÉWûiuÉ  3. E¬ázrÉ

urÉMüUhÉ Mâü  mÉëhÉÉIs

4. mÉëMüÉU  5. ÉrÉÉð

MüÉâ

ÌléaÉqÉÉ AÉæU AÉaÉqÉÉlÉ  urÉÉMüUhÉ mÉëpÉÉu  oÉlÉÉlÉâ Mâü

6. mÉëhÉÉsÉI qÉäÇ AÇiÉU  7. ÍzÉ³ÉhÉ ÉI xÉÑfÉÉuÉ |

C) MüÉÎÉÉ ÍzÉ³ÉhÉ : (Teaching of Poetry)

MüÉÎÉÉ MüD mÉÉUpÉÉwÉÉ LuÉÇ

1. qÉWûiuÉ  2. E¬ázrÉ  3. xÉÉâmÉÉlÉ

4. MüÉÎÉÉ ÍzÉ³ÉhÉ

MüD  mÉëhÉÉIsÉrÉÉð |

E) UcÉÉlÉ ÉÍzÉ³ÉhÉ : (Teaching of Composition)
Chapter II:

A) ÉÉlÉÉ (Teaching of Story) (10hr)

B) ÉÉlÉÉ (Teaching of Drama)

C) AlÉéÉÉS (Teaching of translation)
STPCE NAAC Self Appraisal Report

4. AlÉÑuÉÉS ÍzÉêÉhÉ MüD
mÉêhÉÉIsÉrÉÉd |

Chapter III
A) ÍWûlSÏ MüD mÉœmÉÑxiÉMü : (Hindi Text Book) (10hr)

1. mÉÉœmÉÑxiÉMü MüÉ ìWûlSÏ MüD
2. mÉÉœmÉÑxiÉMüÉåÇ Måü E¬åzrÉ ìWûlSÏ MüD
3. mÉÉœmÉÑxiÉMüÉåÇ MüÉ Måü aÉÑhÉ
4. mÉÉœmÉÑxiÉMüÉåÇ MüÉ UcÉlÉ ìWûlSÏ MüD uÉiÉqÉÉlÉ
5. mÉÉœmÉÑxiÉMüÉåÇ Mü ÉåÇ MüÉ xÉqÉÉbÉ ÉiÉlÉqÉÉlÉ

AÉ) ÍWûlSÏ ÍzÉêÉhÉ qÉâÇ qÉÔsrÉÉÇMülÉ : (Evaluation Hindi Teaching)

mÉUÏpÉÉ LuÉÇ qÉÔsrÉÉÇMülÉ MüD ÍuÉÍpÉÉ mÉëMüÉU MüD
1. AÉuÉzrÉMüiÉÉ ÍWûlSÏ MüÉ mÉëzlÉ
2. mÉÉUôÉÉLÆ iÉÉ (iÉIsÉ IÉYzÉÉ) E¬åzrÉ, UcÉlÉÉ AÉæU
3. mÉ§É xÉIuÉkÉÉlÉ ÉIÉqÉÉhÉ |

Chapter IV
A) ÍzÉêÉhÉ qÉâÇ ÊurÉ – SØzrÉ xÉÉkÉlÉ : (Hindi teaching and teaching Aids) (12 hr)

1. LuÉÇ qÉWûiuÉ ÊurÉ – SØzrÉ xÉÉkÉlÉ MüD AÉuÉzÉMüiÉÉ
2. ÍzÉêÉhÉ Måü ÍsÉL
3. mÉëqÉÑZE µÉurÉ – SØzrÉ ÊurÉ – SØzrÉ xÉÉkÉlÉÉåÇ MüÉ ÉicÉiÉ
4. aÉhÉMü iÉÇ§É AÉæU AliÉUcÉÉsÉ MüD
AÉ) MüëÉÉ ÍzëìÉhÉ AëæU ìëürÉÉ (Hindi teaching and co-curricular activities)
ìwûlï xëwûaëÉqéï LÆ

1. ìëürÉÉLÆ
2. ërÉ qëwûiuÉ
LuÉÇ
zëaëÉhÉMü mërëiOûlÉ xëïqÉÉL uÉEôëuëuÉÉS
3. MüÉ qëwûiuÉ ÀÉ
4. mëëliërÉÉàlalëïÉÉ

5. MüëÉÉ mëëliërÉÉàlalëïÉÉ l

C) aë×wûMüërÉï : ()

1. aë×wû MüërÉï MüÉ AjÉï LuÉÇ
2. íwûlï à aë×wû qëwûiuÉ

ixëksÉçïÉ 3. ÍzëìÉhÉ Ç MüërÉï

4. aë×wûMüërÉï MüD
ìuÉzÉáwéïÉÉLÆ l
mëërÉÉ aëëëluÉikÉrÉÉÇ Måü lòëlïsÔ :- (Practical activities)
ìwûl mëëpëré mëëñxiÉMüëåÇ MüÉ

1. ñi xëqëìëÉÉ (xëuëâi)
Müë 8, 9, uÉ 10 MüD íwûlï mëëpëré Måü mëÉU sëâZ
ÉÉ mëëñxiÉMü xëuëâi LMü ë È ÉsëIZÉL
STPCE NAAC Self Appraisal Report

4.

ÌWûlSÏ ÍzÉ¤ÉhÉ – xÉÇeÉÏuÉ mÉÎosÉMåüzÉlÉ, eÉrÉmÉÑU – 3, 1998
QûÉ. MüÐ.aÉÉåmÉÉsÉlÉ – qÉÉlÉMü ÌWûlSÏ urÉÉMüUhÉ AÉæU UcÉlÉÉ, AlÉÑxÉÇkÉÉlÉ

5.

UÉzOíûÏrÉ zÉæÍ¤ÉMü

AÉæU

mÉëÍzÉ¤ÉhÉ mÉËUwÉS
ÌuÉeÉrÉ xÉÔS – ÌWûlSÏ ÍzÉ¤ÉhÉ ÌuÉÍkÉrÉÉð – OçûQûlÉ mÉÎosÉMåüzÉlxÉ,
6.

sÉÔÍkÉrÉÉlÉÉ
mÉëÌiÉpÉÉ – lÉÏqÉÉ ÌWûlSÏ urÉÉMüUhÉ iÉjÉÉ UcÉlÉÉ, lÉÏiÉÉ

7.
8.

mÉëMüÉzÉlÉÉ, 1995
pÉÉD rÉÉåaÉålSìÎeÉiÉ LuÉÇ AljÉ pÉÉD rÉÉåaÉålSì eÉÏiÉ, ÍzÉ¤ÉÉ

– ÌuÉlÉÉåS

ÍzÉkSÉÇiÉ MüÐ ÃmÉUåZÉÉ

mÉÑxiÉMü

qÉÇÌSU, AÉaÉUÉ.
9.

xÉTüsÉ

ÍzÉ¤ÉhÉ

MüsÉÉ

–

mÉÏ.QûÏ.mÉÉPûMü,

ÌuÉlÉÉåS

mÉëMüÉzÉlÉ, AÉaÉUÉ
10. ÍzÉ¤ÉÉ Måü ÍxÉkSÉÇiÉ – mÉÏ.QûÏ. mÉÉPûMü, OûÉOûÉ irÉÉaÉÏ,
ÌuÉlÉÉåS mÉÑxiÉMü qÉÎlSU, AÉaÉU
11.

MüÐ ÌuÉÍkÉrÉÉð 1,2, AÉæU mÉÉPû – rÉÉåeÉlÉÉ- QûÉð.

ÍzÉ¤ÉhÉ

sÉ¤qÉÏlÉÉUÉrÉhÉ zÉqÉÉï, ÌuÉlÉÉåS mÉÑxiÉMü

qÉÎlSU
,

AÉaÉUÉ

12. pÉÉwÉÉ ÍzÉ¤ÉMü mÉëÌuÉÍkÉ – ÌMüzÉÉåUÏ sÉÉsÉ zÉqÉÉï, qÉåWûUÉ
EqÉÉ LhQû MüqmÉlÉÏ, AÉaÉUÉ
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13. ÌWûlSÏ ÍzêëëhÉ – MâüZÉuÉ mëëxÉÉS kÉlÉmÉlÉ UÉrÉ LhQù xÉÉlxÉ, ÌSssÉï

14. pÉÉUiÉ qÉåÇ qÉÉiÉ× pÉÉwÉÉ ÍzêëëhÉ Mâü ÍsÉL xÉNïÉÉuÉ –
    UroÉlÉï, AÉÆMüxÉTüÐQïù ÌuÉµÉluÉ±ÉsÉrÉ mÉëâxÉ

15. A±ÉmÉlÉ MüsÉÉ – xÉïÉÉuÉqÉ mÉiÉNuÉåïSÏ, lÉISÉ ÌMüzÉÉåU
    LhQù xÉÇxÉ, uÉÉUÉhÉÉxÉï

16. ÌWûlSÏ pÉÉwÉÉ ÍzêëëhÉ – pÉÉD rÉÉåaÉåïSï eÉïïÉ, ÌoÉlÉÉåS
    mÉNxiÉMü qÉÍISU AÉaÉUÉ

17. ÌWûlSÏ urÉÉMüUhÉ – MüqÉjÉÉ mëëxÉÉS aÉÑA, ÌuÉlÉÉåS
    mÉNxiÉMü qÉÍISU, AÉaÉUÉ
BANGALORE UNIVERSITY

B.Ed. Degree (CBCS) Semester Scheme I Semester
EDSC-07 CONTENT AND PEDAGOGY OF SOCIAL SCIENCE

Objectives: The student teacher will be able to:-

1. Acquire knowledge of social sciences with the significance of learning social sciences

2. Develop understanding of instructional objectives, various methods, strategies of teaching social sciences

3. Develop skills in preparing lesson plans and instructional material for teaching and learning process of social sciences

4. Identify the alternative ways of approaching content organization in social studies

5. Apply the knowledge of social science in daily life.

Unit-1: Content (10 hours)

1.1 Major religions of the world: Hinduism, Christianity, Islam, Jainism and Buddhism.

1.2 World Civilizations: Harappan, Egypt, China and Mesopotamia
1.3 Physical features of India

1.4 The Earth

1.5 Constitution

1.6 Fundamentals of Sociology

**Unit- 2: Facilitating learning of Social Science**  
(16 hours)

2.1 Concept of Social Science—meaning, nature and relationship among each discipline

2.2 Importance of teaching each discipline at secondary school

2.3 Interactive verbal learning

2.4 Experiential learning through activities and problem solving and decision making,

2.5 Strategies – cooperative learning with “learning together model”- syntax and educational implications

2.6 Social Constructivism-Five ‘e’ model

**Unit- 3: Instructional Resources in Social Sciences**  
(10 hours)
3.1 Text book - importance, characteristics

3.2 Library resources - newspaper, books, encyclopedias, reference books, journals and magazines.

3.3 Community resources – Human, Natural, physical, historical, man-made and school based resources.

3.4 E-learning resources - internet, web-based tools, blogs, animation and multimedia etc.

3.5 Audio Visual Resources.

**Unit -4: Designing objectives and Instructions** (14 hours)

4.1 Objectives of Teaching Social Sciences according to NCF 2005 & KCF 2012.

4.2 Instructional Objectives in social science based on revised Bloom’s taxonomy

4.3 Levels of designing instruction - unit level, lesson level and process level

4.4 Format for lesson designing - evaluation approach

**SEMINAR PRESENTATION** (2 hours)

On any one topic
1. Religions of the world

2. Civilizations of the world

3. Revolutions of the World

4. Constitution and government

5. Natural resources and Environment

6. Sources of social sciences

7. Social Institutions

REFERENCES


2. Harry Dhand, A handbook for teachers –Research in teaching of the social studies, APH publishing corporation

3. Ian Phillips, Teaching History-developing as a reflective secondary teacher, Sage publications

5. Rainu Gupta, Methods and Models of Teaching Social Studies

6. SalimBabu S.A. & Digumari Bhaskara Rao, Methods of Teaching Geography


BANGALORE UNIVERSITY

B.Ed. Degree (CBCS) Semester Scheme II Semester

EDSC- 12 CONTENT AND PEDAGOGY OF SOCIAL SCIENCE

Objectives: The student teacher are be able to:-

1. develop skills in preparing and using of resource material in social sciences

2. develop skills in construction and administrating of various assessment tools in social sciences

3. acquire knowledge and skills about extended curricular activities

4. prepare various enrichment activities

5. critically analyze the text book and question papers of secondary school social science

Unit- 1: Content in social sience (10 hours)

1.1 Major Revolutions of the World- American, French, Russian and Industrial

1.2 Medieval Period in India: Moughals, Rajput’s, Marathas and Vijayanagar Empire

1.3 Atmosphere

1.4 Natural Disasters
1.5 Forms of Government

1.6 Culture and Sociology

**Unit -2: Extended curricular activities in social sciences** (10 hours)

2.1 Awareness and concern related to contemporary issues in social sciences

2.2 Social science club- meaning, importance, objectives, organization and activities

2.3 Social sciences Quiz- Importance and organization

2.4 Social Sciences Resource room- Importance and organization

**Unit- 3: Professional Competencies of social science teacher** (14 hours)

3.1 Ethics of social science teacher

3.2 Qualities and skills of social science teacher

3.3 Competencies of social science Teacher

3.4 Enrichment activities to develop professional competencies among social science teacher-interactive sessions, forums, workshops, seminars, conferences
symposiums, projects and research activities

**Unit 4- Assessment of social sciences learning** (14 hours)

4.1 Importance of CCE in social sciences.

4.2 Types of questions for assessing social sciences- Objective type, descriptive & open ended questions.

4.3 Development of criteria for Testing quantitative and qualitative skills in social sciences-questionnaire, checklist, rating scale and Rubrics.

4.4 Preparation of test format in Social sciences

4.5 Critical review of annual examination Question paper of secondary school

**PRACTICAL ACTIVITIES FOR REFLECTIVE PRACTICES** (2 hrs)

1. Preparation for project based teaching with cooperative learning strategies (development of plan)

2. Preparation for investigatory filed trip/visit-

3. Preparation of episode, based on five E-model of social constructivism.

4. Preparation for Projects for interdisciplinary relationship ex -history and geography relationship.
5. Preparation of activities for experiential learning Ex-map drawing, chart preparation, album making, script writing.

6. Online poster making, collage making in social sciences

7. Review of question paper and submission of a report

9. Planning & conducting of Quiz in Social sciences

10. Developing Multimedia Package in social sciences (for any one topic)

11. Conducting action research in school & submitting a report

12. A report on creating student forums for discussion on contemporary issues in social sciences by using social networking.

REFERENCES

- Ellen Kottler, Nancy P Gallvan, Secrets to success for social studies teachers, Carwin Press, sage publications.
- Harry Dhand, A handbook for teachers –Research in teaching of the social studies, APH publishing corporation
- Ian Phillips, Teaching History-developing as a reflective secondary teacher, Sage publications
- Kohli. A.S., Teaching of Social Studies, Anmol publications
• Rainu Gupta, *Methods and Models of Teaching Social Studies*
• SalimBabu S.A. & DigumariBhaskara Rao, *Methods of Teaching Geography*
• J.C. Aggrawal, “Teaching of social sciences”, Neelkamal publications.
Objectives: Student teachers are able to:-

➢ Acquire the knowledge of


2. Historical development of biological science.

3. Design of lesson plan in biological science.

4. e- Resources in biological science.

5. Continuous and comprehensive evaluation in biological science.

➢ Develop an Understanding of

1. Objectives of teaching biological science in secondary schools.

2. Approaches and methods of teaching biological science.

3. Different resources to teach biological science.

➢ Applying the knowledge of

1. Applying the importance and features of approaches and methods.
2 Appreciate the importance of planning for teaching biological science.

3. E-resources in teaching biological science.

➢ **Develop a skill of**

1. Conducting experiments to demonstrate biological concepts at the secondary school level.
2. Planning lesson based on various approaches.

<table>
<thead>
<tr>
<th>Unit -I: Content in Biological Science</th>
<th>(10 Hours)</th>
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</thead>
<tbody>
<tr>
<td>1:1 Study of Cells: Plant and animal cell, Cell organelle, Cell division.</td>
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</tbody>
</table>

1:2 Living World: Classification of plant and Animals. Five kingdom classification, classification of chordates and Non chordates.
1:3 Constitutions of Food: Constituents and their sources, functions of different food constituents, Deficiency disorders.
1:4 Environmental Science: Bio sphere, Ecology, Ecosystem, Bio-magnification, Environmental pollution-Causes, effects and measures to control.

<table>
<thead>
<tr>
<th>Unit -II: Nature and Scope of Biological Science</th>
<th>(11 Hours)</th>
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<tbody>
<tr>
<td>2.1: Meaning, Nature, Scope with reference to Biology and its branches. 2.2: Historical development of Biological Science.</td>
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</table>

2.3: Teaching of Biology in secondary schools and its values in the present context –Aesthetic, Intellectual, Scientific temper, scientific method and development of scientific attitude among secondary school students.
2.4: Biology in the service of human welfare- Agriculture, medicine, industry and conservation of Environment.

Unit --III: Objectives and Planning for Teaching Biological Science (12 Hours)

3.1: Educational objectives of Teaching Biological Science at secondary School level.

3.2: Instructional Objectives- Meaning, Characteristics, Criteria and writing instructional objectives in terms of specific learning outcomes.

3.3: Objectives of teaching Biological Science with reference to NCF 2005 and KCF 2012

3.4: Planning: Meaning, Importance, Steps and Formats of, Annual Plan, Unit plan, daily lesson Plan and Lesson Plan with reference to CCE format.

Unit–IV: Approaches, Methods, and Resources in Teaching Biological Science (18 Hours)

4.1: Approaches of Teaching Biological Science: Inducto_deductive approach, Structural and Functional approach, Type Species approach, Critical inquiry approach, Maier’s Problem solving approach.

4.2: Methods of teaching Biological Science: Lecture-cum-Demonstration, Project.

4.3: Models of teaching: Inquiry Training Model and Five E Model-engage, explore, express, expand, evaluate.

4.4: Biological Science Text Book: Characteristics, Importance and Hunter’s criteria of evaluating a text book.
4.5: Biological Science Laboratory: Importance, Planning, Designing, equipping, maintenance of biological equipment and records.


**SEMINAR TOPICS:**

1. Correlation of Biology with other branches of science.

2. Advantages of observation, collection, preservation, dissection, microscopic study and experimentation.

3. Great biologists and their contribution.

4. Role of a teacher in creating environmental awareness among secondary school students.

5. Alternative sources of energy to sustain life on earth.

6. Recent advances in the field of Biological Science.

7. Role of Co-Curricular activities in enhancing Biological Science knowledge.

8. New careers in the field of Biology.

9. Importance of conservation of Natural resources in the Service of Human welfare

10. Utilization of community resources to make teaching of Biology more effective.
BANGALORE UNIVERSITY

B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester

EDSC- CONTENT AND PEDAGOGY OF BIOLOGICAL SCIENCE

Objectives: Student teachers are able to:-

➤ Acquire the knowledge of

1. nature and scope of biological science.

2. historical development of biological science.

3. design of lesson plan in biological science.

4. e- resources in biological science.

5. continuous and comprehensive evaluation in biological science.

➤ Develop an Understanding of

1. objectives of teaching biological science in secondary schools.

2. approaches and methods of teaching biological science.

3. different resources to teach biological science.

➤ Applying the knowledge of
1. applying the importance and features of approaches and methods.

2. appreciate the importance of planning for teaching biological science.

3. e-resources in teaching biological science.

➢ **Develop a skill of**

1. conducting experiments to demonstrate biological concepts at the secondary school level.

2. planning lesson based on various approaches.

**Unit-1: Content in Biological Science**

(10 Hours)

1.1: Evolution: organic evolution, Theories on evolution, evidences supporting evolution of man

Genetics_ Grigordals experiments, Heredity and Genetic engineering.

1.2: World of Microbes: Classification of Micro-organisms, useful and harmful microbes, microbial diseases.

1.3: Life Process: Respiration, Digestion, Circulation, excretion and Reproduction in plants and animals.

1.4: Natural Resources: Renewable, non-renewable, forest, wildlife, fossil fuels – conservation of these resources.

**Unit-2: Activities in Teaching of Biological Science**

(12 Hours)

2.1: School Based Activities: Meaning, Organizing, and importance of Science
Club Science exhibition, Science Fair, Science Quiz and Field trips and visits.

2.2 Field Based Activities: School garden, Aquarium, Vivarium, and Terrarium.

2.3 Community Based Activities: Meaning and Importance of Community Resources with special reference to biological Science (National Park, Botanical Garden, Zoo, Bird Sanctuary, Anatomy Museum and Science centre)

**Unit-3: Curriculum Construction and Evaluation in Biological Science**

(22 Hours)

3.1: Meaning, Principles and steps of curriculum construction in Biological Science. 3.2: Critical analysis of present secondary school Science text-book with reference to Karnataka state.

3.3: CCE in Biological Science.

3.4: Construction and use of achievement test in Biological Science.

3.5: Construction and use of diagnostic test in Biological Science; Preparation of diagnostic chart, identification of difficulties and remedial teaching.

3.6: IOTAQB- Meaning and advantages (Instructional Objectives, Task Analysis, Question Bank)

**Unit-4: Professional Growth of Biological Science Teacher**

(08 Hours)

4.1: Qualities and skills of a biological science teacher.

4.2: Professional growth of biological science teacher, in- service programmes, orientation programme, refresher courses, seminar, symposium, workshop, Projects.
4.3: Biology Teacher as a researcher, action research in biological science.

**SUGGESTED PRACTICAL ACTIVITIES:**

1. Preparation and maintenance of an Aquarium.

2. Visit to a BWSSB (Bangalore water supply and sewage Board) and write a report on water treatment.

3. Prepare a working model on Alternative sources of energy and a report.


5. A survey of laboratory facilities available to teach biological science in a Secondary school.

6. Comparative study of state, CBSC, and ICSC Biology text book for different methods, approaches and models of teaching.

7. A visit to a place of biological importance and write a report.

8. Collect and preserve any ten biological specimens and write a report.


10. Visits to an agriculture/horticulture centre and write a report on modern innovative agriculture practices.

11. Preparation of Biological science wall magazine every fortnight/one in every month.

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BANGALORE UNIVERSITY

B.Ed. Degree – (CBCS) Semester Scheme I Semester

EDSC- CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE

Objectives: The student teachers are able to:-

1. Understand the nature of physical science.

2. Plan the instructional objectives for the teaching concept

3. Adopt suitable method of teaching.

4. Plan & design the instruction.

Unit-1 content in physics with reference to high school curriculum

1) Heat: - a) Differences between heat and temperature.  
   b) Thermometer - its application, meaning, types & why water is not used in thermometer.
2) Light: - a) Reflection & laws of reflection 
   b) Refraction & laws of refraction 
   c) Total internal reflection & its application. 
   d) Dispersion.
3) Electricity: - a) Meaning of electricity 
   b) Meaning of potential difference.
c) Meaning of electro motive force.
d) Ohm’s law.
e) Fuse.

4) Chemical Reaction: -
   a) Meaning of chemical reaction.
   b) Types of chemical reaction.
   c) Valence electrons.
   d) Acid rain & its effect.
   e) Soaps & detergents.
   f) Sodium bicarbonate & application.
   g) Fertilizers – meaning, types, characteristics of a good fertilizer.

<table>
<thead>
<tr>
<th>Unit –2: Nature and Objectives of Teaching Physical Science.</th>
<th>(12 hours)</th>
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<tbody>
<tr>
<td>1.2 Scientific method – meaning – steps.</td>
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<tr>
<td>1.3 Scientific attitude – meaning – characteristics of an individual with scientific attitude – Role of teacher in developing scientific attitude among the students.</td>
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<tr>
<td>1.4 Classification of objectives- Bloom’s Taxonomy (revised).</td>
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<tr>
<td>1.5 Educational objectives of teaching physical science.</td>
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</tr>
</tbody>
</table>
1.6 Writing of instructional objectives in terms of specific learning outcomes.

**Unit –3: Methods of teaching physical science. (15 hrs)**

3.1 Meaning, Procedure, Merits and Demerits of the following methods.

i) Inducto-Deductive Method

ii) Question Answer Method

iii) Lecture-Demonstration Method

iv) Laboratory Method

v) Project Method

vi) Problem Solving Method

vii) CAI

**Unit – 4: Instructional planning in physical science. (15 hrs)**

4.1 Meaning of lesson plan – importance – steps – advantages of lesson planning.

4.2 Method based lesson planning.
i) inducto- deductive method.
ii) Lecture – demonstration method.

4.3 Basic Teaching Model (Glaser).

4.4 Year planning – meaning – importance – format.

**SEMINARS.**

1. Contributions of scientists towards physical science.

2. Eradication of superstitions in community.

3. Space research programs- presentation through ppt.

4. Rain water harvesting and waste water recycling.

5. National Talent Search Examinations.

6. Technology in schools.

7. Use of physical science in the field of medical Science.


REFERENCES

5. R. C. Das - Science teaching in schools.
BANGALORE UNIVERSITY

B.Ed. Degree – (CBCS) Semester Scheme II Semester
EDSC- CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE

Objectives: The student teachers are able to:

1. Utilise the required resources effectively.

2. Construct, conduct and interpret a test.

3. Gain the knowledge about the different activities to improve professionally

4. Develop the skill of organising the extension activities.

Unit – 1 content in Physics with reference High school curriculum

1) Electro Magnetic radiation:-
   a) Meaning of electromagnetic radiation & electromagnetic spectrum.
   b) Meaning, uses & Hazards of: - X-rays, UV-rays, Gamma – Rays.
   c) Photo electric effect.
   d) Laser.

2) Electro Magnetic induction:-

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a) Faraday’s laws of electromagnetic induction.

b) Principle and working of - AC Dynamo
   - DC Dynamo
   - DC motor.

3) Space sciences:
   a) Asteroids & meteoroids.

   b) Comets.
   
   Rockets: - a) Working of rockets system.
            b) Geostationary satellites.

   Sun: - a) Main features of the Sun.

4) Electronic configuration: -
   a) Meaning.
   b) Shells & orbits.
   c) The atomic orbitals, order of filling orbitals.
   d) Writing electronic configuration for different elements up to atomic no.20.

5) Chemical bond – meaning of chemical bond, meaning of – ion, cation & anion.

6) Types of chemical bonds – ionic bond, covalent bond & its types,
   Hydrogen bond, Pi bond & metallic bond.
e) Chemical bond – meaning of chemical bond, meaning of – ion, cation & anion.


**Unit –2: Instructional resources in physical science.** (10 hrs)

2.1 Text book – Characteristics of a good text book.

2.2 Laboratory – objectives, planning, registers, First Aid.

2.3 Library – Objectives, uses; uses of Journals & Reference books.

2.4 Models – meaning, types & importance.

2.5 Improvised apparatus - meaning, importance & steps.

2.6 Community resources – physical & human.

2.7 Audio Visual Aids – Charts, Projectors, Radio, TV, Computer

2.8. e-learning resources – PPT, internet, smart board, You-Tube, Website, Teleconferences.

**Unit –3: Evaluation in physical science.** (18 hrs)

3.1 Question bank – meaning, development, uses.

3.2 Unit test – meaning, steps, and importance.

3.3 e-evaluation – meaning, advantages.
Unit – 4 Extended curricular activities and competencies of science teacher. (12 hrs)

4.1 Science club: meaning – objectives organization – advantages.
4.2 Exhibition: meaning – objectives organization – advantages.
4.3 Field trips: meaning – objectives organization – advantages.

4.4 Science Quiz: meaning – objectives organization – advantages.
4.5 Professional competency – meaning and importance.
4.6 Measures to develop professional competencies.
   a) In-service training programmes.
   b) Seminars, workshops, projects.
   c) Net-working with science teachers organizations
   d) Up dating technical skills to use
      i) Internet   ii) ppt iii) you – tube iv) websites. v) multi media.

PRACTICAL ACTIVITIES: Conducting experiments in laboratory: (12 hrs)

Pupil teacher has to conduct any 5 experiments (Two from Chemistry) in the laboratory and submit Lab record. The focus should be on designing the experiments under the steps of Lecture Demonstration Method.
1. Optical bench experiment.
2. Dispersion of light
3. LASER is monochromatic light
4. Simple pendulum
5. Electromagnetic Induction
6. Law of inertia
7. Working of Dynamo
8. Expansion of gases
9. Electrolytic cell
10. Preparation of methane

REFERENCES


5. R. C. Das - Science teaching in schools.


Objectives: The student teachers are able to:-

1. Sensitise prospective mathematics teachers towards the processes in which mathematics learning takes place in children’s mind.

2. Appreciate the nature, characteristics and structure of mathematics and its correlation with other areas.

3. Understand the processes in mathematics and their importance.

4. Analyse the content categories in mathematics and illustrate with examples.

5. Develop understanding of the goals, aims and objectives of teaching mathematics at secondary school level.

6. Develop awareness about the objectives of teaching mathematics at secondary school level as envisaged by NCF 2005 and KCF 2012.

7. Develop understanding and skill in preparing lesson episodes based on Five E model; different approaches, methods, models and techniques of teaching mathematics.

8. Develop understanding about collaborative learning and cooperative learning strategies.

9. Prepare the prospective mathematics teachers as facilitators for effective
learning of mathematics.

10. Empower prospective mathematics teachers with ICT enabled skills for facilitating learning of mathematics.


12. Develop prospective mathematics teachers as reflective practitioners.

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<tr>
<th>Unit-I: Content in mathematics</th>
<th>(10 hours)</th>
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<tbody>
<tr>
<td>1.1 Sets – representation, types of sets, operations on sets, properties, cardinality of sets, Venn diagrams Permutation, combination and probability</td>
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<td>1.2 Sequence and series</td>
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<td>1.3 Factorisation, HCF &amp; LCM, Division of polynomials</td>
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<tr>
<td>1.4 Quadrilaterals – Types, properties, area, construction and theorems</td>
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<tr>
<th>Unit-2: Perspectives of mathematical knowledge and objectives of teaching mathematics</th>
<th>(12 hours)</th>
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<tbody>
<tr>
<td>2.1) Nature of mathematics</td>
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<tr>
<td>2.1.1 Meaning, nature and characteristics of mathematics.</td>
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<tr>
<td>2.1.2 Processes in mathematics – mathematical reasoning, pattern recognition, algebraic thinking, geometric thinking (Van Hiele model of geometric thought), problem solving in mathematics, creative thinking in mathematics.</td>
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<tr>
<td>2.1.3 Structure of mathematics – Euclidean geometry - terms (undefined and defined terms), axioms, postulates and theorems; non-Euclidean geometry; validation process of mathematical statements.</td>
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<tr>
<td>2.1.4) Content categories of mathematical knowledge - facts, concepts,</td>
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</table>
generalizations and procedures.

2.2: Aims and objectives of teaching mathematics

2.2.1) Aims of teaching mathematics – disciplinary, utilitarian, cultural, social and recreational.

2.2.2) Anderson’s revised Bloom’s taxonomy of instructional objectives – specifications; task analysis

2.2.3) Objectives of teaching arithmetic, algebra, geometry, trigonometry and coordinate geometry.

Unit-3: Facilitating learning mathematics (16 hours)

3.1) Facilitating learning mathematics

3.1.1) Five E model – engage, explore, express, expand, evaluate

3.1.2) Approaches and models of teaching mathematics – Inductive - deductive approach; Analytic –synthetic approach ; Guided discovery approach; Project method; Concept Attainment Model

3.1.3) Techniques of learning mathematics – Problem solving technique, Oral work and written work, Drill work and concept mapping.

3.1.4) Collaborative learning and Cooperative learning strategies – learning together technique, jigsaw technique - steps.

3.2) Pedagogical content knowledge of mathematics

3.2.1) Concept of pedagogic content knowledge (PCK)

3.2.2) Pedagogic content knowledge analysis for selected units of 8th, 9th, 10th and 11th std.

  · Content analysis

  · Listing pre-requisites, instructional objectives and task analysis
· Analysing and selecting suitable teaching methods, strategies, techniques, models; learning activities
· Analysing and selecting suitable evaluation strategies
· Identifying the misconceptions and appropriate remedial strategies

3.3) Planning and designing instruction in mathematics

3.3.1) Year plan (Programme of work), Unit plan and lesson plan in mathematics – their need and importance
3.3.2) Preparation of unit plan
3.3.3) Preparation of lesson episodes based on Five E model and the different approaches and models of teaching mathematics as mentioned in 3.2.2 and 3.2.3

**Unit -4: Assessment of mathematics learning (8hours)**

4.1) Construction (steps) and use of achievement test in mathematics for summative assessment
4.2) Construction of test items for assessing conceptual understanding, reasoning and problem solving in mathematics; construction of objective based test items – multiple choice questions, very short answer, short answer and long answer questions.
4.3) Construction and use of diagnostic test in mathematics – steps; preparation of diagnostic chart(error analysis table), identification of difficulties and remedial teaching
4.4) Portfolio assessment and performance assessment in mathematics.

**Seminar topics:**
1. Number patterns and geometric patterns.
2. Correlation between the different branches of mathematics in the present syllabus.

3. Correlation between mathematical content in the present syllabus and with other subjects.

4. Recreational activities in mathematics.

5. Different kinds of proofs in mathematics.


7. Developing linear, branching and mathetics programming in mathematics.

8. Contributions of Indian mathematicians to mathematics.

9. Contributions of Greek mathematicians to mathematics.

BANGALORE UNIVERSITY

B.Ed. Degree –CBCS Semester Scheme II Semester

EDSC- CONTENT AND PEDAGOGY OF MATHEMATICS

Objectives: The student teachers are able to:-
1. Revisit the mathematical content of 9th, 10th and 11th std.
2. Develop understanding about modern trends in curriculum construction in mathematics.

3. Critically analyse the present mathematics syllabus on the basis of principles of curriculum organization.
4. Realize the need for teaching-learning materials in mathematics.

6. Develop the skill in using mass media in teaching and learning mathematics.

7. Critically analyse the present mathematics text books and workbooks.

8. Develop understanding of the concept of community and school based resources and e-resources in mathematics.
9. Understand the nature, characteristics and special education of gifted children and slow learners in mathematics.
10. Develop skill in planning, conducting and reporting action research in mathematics.

11. Analyse the qualities and skills of a mathematics teacher.

12. Understand the need for various in-service programmes for professional growth of mathematics teachers.
13. Develop skill in carrying on reflective practices and assess them.

Unit 1: Content in mathematics (10 hours)

1.1 Mathematical induction

1.2 Simultaneous equations, inequalities and quadratic equations

1.3 Trigonometric functions

1.4 Straight lines

1.5 Circles

Unit 2: Curriculum and Resource materials for teaching and learning mathematics (20hrs)

2.1) Curriculum construction and organization in mathematics

2.1.1) Modern trends in curriculum construction – implications of Piaget and Bruner on curriculum construction, development of curriculum based on constructivism

2.1.2) Principles of curriculum organisation- topic and spiral, logical and psychological, correlation approach, concentric approach, correlation approach

2.1.3) Critical analysis of mathematics curriculum suggested by KCF 2012

2.2) Resource materials for teaching and learning mathematics

2.2.1) Need and importance of teaching-learning materials in mathematics; criteria for selection of teaching-learning materials in mathematics

2.2.2) Preparation and use of teaching-learning materials – charts, boards,
models and manipulative materials; use of black board, interactive whiteboards and smart boards - advantages of each of them

2.2.3) Mass media – Radio, TV and newspaper

2.2.4) Printed materials – textbooks – need, importance and good qualities; critical analysis of 8th, 9th and 10th std mathematics textbooks; workbooks and worksheets – need and importance.

2.3) Community and school based teaching – learning resources

2.3.1) Concept and importance of community based resources

2.3.2) Human resources, natural resources and man-made resources

2.3.3) School based resources – Mathematics lab – need and significance-equipment; Mathematics library – reference books; Mathematics club – purpose, organization and activities; Mathematics exhibitions/fairs

2.4) e-resources for learning mathematics

2.4.1) Concept of e-resources – need and importance

2.3.2) Computer, internet – websites, educational CDs(multi-media), Concept of online learning-creation of personal e-mail ID and BLOGS

Unit- 3: Mathematics education for special children (12hours)

3.1) Gifted children in mathematics - nature, characteristics and activities, NTSE, mathematics Olympiad

3.2) Slow learners in mathematics - nature, characteristics and remedial programmes

3.3) Construction and use of diagnostic test in mathematics – steps; preparation
of diagnostic chart (error analysis table), identification of learning difficulties and planning remedial programmes

Unit- 4: Professional growth of mathematics teacher (10hours)

4.1) Qualities and skills of a mathematics teacher
4.2) Professional growth of mathematics teacher - in- service programmes
   –orientation programmes, refresher courses, seminars, workshops and projects
4.3) Mathematics teacher as a reflective practitioner –designing and developing tools for evaluating reflective practices in mathematics- posting of reflections in BLOGS, forums etc.

PRACTICAL ACTIVITY: Conduct any one of the following activities and present a report.

2. Critical analysis of mathematics textbooks of 9th, 10th std.- group activity.
3. Critical analysis of mathematics workbooks of 9th, 10th std.- group activity.
5. Preparing a script for radio lesson or T.V. lesson in mathematics.
6. Visiting a mathematics lab in a school and presenting a report.
7. Constructing diagnostic test paper in mathematics, administering and reporting.
8. Planning and conducting quiz in mathematics.

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BANGALORE UNIVERSITY

B.Ed. Degree –CBCS Semester Scheme I Semester

EDSC- CONTENT AND PEDAGOGY OF COMMERCE

Objectives: The student-teacher are able to:-

1. Develop an understanding of the content in commerce
2. Acquire the knowledge of nature and scope of commerce
3. Acquire the knowledge of history of commerce

4. Develop an appreciation towards the role of commerce in daily life.

5. Develop the understanding of aims and objectives of teaching commerce.

6. Develop the understanding of the various methods, approaches and techniques of teaching commerce.

7. To develop an understanding of planning daily lessons and unit plan.

8. To apply the knowledge of methodology in their teaching

Unit- 1: Course content in Commerce (10 hours)

Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business, Business ethics; meaning and importance of large scale business organizations; Forms of Business ownership- Meaning and kinds; partnership Firms – Meaning, features, Types, Advantages & limitations, Applicability; contemporary issues in Business (concepts only); Banking- Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

Unit- 2: Nature and Scope of Commerce (12 hours)

- Meaning and nature of commerce.

- History of India’s Freedom Movement in Commerce
• Constitutional obligation, India’s common cultural heritage.

• Need and importance of Teaching & Learning of Commerce

• Structure of commerce as a subject

• Correlation of Commerce with Economics, Maths, Geography, Social Science.

• Place of Commerce in school curriculum.

• Importance of Commerce in daily life.

Unit – 3: Objectives of Teaching & Learning Commerce (10 Hours)

• General aims and objectives of teaching Commerce.

• Aims of Teaching Commerce – Disciplinary, Utilitarian & Cultural.

• Objectives of Teaching Commerce according to Bloom’s Taxonomy of Educational objectives.

• List of Instructional objectives in Behavioural terms.

Unit – 4: Approaches and Methods of Teaching Commerce and lesson planning (20 Hours)


Lesson Planning
• Unit Analysis, Content Analysis and Task Analysis

• Planning daily lesson plan

• Difference between daily lesson and stray lesson plan

• Unit plan- Steps, format, advantages of unit planning

• Difference between Unit Plan and Lesson Plan

SEMINAR

1. Contribution of Commerce in India before & after India’s freedom Movement

2. Place of Commerce in school curriculum

3. Business techniques/ skills in stock markets

4. Maintenance of records (Academic & Administrative)

5. Commerce and Physical world

6. Importance of technology in Maintenance of records

REFERENCES

Doaba House


BANGALORE UNIVERSITY

B.Ed. Degree – Choice Based Credit System (CBCS)
Semester Scheme II Semester

EDSC- CONTENT AND PEDAGOGY OF COMMERCE

Objectives: The student-teacher are able to:-

1. Develop an understanding of the content in commerce
2. Develop the skill in preparing and using resources in commerce

3. Develop the skill in construction and administering unit tests

4. To develop an understanding of evaluation and its concepts

5. Develop the understanding of the available resources for teaching of commerce

6. Develop the understanding of the means for quality improvement in commerce.

7. Acquire the knowledge of extended activities in commerce and their organization.

8. Develop skill in using multimedia in commerce

9. Apply the knowledge of resources in different activities.

**Unit- 1: Course content in Commerce (10 hours)**

Joint stock companies-Meaning, features structure and types; co-operative societies-meaning features types, advantages and limitations; multinational companies- meaning, features advantages and limitations; Insurance- Meaning, need, Principles and types; entrepreneurship-meaning, Role and importance of entrepreneurship, self employment schemes; Globalization of business- factors that are included in globalization, main characteristics, Advantages and
disadvantages; career opportunities in Business.

**Unit- 2: Resources for Commerce:** (12 Hours)

- Resources- meaning, types, their uses in the teaching and learning of commerce-establishing link between school and different types of resources.
- Commerce laboratory- teacher’s diary, records and registers to be maintained, equipment, essentials and desirable
- Commerce club or association activities school bank-school co-operative society.

- Community Resources-Meaning, types and uses

**Unit- 3: Evaluation and quality improvement in teaching commerce** (20 Hours)

- Achievement test- Characteristics-objectivity, reliability, validity and practicability-forms of test items-multiple choice type-short answer type and essay type, construction
- Construction of objectives based test items in commerce, Unit test-importance-steps, construction and uses
- Diagnostic test- meaning, steps- construction, uses, Remedial teaching in commerce, Critical analysis of commerce question papers
- Commerce Teacher
- Qualities of a Commerce teacher, Need of professional development of commerce teacher
- Need and Importance of in service teacher training of commerce, Commerce room

Quality improvements in Commerce
- Programmes for quality improvement in teaching of commerce- role of seminars, workshops & projects.

**Unit- 4: Technology aided learning**  
(10Hours)

**E-learning in commerce**

- Computer Assisted Instruction, Computer managed learning, multimedia in learning commerce
- Models-Educational broadcasting and telecasting-interactive video, telelecture, video-conferencing, software in commerce, Podcasting

**PRACTICAL ACTIVITIES**

- Visit to banks, insurance house, trade centers, companies & other business house
- Collection of business documents, newspaper and magazines articles and analyse.
- Conduct a survey and prepare a report on any issues in commerce.
- Survey of professional competencies of a commerce teacher.
- Prepare a project proposal that has to be submitted to companies regarding business transaction, training
- Analysis of Management of a institution (school)
- Collection of self prepared e-learning resources in commerce

**REFERENCES**

- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching,
Delhi: Doaba House


**BANGALORE UNIVERSITY**

**B.Ed. Degree – CBCS Semester Scheme I Semester**

**EDSC- CONTENT AND PEDAGOGY OF TEACHING COMPUTER TECHNOLOGY**

**Objectives: Student teachers are able to:-**

1. Acquire the knowledge of nature and scope of Computer Science

2. Acquire the knowledge of history of Computer Science
3. Develop an understanding of content of Computer Science at the Secondary School level.

4. Develop an understanding of aims and objectives of teaching Computer Science

5. Develop an understanding of the various methods, approaches and techniques of teaching Computer Science

6. Develop the skill in preparing daily and unit lesson plans using various methods and approaches

7. Develop the skill in critically analyze the syllabus of secondary school Computer Science curriculum

8. Develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science

9. Develop the appreciation towards the role of Computer Science in daily life

10. Use the knowledge of computers in classroom teaching

**Unit -1: Computer**

1:1 Meaning - Central Processing Unit – generation – classification – Hardware - Input & Output devices

1:2 software – definition, types of software

1:3 computer languages

1:4 storage devices – primary and secondary; RAM & ROM

1:5 Introduction to operating system – DOS, Windows; MS Word, MS Excel, MS power point, MS Access - Definition – Processing – Application
Unit -2: Nature and Scope of Computer Science

2.1 Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science

2.2 Scope of Computer Science – Relation with other Sciences and its uses in day to day life.

Unit – 3: Aims & Objectives of teaching Computer Science

3.1: Aims and Objectives of teaching Computer Science at different levels

3.2: Blooms taxonomy of Educational objectives

3.3: Instructional objectives with specifications

Unit – 4: Instructional Methods, Techniques and Planning for Teaching

4.1: (a) Methods:


4.3: (b) Techniques:
Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance

4.4: (c) Planning:
Unit plan & Lesson Plan - Meaning, steps, format and importance. Psychological significance of columns and steps of Lesson Plan.

TOPICS FOR SEMINARS:

1. Role of Computers in Teaching-Learning Process
2. Contribution of Scientists to the field of Computer Science

3. Computer science and Physical world

4. Fun with Computers

5. Computers and information technology


7. Android operating system

8. Satellite programmes


10. E-evaluation.

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15. JZi. J î. ʰÃÁ°ePádând À ±ÀłÍÇ – «eÅÖ£ À ˝ÉÆÁzsÀ£Á ˝zsÁ£À

16. qÁ. UÀuÉÅ±À ˝sÁlÖ & others– «µÀAiÁzsÁjvÀ ˝ÉÆÁzsÀPÁ ÝÀzÀPw

17. JĴí. JʱÀìi. UÀÄqÀØ½î–«eÅÖ£ À ˝ÉÆÁzsÀ£É
18. नायोग - गरजे, अर्थात् एमआईयू के एकांतरण

19. नायोग - «एआईयू के एकांतरण»

20. जी-जी, यानी एंड ऐंड - गार्डियंस और एंड ब्रेडियंस इंडस्ट्रीज के एकांतरण

21. जी-जी, जी-जी, वनिक और इंडस्ट्रीज - गार्डियंस और एंड ब्रेडियंस इंडस्ट्रीज के एकांतरण

22. एक, जी-जी, एंड ऐंड - हांगकाॅंग और एंड ब्रेडियंस इंडस्ट्रीज के एकांतरण

23. पीएम, वनिक और एंड ऐंड - गार्डियंस और एंड ब्रेडियंस इंडस्ट्रीज के एकांतरण

24. नायोग - उत्तर प्रदेश, बंगाल और भारत - तलाब और इलाहाबाद राज्यों के एकांतरण
BANGALORE UNIVERSITY

B.Ed. Degree - CBCS) Semester Scheme II Semester

EDSC- CONTENT AND PEDAGOGY OF TEACHING COMPUTER TECHNOLOGY

Objectives: Students and Teacher are able to:

1. acquire the knowledge of extended activities in Computer Science and their organization

2. develop the understanding of resources for teaching Computer Science

3. develop the understanding of the means for quality improvement in Computer Science instruction
4. develop the skill in preparing and using resources in Computer Science

5. develop the skill in construction and administering unit tests and diagnostic tests in Computer Science

6. develop the skill in organizing extended curricular activities in Computer Science

7. develop the skill in preparing special programs for gifted and slow learners

8. develop the skill in using multimedia in Computer Science

9. develop the skill in critical analysis of the text books and question papers of secondary school Computer Science

UNIT- 1: Elements of Programming Language:

1.1 Algorithm, flowchart, elements of ‘C’ programming with simple illustrations.

1.2 Elements of database and its applications, Introduction to cloud computing.

1.3 Network of Computers: Network, Types of network, Categories of network.

1.4 World Wide Web - browsing and search engines,

1.5 Internet – Meaning – Working Principle – Types – LAN – Wi-Fi – Uses;

1.6 E-mail – Meaning & its working;
1.7 Web Design – Meaning & its Creation – HTML – Meaning & Importance.

1.8 Multimedia applications, Fundamentals of mobile computing.

**Unit-2: Resources for teaching Computer Science:**

1.1 Text Books – Qualities of good computer science text book

1.2 Use of text book

1.3 role of text book in teaching computer science

1.4 Criteria for evaluation of computer science text book.

1.5 Computer Science Library – Meaning, organization and importance.

1.6 Computer Science Lab – Need for planning the computer laboratory

1.7 special features of computer laboratory

1.8 Essential infrastructure – laboratory management & maintenance of records

1.9 Discipline in the laboratory.

**Unit-3: Extended Curricular Activities:**

1.1 Computer Science Club-Meaning, Objectives, Organization, activities & importance;

1.2 Computer Science Quiz, Computer Science Exhibition, Science Fair, Computer Visit-Meaning, Objectives-Organization & Importance;
1.3 Quality Improvement: Programs for Quality improvement in teaching Computer Science;

1.4 Role of Seminars, Workshops and Projects in Quality Improvement;

1.5 Professional Competencies of Computer Science Teacher.

**Unit-4: Evaluation in Computer Science:**

5.3.6. Concept of unit test, construction of unit test, weight ages to the components of unit test,

5.3.7. designing three-dimensional chart/blue print,

5.3.8. construction of items, format of unit test

5.3.9. Question paper, IOTAQB – meaning, development and importance.

5.3.10. E-evaluation – meaning and procedure.

**PRACTICAL:**

1. Preparation of lesson plan for power point presentation

2. Preparation of linear program material consisting of twenty frames in Computer Science

3. Preparation of branched program material consisting of twenty frames in Computer Science

4. Preparation of mathetics program material consisting of twenty frames in Computer Science

5. Multimedia presentation (Minimum of 20 slides)

7. Preparation of Quiz programme Using Flash files.

8. Preparation of Few cover pages for Magazines, Books etc.

9. Preparation of MIS Program for an Institution

10. Preparation of e-magazines and e-books using open source software’s.

REFERENCES


- Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House,
Agra


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- J.f. PÀjUÀtèªÀgÀ - ´sÀgÀwÀÁiÀÁ ±Á¬ÉUÀ½À°è DzsÀÁ£ÀvÀ «eÁÔ£À ´ÉÆÁzsÀ£É
- ¥ÉÆæ. J.ì. ÆAPÀmÉÁ±ÀÁ£ÀÉwð - gÀ,Á^À£À±Á¹Úç

- JÀê. J,ì. ÀÉÁÁÀ ÉÈÁÀÉ - fÀÀÈ «eÁÔ£À ´ÉÆÁzsÀ£É

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BANGALORE UNIVERSITY
B.Ed. Degree – CBCS Semester Scheme
I Semester
EDSC- CONTENT AND PEDAGOGY OF MANAGEMENT AND BUSINESS STUDIES

Objectives: After completing this course, student-teachers will

1. develop an awareness why management and business studies is taught at +2 level,

2. develop an analytical ability to appraise the existing cbse curriculum of commerce meant for +2 students, and compare with other school boards

3. be conversant with the different methods of teaching meant for
teaching +2 students,
4. develop positive outlook and skill for the use of modern teaching aids,

5. instill the competence of organizing co-curricular activities for enriching the subject matter of management and business studies,
6. develop the ability of exploiting good books and other study material in business studies,
7. develop the tools and techniques of evaluation for appraising and enhancing students knowledge in business studies,
8. apply curricular innovations in management and business studies.

**Unit -1: Content**

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- Curriculum of Business Studies: Concept of curriculum and syllabus. Comparative analysis of the present syllabus of CBSE with ICSE. Critical appraisal of present syllabus developed by CBSE.

- Integration of Business Studies with other subjects: Concept, objectives and importance of integration. Integration of Business Studies with other subjects- Accountancy, Economics and Social Science.
Unit –2 : Objectives and Planning for Business Studies (13 Hours)

- Objectives of Teaching Business Studies

  Nature of general & specific objectives, behavioral objectives, and techniques of writing objectives. Globalization, Privatization and liberalization has changed the way organizations transact Business.

- Learning Planning : Meaning & Nature of Lesson Planning, objectives of Lesson Planning according to Herbertian approach

Unit –3: Methods & Instructional Media for Teaching Business Studies: (17 Hours)

- Methods, techniques and skills of teaching Business Studies.
  
  a. Lecture Method
  
  b. Question – answer technique
  
  c. Discussion Method
  
  d. Project Method
  
  e. Problem Solving method
f. Management Games

g. Computer Assisted Instruction

h. Case Study

i. Presentation, Simulation

j. Allowing students to organize fairs and exhibitions.


Unit–4: Technology Integration and Evaluation (12 Hours)

- Technology integration: NTeQ model for Business Studies at senior school level

- Evaluation: Concepts of Evaluation, Measurement & tests. Types of
Evaluation.

- Developing Achievement test in business studies, Types of test items.

- Evaluation of Assignment and project work, Remedial Teaching.

- Continuous and Comprehensive Evaluation.

**Topics for seminar:**
Prepare the seminar on one of the topic of M & B and Presentation (Each Student Separate Topic)

**REFERENCES**

- B.S Raman Business Studies, United Publishers Mangalore-575002 for first year PUC Text book Karnataka State 2011
- Dr H.R Appannaiech & Prof. R Srinivasa Putty Business Studies, Himalaya Publishing House for first year PUC Karnataka State -2013
- Business Studies, Text book for II PUC Government of Karnataka Department of Pre – University Education Malleshwarm Bangalore -12
• Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, Ilan (Editors); M.E. Sharp. Inc; New York; 2005.


• Calfrey C. Alhon (1988), Managing the Learning Process in Business Education, Colonial Press USA

• Commerce Education in India: Views of Employers of Private Firms- A Case Study of Delhi; Sherwani, N.U.K. and Siddiqui, Saif in Journal of Indian Education, NCERT: New Delhi; Vol.XXX; No.4; Feb 2005

• Markulis, Peter M; Howe, Harry and Strang, Danisi R; ‘Integrating the Business Gaming; Sage Publications; Vol.36; No. 2; June 2005; 250-258;


• Nolan, C.A. (1968), Principles and Problems of Business Education, Cincinnati South Western Publishing Company


BANGALORE UNIVERSITY
B.Ed. Degree – CBCS Semester Scheme II Semester
EDSC- CONTENT AND PEDAGOGY OF MANAGEMENT AND BUSINESS STUDIES

The Student Teacher are able to:-

1. Develop interest for the betterment of m & b in higher secondary school

2. Develop attitudes to be a competent and committed m & b teacher.

3. Apply evaluation techniques most appropriate to assess the progress and achievements of students.

4. Acquire the knowledge of current higher secondary syllabus of m & b.

5. Understand the aims and objectives of teaching of m & b.

6. Understand the nature of m & b.

7. Define the specific objectives of teaching m & b in terms of learning
outcomes.

8. Understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.

9. Understand the place of m & b in higher secondary syllabus.

**Unit-1: Content** (10Hours)


**Unit-2 Unit Lesson Planning & Correlation** (15Hours)

2.1 Unit Lesson Planning, Difference between Unit & Stray Lesson planning

2.2 Meaning, importance & Types of Correlation

2.3 Correlation with different Subject: Economics, Accountancy, social Science Computer Science

2.4 Co-relation with the daily life activity

**Unit-3 M & B Method, Club, Teacher** (15Hours)

3.1 Methods: Exhibition Method, Project Method, Assignment Method, C.A.I
3.2M&B room & club: Concept, Needs, Importance, Different Activities.

3.3M&B Teacher: Education Qualification, Training, Vocational Competency, Qualities, skills.


(Charts, Model, Computer, Slides, Video Programs, Internet, OHP, Reference Books & Magazine)

**Unit -4 Evaluation (12Hours)**


4.2 Evaluation of M&B : Meaning, Objective testes

4.3 3 D- Blue Print- Ideal Question Paper
* Structure of Blue Print

**PRACTICAL ACTIVITIES:**

1. Prepare a Partnership deed with imaginary details.

2. Visit a Co-operative Society of your area, study the business operation and write a report and submit to your teacher.

3. Fix the following industries under the appropriate heading given below:

   a)Paddy field b) Business Mall C) Banks D) Hospital E) College F)
Traveling Agency G) Technology Service (any one can select)

4. Visit any company of your area and discuss with General Manager about the formation of a company and prepare a report.

5. Draft the following documents with imaginary details.

   a) Memorandum of Association B) Articles of Association and C) Prospectus.

6. Collect the information about the company that have issued debentures and prepare a list of the type of debentures they have issued.

7. Visit a shop near by your house, discuss with the owner regarding how he manages His business finance and prepare a small report.

8. Prepare a list of various financial institution which provide financial assistance to Indian companies.

9. Prepare a code of ethics to be adopted in a class room. Discuss with your Teacher and friends and prepare a standard code and Submit the report.

REFERENCES

- B.S Raman Business Studies, United Publishers Mangalore-575002 for first year PUC Text book Karnataka State 2011
- Dr H.R Appannaiech & Prof. R Srinivasa Putty Business Studies, Himalaya Publishing House for first year PUC Karnataka State -2013
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- Markulis, Peter M; Howe, Harry and Strang, Danisi R; ‘Integrating the Business Gaming; Sage Publications; Vol.36; No. 2; June 2005; 250-258;
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BANGALORE UNIVERSITY

B.Ed. Degree –CBCS Semester Scheme I Semester

**EDSC- CONTENT AND PEDAGOGY OF HOME SCIENCE**

**Objectives: The student teachers are able to:-**

1. understand the concept of home science

2. acquire the knowledge of nature and scope of home science

3. acquire the knowledge of aims and objectives of teaching home science

4. understanding the various learning theories for teaching home science

5. understand the approaches, models and techniques of teaching home science

6. develop skill in planning lessons by using various approaches

7. develop skill in constructing achievement and assessment tools in home science

**Unit-1: Content of home science**

| 1.1 | Food, its constituents, functions and sciences, Basics of Nutrition-Macro and Micro nutrients-selection of food; Principles and methods of food preparation. |
| 1.2 | Biological Beginnings of life in Human Beings-Reproduction in Humans, menstruation, fertilization, pregnancy, Assisted reproductive techniques- IUI, IVF; Stages of pre-natal development, child birth process; Infancy- Neonate, care of a neonate, Touch therapy, Importance of breast feeding, Immunization Schedule, Complementary feeding. | (10 hours) |
1.3 Introduction to Textile fibers—properties of fibers, classification of fibers, elementary study of fibers; Fabric Construction—Spinning, steps in yarn construction, Types of Yarns, Weaving, Loom, Classification of Weaves.

1.4 Care of Clothing—Hand-washing and finishing of various fabrics

**Unit- 2: Nature of Home Science and Objectives of Teaching Home Science**

*12 hours*

2.1 Meaning of Home Science

2.1.1 Meaning, Nature and scope of Home Science

2.1.2 Philosophy of Home Science; Sociological, Psychological and Economic perspective of Home Science; Home Science— a science as well as an art subject.

2.2 Aims and Objectives of Teaching Home Science

2.2.1 Aims of Teaching Home Science at secondary and higher secondary level;

2.2.2 Broad aims of teaching Home Science to fulfill national goals of education with special reference to—Better nutrition, Conservation of natural resources, Increase in food production.
2.2.3 Values of Home Science education- Social Values, Psychological Values, Economic Values, cultural and Aesthetic Values, Ethical Values.

2.2.4 Goals and Objectives of teaching Home Science at secondary and higher secondary levels as envisaged by NCF-2005. Revised Bloom’s Taxonomy of instructional objectives- Task analysis.

Unit -3: Facilitating learning Home Science (22 hours)

3.1 Methods and Approaches of Teaching Home Science

3.1.1 Constructivist approach – Five E model


3.1.3 Models of Teaching- Concept Attainment Model, Inquiry training Model

3.1.4 Techniques of teaching and learning Home Science- Modular, multi-media and interdisciplinary; Seminars, Group discussions, Panel discussion, Group work, Brainstorming, field trips.

3.1.5 Self-instructional Strategies- Programmed instruction and computer assisted Instruction

3.1.6 Cooperative learning strategies - learning together strategy.

3.2 Planning for Teaching Home Science

Yearly plan, Unit Plan and Planning for lesson episodes based on Five-E-Model

Unit- 4: Assessment and Evaluation in Home Science (8 hours)

4.1 Continuous and comprehensive evaluation - Formative and Summative evaluation

4.2 Construction and use of Achievement tests, diagnostic tests, check lists,
rating scales, and rubrics in Home Science.

4.3 Portfolio assessment and performance assessment.

SEMINAR TOPICS:

1. Role of Home Science education in the well being of the individual, family and community.

2. Carrier opportunities in the field of Home Science.

3. Role of extension education in home science for national development.

4. Food sources for various nutrients.

5. Common nutritional deficiencies.

6. Development of values through home Science education.

7. Different methods of managing wastes at domestic level.

8. Caring and washing different fabrics- techniques and chemicals use
REFERENCES


EDSC- CONTENT AND PEDAGOGY OF HOME SCIENCE

Objectives: The student teachers are able to:-

1. Acquire the knowledge of curriculum development.

2. Acquire the knowledge of resource in learning home science.

3. Acquire the knowledge of development of professional competencies of home science teacher.

4. Understand the assessment and evaluation procedures in home science.

5. Develop the skill of preparing assessment tools in home science.

6. Develop the skill of organization of extended curricular activities in home science.

7. Develop the skill of utilizing community resource in the teaching of home science.

8. Realize the professional qualities and ethics of home science teachers.

Unit-1: Content of home science (10 hours)

1.1 Savings-Importance and types of savings.

1.2 Fundamentals of Interior Decoration-Elements of arts and colours.

1.3 Consumer Education-Problems of a consumer, Rights and Responsibilities; Meal Planning-Factors to be considered in Meal Planning for a family, balanced
diet for different age groups; Food preservation and food storage-principles, preservatives, methods of food preservation-common methods of food storage.

1.4 Community Health and Nutrition- Malnutrition, Vitamin A deficiency, Iron deficiency, Iodine deficiency; Programmes combating malnutrition- State, National and International level; Role of extension worker in community development.

1.5 Wet processing for textiles-finishing, dyeing, printing, Traditional textiles of India; Selection of clothing.

**Unit- 2: Resources and curriculum in Home Science** (18 hours)

2.1 Resources in learning Home Science

2.1.1 School based and community based resources-concept and classification.

   School based resources-Home Science laboratory; Home science library;

2.1.2 Human resource-Eminent persons, teachers, professors as resource persons from different fields of Home Science and other subjects related to Home Science.
2.1.3 Community based resources—Food processing units, restaurants, Institutions like Balawadi, Anganwadi, Crèche, Schools with midday meal programmes; Centers for rehabilitation, hospitals; Cottage industries, textile units.

2.2 Curriculum in Home Science.

2.2.1 Principles of curriculum construction in Home Science; Approaches to curriculum organization—Topic vs. concentric/spiral, Integrated; Modern trends in curriculum construction.

2.2.2 Correlation in Home Science—need, types and correlation with other subjects.

2.2.3 Critical analysis of Karnataka State curriculum for Home Science (2014)

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<tr>
<th>Unit-3: Extra curricular activities in Home Science (12 hours)</th>
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<tr>
<td>3.1 Home Science club—objective, organization and activities.</td>
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<tr>
<td>3.2 Home Science quiz—objectives and organization.</td>
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<tr>
<td>3.3 Home Science exhibitions, field trip and excursion, Home Science competitions.</td>
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<tr>
<td>3.4 Community awareness programmes—street plays and demonstrations through mass media—T.V. shows, articles for newspapers and magazines.</td>
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<td>3.5 Interior decoration, flower arrangement, rangoli.</td>
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<tr>
<th>Unit-4: Home Science teacher (12 hours)</th>
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<tr>
<td>4.1 Professional qualities and competencies of a home science teacher; Duties and responsibilities of home science teacher - Home Science teacher’s relation with and contribution to school and community.</td>
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</table>
4.2 Activities for professional development of a home science teacher-orientation programs, refresher courses, seminars, conference, workshops, projects and action research.

4.3 Professional ethics of home science teacher.

**PRACTICAL ACTIVITIES:**

(Conducting any one of the following activities and presenting a report of the same)

1. Test for carbohydrates, proteins and lipids.

2. Detection of food adulterants commonly used in food.

3. A survey of deficiency diseases prevailing in the local community.

4. Collection and recording of different textiles and their uses.

5. A visit to local cottage industry.


7. Organizing cooking competition based on a theme.


**REFERENCES**

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BANGALORE UNIVERSITY

B.Ed. Degree –CBCS Semester Scheme II Semester
EDOEC-13 - GUIDANCE AND COUNSLLING

Objectives: The student teachers are able to:-

1. Understand the need and importance of guidance & counseling

2. Familiarize student teachers with types of guidance & counseling

3. Develop awareness among the student teachers about the tools & techniques of guidance

4. Aquatint the student teachers about the guidance & counseling services in the educational institutions.

5. Develop counseling skills in the student teachers

6. Develop understanding about the role & professional ethics of the counselor

Unit-1: Guidance and Counseling (13 Hours)


1.2– Types of Guidance – Individual and Group guidance

Educational, vocational, personal guidance .Their meaning, objectives, need and importance.

1.3 – Principles and organization of Guidance Services in educational institutions.

1.4– Educational and informational services – Dissemination of information through Career talk, Career Exhibition, Class talks, Career resource center Their importance and organization.
Unit- 2: Counseling  
(13Hours)


2.2– Types of Counseling – Directive , Nondirective, Eclectic

Meaning characteristics and steps.

2.3 – Role and qualities of a counselor. Professional code of ethics in Counseling

2.4- Counseling Skills –Attending behaviors, Building rapport Closed and open ended questioning ,Active listening ,Para Phrasing , Summarizing.

2.5– Common Behavioral problem of Adolescents – Additions ,Aggression, Anxiety ,Truancy, ADHD, causes and remedies

PRACTICAL ACTIVITIES

The student teacher has to carry out one of the following practical activities and submit a report.

1. Conduct a case study.

2. Organize any one of the following activity Career talk, Career Exhibition, Class talk

3. Administer any one of the following Psychological tests on 5 Secondary school children. Intelligence test, Aptitude test, Personality test

4. Visit to a Guidance center and write a report.

5. Organize a Counseling session for a student or Group guidance session.

6. Organise a Career exhibition and write a report.

REFERENCES


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12. ±ÉåPÄëtÅPÄ "ÀiÁUÀðzÀ±Àð£À "ÀÄvÀÄÛ–LJ .ÉÆÁPÀ,À®ºÉ ¥ÀÅgÀ
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BANGALORE UNIVERSITY

B.Ed. Degree – CBCS Semester Scheme II Semester

EDOEC-13 - LIFE SKILL EDUCATION

Objectives: The Student-Teacher are able to:-

1. To initiate participatory learning among the students related with life skills.

2. To enhance positive in adoptive behavior among the individual students.

3. To develop and primitive psychological skills and function effectively in social environment.

4. To channelize an essential terms of minimizing risk and minimizing preventive factors related with the aspects of individuals.

5. To promote healthy and conductive social environment.

Unit –1: Introduction to Life skill education (12 Hours)

1.1 Concept of life skill, formation of life skills.

1.2 Meaning and Importance of life skill education.

1.3 Components of life skill- Meaning and Concepts of 10 core life skills. (According to WHO)

1. Self Awareness.

2. Empathy.

3. Critical thinking.

5. Decision making.

6. Problem solving.

7. Effective communication.

8. Inter personal relationship.

9. Coping with stress

10. Coping with emotions.

1.4 Life skill approaches:

i) Critical thinking skills.

ii) Decision making skills.

iii) Interpersonal / Communication skills

iv) Coping with & self management skills.

1.5 Educational Implications of Life Skills.
Unit –2: Learn to live (14 Hours)

2.1 a) Skill of knowing and living with oneself, self awareness, self esteem, Assertiveness, Positive thinking, coping with emotions, stress and self evaluation.

b) Skill of knowing with each others:

Relating with others, Negotiations, Managing our group, Effective communication skill. c) Personal and social skills: Behavioural skills, Physical & Sociological needs, Citizenship.

2.2 Family life education:

I) Scope of Parenthood and Peer education.

ii) Adolescent care & Counselling.

Iii) Career guidance.

IV) Leadership qualities.

v) Personal Health and Hygiene

PRACTICAL ACTIVITIES:

(Submit a Report with Photographs for the following Activities)

1. Visit to Public Health Centers and Rehabilitation Centers

2. Street plays,

3. Group discussions,

4. Projects

5. Brain Storming
6. Games and Simulations

REFERENCES

• Allen, Davis 2001. Getting things done: the Art of Stress Free productivity New York: Viking

• Lakein, Alan (1973), How to get control of your Time and Your Life. New York: P.H. Wyden.


• ²æÄ ґÄ«±ÄAPÀgï (Art of living) -fÄ«£Ä PÊ±Ä®UÄ¼ÄÄ.

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BANGALORE UNIVERSITY

B.Ed. Degree – CBCS Semester Scheme II Semester

EDOEC13 - VALUE EDUCATION

Objectives: The Student-Teacher are able to:-

1. Give information on various aspects of values and its dimensions.

2. Create an awareness about the significance of values in human life.

3. Inculcate the skills in teacher trainees to develop the values among students through various approaches.

4. Develop the skill of assessing values through using various techniques.

Unit-1: Introduction to Values (12 Hours)

1.1 Concept and types of values.

1.2 Classification of values - Personal, social, family, cultural, democratic, institutional and religious values.

1.3 Sources of values - Literature, socio-cultural practices, philosophy, religion, mass media, events, experience and Constitution.

1.4 Meaning, need and objectives of value education. Theoretical models related to Value development – Piaget’s theory of moral development and Kohlberg’s stages of moral development.

Unit-2: Approaches and Assessment of Value Education (14 Hours)

2.1 Approaches: Direct, Indirect and Incidental- Meaning and Strategies. Teacher and classroom level practices.
2.2 Value conflict in social life, value analysis model.

2.3 Causes for values deterioration, hindrances for inculcation of values, role of social agencies in value education – family, religion, educational institution, community, mass media. Role of teacher in inculcation of values.

2.4 Tools and techniques of value assessment; Self appraisal, checklist, rating scale, observation, interaction, situational test and examination.

**PRACTICAL ACTIVITIES:**
Submit a report on any one of the following suggested activity/ any other relevant activity related to value education.

1. Select a story / an episode / an incident from an epic and analyse the values integrated in it.

2. Submit a report by listing out the values integrated in the celebration of religious festivals.

3. List out the values integrated in any school subject with minimum five illustrations.

4. Submission of a report on value that are taught or caught by visiting a school / Organization.

5. Preparation of a checklist (rubric) for value assessment in school children.

6. Preparation of a video lesson to teach value with activity.
7. Preparation of strategy/method/approach to teach values with illustrations.

8. Preparation of a role play or a skit on value conflict.

9. Prepare an album/wall paper/chart to teach values.

10. Select a value conflict situation, using value analysis model in classroom resolve the value conflict and submit a report on it.

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- Value Education, RIMSE, Yadavagiri, Mysore.


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- Dr. Usha Rao, Education for Values, New Delhi. Himalaya Publishing
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- K. Rama Rao, Moral Education A practical approach, RIMSE, Mysore.
- Dr. Vatsyayan, Made Easy Ethics, Meerut, Kedarnath Ramnath.
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- £ÉwPÀ ²PÀëuÊ –Dgï. UÉÆÃ¥Á¯ ï
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- ²PÀët òÀÄvAAÛgÁ³ÖçAAiÄÄ PÁ¼AfUA¼ÄÄ - ³Ézí.«. dAiÄÀtÚ.
- ²PÀët òÀÄvAAÛgÁ³ÖçAAiÄÄ PÁ¼AfUA¼ÄÄ – qÁ.Dgï.N§¼ÉA±ÀWÀnÖ.
BANGALORE UNIVERSITY

B.Ed. Degree – CBCS Semester Scheme II Semester

EDOEC-13 EDUCATION FOR PEACE

Objectives: The students teachers are able to:-

1. To understand the concept of peace education.

2. To acquire the knowledge about peaceful mind makes peaceful world.

3. To understand the philosophical thoughts for peace.

4. Understand the nature of conflicts and their resolution.

5. To develop the ability to use various methods and techniques for teaching peace education.


7. Imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.

8. Understand the dynamics of transformation of violence into peace.

Unit -1: Introduction of Peace Education

(12 Hrs)

1.1 Meaning, Concept and need of Peace Education.

1.2 As a universal value
1.3 Aims and Objectives of Peace Education.

1.4 Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO’s, Government Agencies in promoting peace education. 1.5 Current Status of Peace Education at Global Scenario.

Unit-2: Peace In The Indian Context (14 Hrs)

2.1 Role of Religion in propagation of Peace. Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

2.2 Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.

2.3 Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, Debate and etc.

2.4 Democracy and Peace, Secularism and Peace, Culture and Peace.

PRACTICALS / TUTORIALS

Submit a report on any one of the following suggested activity/ any relevant activity related to Peace Education.

1. Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.

2. Organize an activity in schools to promote Peace.

3. Preparation of Video lesson to teach Peace Education with activity.
4. Write a report on Gandhi and Peace.

5. Write about the contribution of any two Noble prize winners for Peace.

6. Prepare an album of Indian Philosophers and write their thoughts on peace.

REFERENCES


6. Prakashan, Agra-2

Objective The student teachers are able to:-

1. Understand the global and national commitments towards the education of children with diverse needs.

2. Develop an understanding of the concept, principles and models of inclusive Education in the context of education for all.

3. Identify and address diverse needs of all learners.

4. Familiarize with the trends and issues in inclusive education.

5. Develop an understanding of the role of facilitators in inclusive education.

6. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.

7. Analyze special education, integrated education, mainstream and inclusive education practices.

8. Identify and utilize existing resources for promoting inclusive practice.

Unit- 1: Introduction to Inclusive Education (10 Hours)

1. Definition, concept and importance of inclusive education-its merits and demerits.

3. School Education of the Disadvantaged Groups and Girl’s education

4. Inclusive Education a rights based model


Unit –2: Special Educational Needs (SEN) of Learners in Inclusive School (16 Hours)

1. Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children (scholastic backwardness, underachievement, slow learners, children with special health problems (HIV), environmental/ecological difficulties and children belonging to other marginal groups.

2. Importance of early detection, Functional assessment of SEN.

3. Role of teachers working in inclusive settings and resource teacher /educators in facilitating inclusive education

4. Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children with special needs

5. National and international initiatives -

   · The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
· Salamanca Framework of Action UNCRPD2007
  · Integrated Education for Disabled Children (IEDC, 1974), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan- 2002 with reference to Inclusive Education

· The Persons with Disabilities Act (PWD Act, 1995) and National Policy for Person with Disabilities 2006 with reference to Inclusive Education.
· Educational Concessions and Facilities

PRACTICAL ACTIVITIES.
1. Visit any Inclusive school and report about school settings

2. A study of barrier free environment

3. Conduct a survey about barriers in social inclusion

4. Develop teaching learning materials for CWSN

5. Adapt any one lesson for CWSN

6. SSA effectiveness on EFA

7. Visit one sign language department

8. Curricular support services for CWSN

9. Conduct IEP
10. Conduct awareness programs for publics – Early intervention / Early detection

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• Gurgaon, Old Subjimandi, Academic Press.


• North, C (1976) Education of hearing impairment children in regular schools, Washington: D.C.A.G Bells


THANK YOU