

The Institute of Education Trust®
The Institute of Education
Onkarmal Somani College of Education
Kuvempunagar, Mysore-570009



Annual Quality Assurance Report (AQAR) 2014-2015

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Submitted to NAAC, Bangalore

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

I. Details of the Institution

1.1 Name of the Institution

The Institute of Education, Onkarmal Somani College of Education

1.2 Address Line 1

#9, Sahukar Chennaiah Road, Kuvempunagar, Mysuru-570 009

Address Line 2

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City/Town

Mysuru

State

Karnataka

Pin Code

570009

Institution e-mail address

Principal@somanieducations.in
naac1@somanieducations.in

Contact Nos.

0821-2543829 (Office) 0821-2543337 (Principal)

Name of the Head of the Institution:

Dr.B.N.Asha

Tel. No. with STD Code:

0821-2543337

Mobile:

+919480383962

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID (For ex. MHCogn 18879)

1.4 NAAC Executive Committee No. & Date:
(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

1.5 Website address:

Web-link of the AQAR:

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	-	-	-	-
2	2 nd cycle	-	-	-	-
3	3 rd cycle	-	-	-	-
4	4 th cycle	-	-	-	-

The Institution is appearing for the NAAC accreditation for the first time. Hence it is under the 1st cycle all the details are furnished here with as per the revised guidelines by NAAC. The document contains the details regarding the successful completion of the B.Ed., course (CBCS) of the academic year 2014-15.

1.7 Date of Establishment of IQAC : DD/MM/YYYY

1.8 AQAR for the year (for example 2010-11)

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

-

University with Potential for Excellence

-

UGC-CPE

-

DST Star Scheme

-

UGC-CE

-

UGC-Special Assistance Programme

-

DST-FIST

-

UGC-Innovative PG programmes

-

Any other (*Specify*)

-

UGC-COP Programmes

-

2. IQAC Composition and Activities

2.1 No. of Teachers

05

2.2 No. of Administrative/Technical staff

02

2.3 No. of students

03

2.4 No. of Management representatives

02

2.5 No. of Alumni

-

2.6 No. of any other stakeholder and community representatives

-

2.7 No. of Employers/ Industrialists

-

2.8 No. of other External Experts

01

2.9 Total No. of members

13

2.10 No. of IQAC meetings held

08

2.11 No. of meetings with various stakeholders: No. Faculty

Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

- Workshop on Quality improvement in the teaching of core subjects for secondary school teachers
- Orientation programme for language teachers on innovative practices.
- Workshop on Quality improvement in teaching of Languages for secondary school teachers.
- Orientation programme/workshop on Monitoring HRMS for office staff
- Orientation cum workshop on "using smart boards for classroom teaching" for staff

2.14 *Significant Activities and contributions made by IQAC*

Science Day Celebration on 28th February 2015 resource persons from the Regional Centre of Karnataka, Vignan Parishat have come and conducted a lecture-cum-demonstration through several simple but significant experiments, "*do it yourself activities*" on the thrust areas of science subject. The current year was called "light year" to mark the special reference on Dr. C.V. Raman's experiments on light. The gathering had the group of aspirants from D.Ed., B.Ed., and high school staff along with their respective students group.

International Women's Day celebration was conducted on 24.03.2015. Dr. Indira from the Department of Sociology, Manasagangothri, University of Mysore - was the Chief Guest, who addressed the gathering. More stress was on gender equality, and sensitisation of women's empowerment in her key note address.

Placement cell activity by Alumni: Our alumni association (1975) creates a platform for academic discussion and also the placement cell activity. Each year it conducts placement cell campus. This year it is a feather to have 19 reputed schools from in and around the city that volunteered and participated in the campus.

A fun fair by mathematics department was quite an amusement programme, which depicted, joy of learning in mathematics, fun in mathematics and mathematics in our daily life as an inseparable part. Also the programme depicted the significance of using 'Project method' to apply Mathematics learning for a deeper understanding

A visit to **Chandravana, Centre for Ayurvedic and Medicinal Plants**, Saraswathipuram, Mysore by the students of life science department along with the faculty member was conducted in the month of June 2015. This programme was very much helpful to the participants in enhancing their knowledge regarding the concern as well as special plant varieties that help in solving many human health problems.

- **A one day botanical tour** was conducted by the department of Life science – in which students studied the concepts like biodiversity, symbiosis and study of ecosystem in the Live-Environment. The place chosen for this was Abbi falls Merkera.(Coorg District). They exposed to train themselves regarding the skill of observation, collection, preservation and Microscopy. They prepared dry preservation as well as formalin preservation and prepared a report on this.
- Our students secured the 2nd place in the Group Dance Competition and also 3rd place in Solo singing competition. This was a state level competition at inter collegiate level held at **Bharathi Educational Institution K.M. Doddi, Mandya**.
- A visit to **AIISH** : Our trainees participated in workshop on “ Programme on Cerebral Palsy” on 19th November 2015 at **AIISH** Mysore. The programme was very significant in developing awareness about cerebral palsy, its causes and prevention.
- **Teachers Day was celebrated on 30th September 2015**
It is the tradition of the institution to identify & honour a retired & reputed teacher. A retired Headmaster who is also our senior most alumni, was felicitated on that day as (to mark our gratitude towards the teaching profession and the birthday of Sri Sarvapalli Radhakrishnan who is none other than the then President of India). This was followed by a very inspirational address by the Chief Guest Sri Siddalingaiah.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year. (Attach the Academic calendar of the year as Annexure)

Plan of Action	Achievements
1)Developing Science process skill such as observation, experimentation, drawing references, scientific method – could be developed thoroughly through training. So, the teacher trainees were given ample scope in developing the above skills. For this, guest lecturer, visits, preservative activities etc., were conducted.	*All the Science teacher trainees had several opportunities for developing scientific temprenat and scientific method in different science subjects, namely Physics, mathematics, chemistry and Biology.
2) In Order to nurture and develop social values or the democratic values several opportunities were planned as to be given to the teacher trainees. This not only includes the community living camp	* Details of CLC-activity needed. The Community Living Camp was conducted at Shri Bharathi Threetha Sabhangana Nanjangud on dated 20.10.2015 & 21.10.2015. Sri.Kempana.Zilla Panchayat President , was the Chief guest for the Camp activities, who gave a thought full speech in his address. He narrated about how important it is, to be friendly, co-operating and helping with each other and as well as the significant role for the forth teachers.

<p>activity but also a verities of individual as well as group project activities were planned.</p> <p>Sensitising the teacher trainees regarding the problems of special children and significance of inclusive education was felt with utmost importance. So, a visit to the national centre, namely All India Institute of Speech & Hearing was planned. This was executed very well.</p> <p>*‘Yoga’ being the Mantra of the day, in which the whole world got mesmerised and now we have International Yoga day. So, the college also planned to create a Yoga- forum to the teacher trainees to promote yoga in their daily life.</p> <p>*Co-curricular activities and sports activities were planned to get distributed throughout academic year with a split of two semestres.</p> <p>* Placement Activities To make provision to teacher trainees for various opportunities for employment in reputed institutions by organising</p>	<p>The students of this batch tried to best of their level regarding .</p> <p>* Developing an awareness about, the importance of becoming educated and also about the ill effects of drugs and alcohol; awareness about health and hygiene.</p> <p>* A programme about the yoga and its benefit, was arranged to our students.</p> <p>* Environmentalist, Mr.Snake Mahesh gave a live demo regarding snakes, and their conservation.</p> <p>* Sugama Sangeetha programme by Yedeyuru narayana was arranged 20.10.2015 during the camp activities.</p> <p>* Individual as well as group project activities were conducted by the teacher trainees in different methodology subjects, like history, Kannada, English Geography, Mathematics, Physics, Chemistry and Biology.</p> <p>Student teachers after visiting the All India Institute of Speech and Hearing were able to understand the problems pertaining to hearing and visual impaired respectively. They were able to grasp the guidance regarding how to cope up with special children, what are the thrust areas of inclusive Education, what is the role of education system in general & where they stand as a would-be teacher in particular.</p> <p>*Yoga guru “Sudeshchandra” was invited to our college to render an inspiring speech, a lecture-cum-demonstration about yoga on 27.6.2015. He gave several tips to do yogic exercise, and also told about the benefits of those Asanas. Two of our lady teacher trainees volunteered to give the live demonstration of different Asanas. This was associated by the relevant explanation, commands and its benefits by the yoga guru Sudeshchandra.</p> <p>*Sports.</p> <p>* Our College students have brought laurells to our college by securing 2nd place in Essay Writing (conducted by RIMSE) 2nd place in group Dance (conducted by BEI-K.M. Doddi College, 3rd place , in Bhavageethe.)</p>
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<p>To organise meaningful and useful training programmes to make the trainees</p> <p>* Workshop for In service teachers in Core subjects as well as Language subjects.</p> <p>* Skill development programme.</p>	<p>Workshop cum orientation programme for high school (10th standard) teachers on innovative practices in teaching” was organized by our Alumni Association on 2.9.2014 and 3.9.2014 more than 450 teachers were the beneficiaries.</p> <p>Our college was the venue for an “orientation cum workshop for high school teachers on innovative practices in teaching” organised by our alumni association.</p> <p>The main focus of the B.Ed course is providing training in teaching skills to the aspiring would be teachers. Besides this the institution provides training in multi-skills, like microteaching; macro teaching; developing learning aids developing improvised equipments; communication skills; writing skills, ICT skills, developing leadership qualities among the teacher trainees; developing science process skills, like observation identification; classification; hypothecation; experimenting; data analysis and drawing inferences etc., students are encouraged to participate in co-curricular activities; cultural competitions and games and sports.</p>
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2.16 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

Management of the institution has always supported the institutional activity and generously has sponsored to several programmes. It takes an active participation in guiding, supporting and nurturing all the up-lift programmes proposed by the institution.

Part – B

Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	-	-	-	-

PG	-	-	-	-
UG	B.Ed	Nil	Nil	Nil
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	-	-	-	-
Others	-	-	-	-
Total	01	Nil	Nil	Nil

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

- 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester CBCS-CGAP	01
Trimester	-
Annual	-

1.3 Feedback from stakeholders* (On all aspects) Alumni Parents Employers Students

Mode of feedback : Online Manual Co-operating schools (for PEI)

*Please provide an analysis of the feedback in the Annexure(Annexure enclosed)

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

1.5 Any new Department/Centre introduced during the year. If yes, give details. No

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
05	02	03	-	-

2.2 No. of permanent faculty with Ph.D.

04

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
-	06	-	-	-	-	-	-	-	-

2.4 No. of Guest and Visiting faculty and Temporary faculty

-	-	05
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2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level Seminar
Attended Seminars / Workshops	01	01	4 Seminar, 4 Workshops
Presented papers	-	-	-
Resource Persons	-	-	3

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Lessons were taught by using models of teaching to High school students during Teaching Practice phase by our trainees.
- Problem solving approach; adaptation of scientific method during the field visit meant for bio-diversity study; collection and preservation technique.
- Conducted tutorials and seminars on the topics prescribed by the syllabus.
- Conducted case studies on special children, and mental patient under the project activity for the core paper understanding the Learner and Learning process. (Educational Psychology - 1 and 2)

Our vision is to maintain/sustain a balance between curricular & co-curricular activities in order to develop a **competent teacher** in the trainees. Keeping this in mind, the following innovative activities are introduced by the college:

- Staff use only interaction mode for teaching. No one way communication is entertained.
- Under the strong presumption that stimulus variation in teaching has a tremendous role in effective teaching, the college brings in a lot of variation in the transaction mode. The faculty use co-curricular activities such as role-play, debate, composing poems, tiny games etc. to constructively intervene the curricular activities.
- In all staff meetings, Principal & staff members are allowed to brief the fellow members regarding any workshop, departmental meeting, conference etc attended by them. This information updates the teacher educators in the beginning and benefits the trainees in the later stages
- Staff members do their home-work and prepare Power Points in advance & also use smart board successfully for their class room teaching.

- Each methodology department has set up a club/lab of its own with a motive to give hands on experiences in their respective methodology

2.7 Total No. of actual teaching days

210

during this academic year

- 2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

-

Timely feedback on their performance by the students in tests, assignments, Reports and project works was given. And based on the individual requirements, students were given chances for improvement in their performance.

- 2.9 No. of faculty members involved in curriculum Restructuring / revision / syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

05

- 2.10 Average percentage of attendance of students

95%

- 2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed (CBCS)	94	94	-	-	-	-

- 2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

- ❖ The students are assessed; guided with remedial measure to overcome their weaknesses through continuous Comprehensive Evaluation.
- ❖ The Evaluation in terms of assessment and marks allotment is done in three parts in one semester as C₁, C₂ and C₃ - phases. Here students are administrated by two tests one in each C₁ and C₂ and finally they face a public examination at the end of the semesters. The evaluation of their performance other than in academic field such as Community Living Camp, celebration of national festivals , Science day, Teachers day Women's day & SUPW also is done, although, informally.
- ❖ The management committee members visit all the faculty members regularly, conduct discussion regarding the felt needs and thrust areas to be taken care off immediately.
- ❖ Feed back is obtained from students and their parents.

- 2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	-
UGC – Faculty Improvement Programme	-
HRD programmes	-

Orientation programmes	-
Faculty exchange programme	-
Staff training conducted by the university	CDC -online submission for affiliation-02
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	01-(NAAC workshop), Dr. CNS
Others	The Institution has organised some meaningful programmes for faculty development.

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	04	11	-----	05
Technical Staff	01	-----	-----	-----

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- The institute provide a very encouraging environment to each & every staff to pursue a minor or small research or projects.
- All the teaching faculties irrespective of methodology subjects have guided teacher trainees to take up mini surveys, minor projects, explorations, problem solving activities. At the end of the semesters such activities and their reports are considered for the internal assessment scheme of evaluation. Thus the research activities whether formal or informal become the part and parcel of the syllabus completion task.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs		Nil		

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs		Nil		

3.4 Details on research publications

	International	National	Others
• Peer Review Journals	-	-	-
➤ Non-Peer Review Journals	-	-	-
• e-Journals	-	-	-
• Conference proceedings	-	-	-

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	-	-	-	-
Minor Projects	-	-	-	-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects <i>(other than compulsory by the University)</i>	-	-	-	-
Any other(Specify)	14-15 (Phase-I)	College Alumni Association	-	-
Total	-	-	-	-

A project undertaken by the college sponsored by its Alumni Association to make a survey to know the area of training needed by secondary teachers in & around City of Mysore. The college plans to organise it two phases.

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

Level	International	National	State	University	College
Number	-	-	-	-	-

3.11 No. of conferences organized by the Institution	Sponsoring agencies	-	-	-	-	-
	Non-teaching staff	-	-	-	-	-

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	-
	Granted	-
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

3.17 No. of research awards/ recognitions received by faculty and research fellows Of the institute in the year

Total	International	National	State	University	Dist	College
-	-	-	-	-	-	-

3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
National level International level

3.22 No. of students participated in NCC events:

3.23 No. of Awards won in NSS:

University level		State level	
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.24 No. of Awards won in NCC:

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.25 No. of Extension activities organized

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

University forum	<input type="text" value="-"/>	College forum	<input type="text" value="5"/>
NCC	<input type="text" value="-"/>	NSS	<input type="text" value="-"/>
		Any other	<input type="text" value="-"/>

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

*** Details of the activities by CCM-Maths**

1. Mathematics fun fair – 2015.
2. Improvisation of learning aids in mathematics -2015.
3. Visited Bapooji Children's Home in Mysore – from maths club -2015.

*** Details of the activities by CCM-Kannada**

1. Orientation program for High School Teachers on Innovative practices in Language teaching from Kannada Language Club -2014.
2. Department of Kannada methodology. Orient come demonstration programme on the teaching of Kannada grammar through Enacting “- 2014, 2015.

*** Details of the activities by Alumni Association**

Following activities were conducted

1. Skill Development Programme -2015
2. Workshop on Improvisation of Learning Aids -2015

*** Community Living Camp details.**

The Community Living Camp was conducted at Shri Bharathi Threetha Sabhangana Nanjangud on dated 20.10.2015 & 21.10.2015.

Sri.Kempana.Zilla Panchayat President, was the Chief guest for the Camp activities, who gave a thought full speech in his address. He narrated about how important it is, to be friendly,

co-operating and helping with each other and as well as the significant role for the forth coming teachers.

The students of this batch tried to best of their level regarding :

- Developing an awareness about, the importance of becoming educated and also about the ill effects of drugs and alcohol; awareness about health and hygiene.
- A programme about the yoga and its benefit, was arranged for the benefit of our students.
- Environmentalist, Mr.Snake Mahesh gave a live demo regarding snakes, and their conservation.
- Sugama Sangeetha programme by Yedeyuru Narayana was arranged 20.10.2015 during the camp activities.

*** Details of the General Activities**

1. Orientation programme for High School teacher on Innovative practices in the teaching of core subjects (2014)
2. World Environment day was conducted in our college on 30.6.2015. This event was marked by release of a News Letter, titled “Earth Matters” which is a compilation of Environment related articles from both staff & students.
3. The college provides the student-teachers an opportunity to get trained in producing socially useful products by making use of low cost or no-cost materials. The programme on SUPW was held on 6.11.2015 and Smt.Hemalatha was the resource person.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	6¼	–	–	6¼
Class rooms	8	-	-	8
Laboratories	5	-	-	5
Seminar Halls	1	-	-	1
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	-	-	-	-
Value of the equipment purchased during the year (Rs. in Lakhs)	-	-	-	-
Others	-	-	-	-

4.2 Computerization of administration and library

Spacious well ventilated and with proper lighting and computers for both staff and students with Wi-fi network and provision for inflibnet (from the current year) is made. To create a conducive atmosphere in the library trainees are also involved in deliberately planned co-curricular activities. The administration and library works are under the process of computerisation and digitalisation.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	9566	445642	600	126923	10168	572565
Reference Books	348	86459	2	4955	350	91414
e-Books	-	-	-	-	-	-
Journals	-	-	11	10660	-	10660
e-Journals	-	-	-	-	-	-
Digital Database	-	-	-	-	-	-
CD & Video	-	-	-	-	-	-
Others (specify) INFLIBNET	-	-	-	5725	-	5725

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	40	20		-	-	2	7	11
Added	-	01		-	-	2	7	11
Total	41	21		-	-	2	7	11

4.5 Computer, Internet access, training to teachers and students and any other programme for technology Up gradation (Networking, e-Governance etc.)

Training to teachers in the use of Smart Boards for transaction

4.6 Amount spent on maintenance in lakhs :

i) ICT	-
ii) Campus Infrastructure and facilities	-
iii) Equipments	45300
iv) Others	30650
Total :	75950

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Students were able to access to the library very freely for their study and reference purposes.
- Question papers of all the previous years are maintained subject wise, and students can make use of it as and when they required.
- Quality improvement activities like conducting workshops by Alumni Association, placement programmes.
- Skill development programmes by Alumni, were very much beneficial to the students. Faculty training programme such as ‘maintaining records’ for office staff & ‘Practical tips to use smart board for class room teaching’
- College provide a well equipped computer Lab as well as internet facility to the students.
- All the methodology rooms as well as general classrooms are supported by Smart Boards with due up gradation.

5.2 Efforts made by the institution for tracking the progression (a) Total Number of students

- The students participation and their active academic contribution are regularly monitored, like their attendance, feedback, giving knowledge of result at the right time etc.,
- In the library Issue Registers are maintained very systematically.

5.3.(a) Total Number of students

UG	PG	P.hD	Others
95	-	-	-

(b) No. of students outside the state

03

(c) No. of international students

-

Men

No	%

Women

No	%

Last Year					This Year						
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
			3		3						3
Demand ratio					Dropout %						

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

The college is very much interested in giving a strong support for the students to enhance their academic quality as well as to prepare them for the competitive examinations. The library is rich enough with quite a good number of reference books and computer facility as well as internet access which creates a fertile forum for the learners' academic development. All the senior faculty members give the guidelines both formally and informally with reference to CET, TET, NET (UGC), SLET and KSET.

No. of students beneficiaries

5.5 No. of students qualified in these examinations

-

NET		SET/SLET		GATE		CAT	
IAS/IPS etc		State PSC		UPSC		Others	

5.6 Details of student counselling and career guidance

- Informal counselling and guidance was provided for the needy students by the respective faculty members.
- Placement cell programmes through Alumni, is playing very dynamic role in offering timely guidance & opportunities.

No. of students benefitted

5.7 Details of campus placement

06

	<i>On campus</i>	<i>Off Campus</i>	
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
06	40	06	-

5.8 Details of gender sensitization programmes

- International Women's day was celebrated in which Dr.Indira, Prof.Sociology Department, Mysore University, gave an inspiring talk on the gender sensitization as well as Women's empowerment.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level	-	National level	-	International level	-
No. of students participated in cultural events		-		-	
State/ University level	15	National level		International level	

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	-	-
Financial support from government	25	2,89,442
Financial support from other sources	-	-
Number of students who received International / National recognitions	-	-

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: _____ Nil _____

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision : To create an academic niche for the development of a professional and human teachers who have the wealth of knowledge and strength of discrimination for the up-coming generation.

Mission : “ Prajwalitho Jnanamaya pradeepaha ”

- To ensure conducive environment and necessary inputs to the prospective teachers that result in the development of research mindedness and acquisition of the life skills leading institution towards centre of excellence.
- To transform teacher trainees to become reflective practitioners, constructive and productive teachers who can effectively build a strong and modern society.

6.2 Does the Institution has a management Information System

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

- During the academic year 2014 -15, CBCS based 2 semesters B.Ed programme was on March. Since the two year B.Ed programme with 4 semesters was scheduled to 2016, curriculum framing was in process in 2014-15 . All the senior faculty members of the college have shouldered their responsibility & actively participated.

6.3.2 Teaching and Learning

- Students were encouraged for their tutorial presentation, in which they were guided for the implementation of computer knowledge, like through PPT presentation and Digital recording and immediate feedback, self assessment all such activities were generating the quality of teaching –learning process.
- Several individual as well as group projects were allotted to the students in each methodology subjects as well as in general core papers with a proper guideline & suggestion.

6.3.3 Examination and Evaluation

- Under CBCS system phases like C₁, C₂ and C₃ will have 1 test, one assignment each in C₁ & C₂ and semester end examination in C₃. All these phases are meticulously conducted. Immediate feedback based on evaluation is also provided. And very often students were advised to take the improvement tests also, so that they can cope up with the normal pace of learning.

6.3.4 Research and Development

- Institution encourages the staff members to pursue Ph.D Doctoral degree or any other sponsored research projects. Teacher educators were motivated to present papers in National Conference.
- Reflective practice for the practice teaching lessons was introduced.
- Faculty members encourage the trainees to undertake exploring the environment activities, certain problem solving activities etc.,
- In the department of CCM-Biology students during their Botanical field visit explored a very strange, plant namely Urticadioica (a herb with absolutely transparent stem); a rarest plant that bears solitary sessile flower once in 7 years namely Kurunji a plant which give profusely the fuel petrol – Jetropa & some other rarest fungi – cultured in the debris of Nagalinga pushpa and its fruits(Couroupita guanensis)
- Out of the two tests given, Peer evaluation was used in one & students opinion was collected. Trainees opine that such evaluation did develop two things in them.
 - i. Depth of understanding (while assessing one needs to know more than while writing answers.
 - ii. The mechanism of evaluation (valuation)

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Library is digitalised, there are 5 Computers with internet facility, 2 for teachers and 2 for students and 1 for Librarian that could be accessible by the students.
- Several e- journals & e-books on current issues, Research publications are subscribed by the institution. Students & teachers concertize the INFLIBNET –NList facilities

6.3.6 Human Resource Management

- The staff members who are in need of attending refresher courses, Orientation programmes-are given permission for that.
- The staff members were encouraged and permitted to participate in training programme workshops or extension activities, and they were permitted to participate as resource persons.

6.3.7 Faculty and Staff recruitment

- Grant-in-aid posts are recruited following the norms and slection Criteria as per the government order.
- Similar Criteria is used to recruit the temporary staff.

6.3.8 Industry Interaction / Collaboration

-

6.3.9 Admission of Students

- The maximum number of students for admission is 100; in which 75 students are going to be allotted by the Government based on merit and other criteria, and the remaining 25 students are chosen by the management based on the merit.

6.4 Welfare schemes for

Teaching	-
Non teaching	-
Students	-

6.5 Total corpus fund generated

-

6.6 Whether annual financial audit has been done Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	AQMC	Yes	AQMC
Administrative	Yes	JD Office	Yes	Agency

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- Semester wise examinations are very systematically conducted and this is followed by central valuation at the Pareeksha Bhavana, University of Mysore.
- AQMC – Academic quality monitoring committee visits the college at the end part of each semester, and takes care of evaluation process.
- BOE & BOS are also the authoritative in designing and execution as well as evaluating the academic process. BOS efforts to bring in modifications

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges

- University of Mysore in general, and Department of studies and research in education (M.Ed) Provide the guidelines and administrative direction regularly to the institution.

6.11 Activities and support from the Alumni Association

1. To provide for supplementary activities under ‘Skill development programme’ such as
 - i. Organization of Motivational talk
 - ii. Demo lessons by our Alumni
 - iii. Workshop on improvisation learning aids
 - iv. Workshop on Tips to face interview & Spoken English
2. Placement cell CAMPUS every year.

6.12 Activities and support from the Parent – Teacher Association

Parent teacher association meeting was conducted on 4.11.2015. The members and the Principal discussed few aspects with respect to students’ benefitting activities

6.13 Development programmes for support staff

-

6.14 Initiatives taken by the institution to make the campus eco-friendly

- Beautification of the campus
- Maintenance of plants both land rooted & potted.
- Plastic – free- environment

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- | |
|---|
| <p>(i) National Science Day Celebration-</p> <ul style="list-style-type: none">-Using Role plays for some science abstract concepts-Tips to develop scientific attitude among students - a lecture-Performing science experiments using low cost material |
| <p>(ii) Fun fair from the department of CCM- Maths</p> |
| <p>(iii) International Yoga Day Celebration</p> |
| <p>(iv) Teachers' Day Celebration</p> |
| <p>(v) Exploration of rare plants by CCM-Biology</p> |
| <p>(vi) Field visits by CCM- Biology department</p> |
| <p>(vii) Peer evaluation by students.</p> |
| <p>(viii) Skill development programme- The main focus of the B.Ed course is providing training in teaching skills to the aspiring would be teachers. Besides this the institution provides training in multi-skills, like microteaching; macro teaching; developing learning aids developing improvised equipments; communication skills; writing skills, ICT skills, developing leadership qualities among the teacher trainees; developing science process skills, like observation identification; classification; hypotheation; experimenting; data analysis and drawing inferences etc., students are encouraged to participate in co-curricular activities; cultural competitions and games and sports.</p> |
| <p>(ix) Introducing Reflective Practices</p> |

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

- | |
|--|
| <ul style="list-style-type: none">• Workshops for in service teachers teaching core subjects (Maths, science & S.S) as well as languages (Kan & Eng)• Skill development programme (Inspiring speech by Prof. Venkatesh Kumar (preparation of learning aids) etc., |
|--|

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

BEST PRACTICE

A. ICT IN TEACHER EDUCATION

Case study of Institute of Education Onkarmal Somani College of Education.

BACK GROUND:

Institute of Education Onkarmal Somani College of Education a privately managed with full government aid.

THE PLAN AND LOGISTICS :

The ICT programme requirement and the B.Ed., syllabus of the pedagogy of all subjects revealed that there was a great degree of inclusiveness in the Intel curriculum. It was decided that integrating the components of the Intel programme with the existing B.Ed., curriculum was the only realistic approach. The plan was to spread the requirements over a longer period so as not to disturb the annual plan of the college.

It was decided to implement Intel's Teach to the future programme in 4 phases extending from existing time table. The programme was planned for 50 hours.

Table 1 show the details.

Plan of implementation

Component	Lab	Classroom	total
General Orientation	-	01	01
Subject wise, Unit planning as per Intel's Template during the allotted period for methodology	-	03	03
Intel modules	20	16	36
School wise Portfolio implementation during Block Teaching	08	02	10
Total	28	22	50

NB Some time would be spending in the cyber café (at least 9 hours) and for assignments.

MODALITIES FOR IMPLEMENTATION IN THE COLLEGE.

- ✓ Unit planning component of Intel's programme was integrated with the subject methodologies as well as on the extent of familiarity with computers. Students prepared the unit portfolios in the in the school subjects as per their special methods.
- ✓ The students were dived in to groups A & B each group had 5 subgroups, each under a lecturer ten students formed one subgroup. While group A group B discussed the theory with the concerned lecturers. In this manner, all lectures were involved in the completion of methodology paper of the B.Ed. course with in the general framework of Intel's programme. A reorientation to relate the topics of Intel to the syllabus in methodology.

Day & Date	Batch	Activities at Computer Laboratory	Day & Date	Batch	Activities at College / Cyber Café
				Whole Class	Introduction & overview of the course
				Method Group	Unit Planning in special Methods
		Brief tutorials on windows. Creating you programme folder. Viewing sample Unit portfolios (Unit Plan)			
					Each subject group to select unit for unit plan in the method subject and start planning in the groups
		Activity-1 Beginning the planning process (Preparing Unit Plans)			Do
		Do			Do
		Activity-2 Creating "Introducing My Unit" Presentation. Sharing multimedia presentation			Locating curricular resource materials.
		Crating works cited page			Do
		Demonstrations on using directions and web search engines. Demonstrations on locating internet resource. Locating resources using Encarta. (While everyone is involved in this students will go in groups for the above two demonstration)			

					Students will visit cyber café and locate internet resources and download the same to the discs for unit plans.
		View, plan and create student multimedia presentation			
		Create, reflect and share student multimedia presentation and revisiting Unit Plans			
					Plan and create the hard copy of multimedia evaluation tool in subgroups.
		Transfer the multimedia evaluation tool to the PC. View, plan and create student publication (Newsletters)			
		Create reflect and share student publication news letter Revisiting the unit plan			Plan & create the hard copy of publication evaluation tool in sub groups.
		Transfer the publications evaluation tool to the PC Create Unit support materials including ideas for using MS Word. Revisiting the Unit plans.			
		View, plan and create student website			Plan and create hard copy of website evaluation tool in subgroups.
		Create, reflect and share student website. Transfer website evaluation tool to the PC and revisiting unit plan.			

		Create Teacher support material.			
		Creating and sharing teacher support materials.			
		Revisiting and putting unit portfolios together. Showcasing unit portfolios and evaluating Intel Teach to the future programme.			Develop an implementation plan as per Intel's template and develop a very specific implementation plan to be executed during block teaching.

IN THE SCHOOLS

- ✓ Some of the practical components were assigned for field experience during Block Teaching / Internship phase of the B.Ed. course. These related to multi-media presentation.
- ✓ The trainees implemented the portfolios developed by them during block teaching / internship.
- ✓ Students in groups of 5 / 10 chose different schools.
- ✓ All the selected school 10.
- ✓ Each trainee implemented the portfolio for a group of the 10 – 15 students of the class for which it was developed. Each trainee submitted an individual report of the portfolio implementation in the school.

ACTIVITIES CONDUCTED WERE.

1. Giving lesson using multimedia presentation.
2. Assignment to the school students.
3. Enabling students to the locating resources from internet and CD Rom.
4. Evaluation student's assignments.
5. Making students locating resources from internet help them open an e – mail account.
6. Assessing each stud work on various activities related to portfolio implementation as also in the Unit test. These were in the form of excel based grade sheet, statistical analysis were also done.
7. Using MS – word for preparing worksheets for teaching for block teaching report and for portfolio implementation report.
8. Creating the student database of one class.

EVALUATION OF THE PROGRAMME

- a) The following scheme is used for evaluating the performance of trainees during the entire year.

SI No	Areas	Marks
1	Digital output	
	a) Unit Plan	10
	b) Student multimedia presentation	10
	c) Teacher multimedia presentation	05
	d) News Letter	05
	e) Greed book	05
	f) multimedia presentation evaluation rubric	05
	g) newsletter rubric	05
	h) implementation plan	05
	Total	50
2	Assignment	10
	Quiz	10
	_____ & Commitment	10
	Block Teaching implementations	20
		Total

- b) Evaluation of the trainees during Block Teaching / Internship.

SI No	Components	Marks
1	Lesson utring multimedia presentation	4
2	School student work	4
3	Excel grade sheet	4
4	Implementation Report	4
5	Enthusiasm, commitment, cooperation	4
	Total	20

FEED BACK

- a) Views from college.

- ❖ The college had limited computers, limited software and limited time. The college also did not have adequate facilities for internet. However, these were overcome with the cooperation of a school in the campus and the use of a cyber café.

- ❖ On the other hand, student considerable amount of time after college hours on the computers and at the internet. Further, the skill gained during this programme were also transferred. By the students. On their own, to the projects and assignments in the professional courses.

- ❖ Through the implementation of the programme entailed more working hours to our already tight schedule, the Intel programme was a valuable input. The students are sufficiently equipped with the necessary skills.

c) Views from schools/ students.

- ❖ Unfamiliar with the fabrics of computer use by school students led to more time being spent for teaching the students the fabrics. This is situation in most schools though there are computer teachers. Our teacher-trainees could not benefit from these computer teachers of the school for various reasons.
- ❖ Schools had limited number of computers. Some even are using old computer systems. Schools did not have any educational CD's nor Internet connection. Generally school student were called in the afternoon also, after the schools got over, to complete assignments.
- ❖ Language student's i.e teacher trainees opting for both method subjects requiring BARAHA or NUDI script need the relevant software.
- ❖ Students were taken to nearby cybercafé and were helped download information for their respective topics. They were also taught how to use internet for their studies and also an E-mail Id's where created for each student.
- ❖ Although each student-teacher was required to teach the IT based lessons. Many of them gave more than two. Some of them took as many as eight lessons.

Contact Person:

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The Institute of Education
Onkarmal Somani College of Education
Mysore

B. Reflective Practice in Teacher Education

Title: Maintaining Reflective Journals for Practicing Lessons

Context: The trainees are to develop the ability to reflect upon their own teaching. This is a professions requirement as it has the potential to direct a teacher towards identifying his/her strengths as well as weaknesses. Active learning about the art of teaching is very much essential to develop teaching competency. Active learning required reflection. Teachers with this ability (Reflective teachers) are more likely to develop reflective learners.

Objectives: The main aim is to prepare reflective teachers (though not at proficiency level). However this practice keeps the following objectives:

To develop the ability to,

- identify dilemmas that occurred during transaction
- provide an unbiased description of the event (dilemma)
- analyse their behaviour at the time of dilemma & its impact on learning situation.

The Practice:

The practice on reflection began along with the practice teaching programme. A general orientation to all trainees on the process of reflection was provided by the principal. This was followed by the following activities:

1. The trainees were made to practice to recollect the recollect cautiously the events that either disturbed them or made them feel pleasant /happy or relieved, during transaction in schools.
2. They were made to discuss orally regarding the event among themselves under the supervision of the faculty.
3. They were encouraged to analyse their reaction/response to the event (dilemma) in terms of their behaviour, which strongly affected the learning situation at that moment.
4. Trainees were motivated to learn their next move from this experience.

Obstacles faced

The following obstacles were faced:

- The junior staff had some problems in reflection identify dilemma
- The trainees were reluctant & biased in the beginning of the practice.

The following strategies were used to overcome the problems:

- The junior staff members were suitably guided & oriented in this regard so that they became capable of orienting the trainees.
- The staff-in-charge of this practice modelled a few dilemmas of her transactions for the benefit of trainees & discussed to clarify their doubts.

Impact: A focus group discuss as a follow up activity, was organised. This helped to avail proper feedback from trainees. The group discussion could throw light on the following aspects;

- Trainees opine that,
 - After the exposure to such an experience they can easily identify the dilemma, their behaviour at the time of the dilemma & analyse to know the impact of their behaviour at the time of dilemma.
 - They could use their reflection on previous lessons to plan future lessons in a better way.

Trainees have maintained reflective journals for two of their practiced lessons. The journal reflects their ability to reflect upon their own teaching.

The real impact in terms of their action of reflection as a routine could not be known for this batch of students. However, this practice will be extended to of students who are under two- year B.Ed. programme and efforts to

Resources required

The execution of this Practice did not demand much in terms of either materials or finance. A reflective journal book was provided to every trainee. Every Saturday afternoon (Saturdays trainees did not practice lessons in their practice teaching schools) the trainees would practice reflection of their previous classes. They used these sessions to share their experiences as well as clarify their doubts regarding reflective practice.

Contact Person:
Dr.B.N.Asha
Principal
The Institute of Education
Onkarmal Somani College of Education
Mysore

**Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

7.4 Contribution to environmental awareness / protection

- An inter college competition was conducted for writing slogan & PPT presentation on the theme Environment. News letter on the theme ‘water’
- Maintenance of greeneries in the College Campus.

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

-

8. Plans of institution for next year

- Preparing for 2 year B.Ed course
- Infrastructure improvement
- Library enhancement.
- Inclusive Education. “Equal Educational Opportunities” needs a special reference here. Unless and until the differently able –children(Special children) are brought into the main stream the above said slogan is not going to occur practically. To tag with some of the local special schools and provide an exposure to our trainees in order to develop positive attitude towards inclusiveness in education.

Name: Dr.C.N.Suneetha

Name: _Dr.B.N.Asha

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

Annexure-1

Summary of Feedback from Co-operating Schools (for PEI)

- ❖ The heads of various secondary schools consider trainees from our institution to be very disciplined & well behaved.
- ❖ Most of our trainees were open for criticism & also were ready to learn something new.
- ❖ The school staff & authorities in more than 60% of the cases felt that the trainees adapted themselves well in their school. Their transactions was reasonably good although there were extremes on either sides.

Annexure-2

Summary of Feedback from Students (Trainees about Teacher educators)

The trainees found most of the teacher educators in our institution to be, punctual; committed & inspiring. The teacher educator allow interaction even during practice teaching feedback sessions.

About 50% of the teacher educators made efforts to make class interesting, and inspired trainees for innovative work.

Most of the staff take extra classes for 'Covering the Portions'. However they remain perfectly unbiased in the award of credits for internal assessment.

Annexure-3

Summary of Feedback from Alumni

The Alumni opine that they feel very much at home in the institution & they get the same affection & concern.

The opinion of '*recent B.Ed passed out alumni*' that they get academic help as well as efforts for ensuring placement.

They are proud that the institution keeps in mind the benefit of Alumni also while planning for activities.

Calendar of Events of Time Table

Mapping of Academic Activities of the Institution 2014-2015

First & Second Semester

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Admission and Orientation																				
Theory																				
Tutorials/Assignment																				
Sessional Work-test																				
Co-curricular Activities																				
Practical work																				
Micro-teaching																				
End –term Examination																				

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Orientation CBCS																				
Theory																				
Tutorials/Assignment																				
Sessional Work-test																				
Demonstration/Observation lesson/ Simulation lesson																				
Practice-teaching /Internship																				
Co-curricular activities																				
Work with community /project work																				
End-term examination																				

Note: A week is of six working days and a day is of six clock hours table should cover academic session and may be extended as per the requirement

