

**KITTUR RANI CHANNAMMA EDUCATION SOCIETY'S COLLEGE OF
EDUCATION, BAILHONGAL**

SELF APPRAISAL REPORT

SUBMITTED TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

P.O.Box. No-1075, Nagarbhavi, Bangalore-560072,

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INDEX

SL. NO	CONTENT	PAGE NO.
1	ACCREDITATION REQUEST LETTER	
2	PREPACE	
3	SWOT ANALYSIS	
4	INSTITUTIONAL DATA	
	ACCREDITATION REPORT	
	Part-I Institutional Data	
5	Vision and Mission	
6	Goals and Objectives	
7	Criterion Wise Inputs	
	Criterion – I Curricular aspects	
	Criterion – II Teaching, Learning and Evaluation	
	Criterion – III Research, consultancy and Extension.	
	Criterion – IV Infrastructure and Learning resources.	
	Criterion – V Student support and Progression	
	Criterion – VI Governance and Leadership	
	Criterion – VII Innovative Practices	
	Part – II Evaluative Report	
8	Executive Summary	
9	Criterion wise Analysis	
	Criterion – I Curricular aspects	
	Criterion – II Teaching, Learning and Evaluation	
	Criterion – III Research, consultancy and Extension.	
	Criterion – IV Infrastructure and Learning resources.	
	Criterion – V Student support and Progression	
	Criterion – VI Governance and Leadership	
	Criterion – VII Innovative Practices	
10	Mapping of Academic Activities	
11	Declaration by the Head of the Institution	

KITTUR RANI CHANNAMMA EDUCATION SOCIETY'S COLLEGE OF EDUCATION, BAILHONGAL

(RECONGNISED BY NCTE & AFFILIATED TO RANI CHANNAMMA UNIVERSITY, BELAGAVI)

Bhootaramanahatti, Vidya Sangam Belagavi. Karnataka state.

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Ref No...NAAC/KRC/KACOTE/2013-14 Date: 14/06/2014

TO,

The Director

National Assessment and accreditation Council

P.O.Box No. 1075

Nagarbhavi, Bangalore-560072

Subject: - Submission of Self Appraisal Report (SAR).

TRACK ID: - KACOTE 20388

Sir,

Please find herewith a softcopy submitted for your kind information. We seek your kind suggestions to improve the SAR. Within a month from the date of online submission we are going to submit hard copies of SAR along with prescribed fees.

Thanking You,

Your's sincerely

PRINCIPAL

Governing Body Members

Sl. No	Name	Designation
1	Dr. V.I. Patil M.L.A	Chairman
2	Shri. M.V. Wali	Treasurer
3	Shri. M.S. Koujalagi M.L.C	Secretary
4	Shri. R.P. Badas	Secretary
5	Dr. V.S. Sadhunavar	Director
6	Shri. B.A. Patil	Director
7	Shri. R.S. Gadataranavar	Director
8	Shri. S.C. Patil	Director
9	Shri. B.G. Harakuni	Director
10	Shri. D.S Sangolli	Director
11	Shri. C.S. Sadhunavar	Director
12	Shri. Sunil S Patil	Director
13	Shri. N. S. Patil	Director
14	Shri. V.V. Patil	Director
15	Shri. C.G.Deshanur	Director
16	Veeranna S Bellad	Director
17	Shri. C.C. Koujalgi.	Ex Officio Member

College Sub committee

Sl. No	Name	Designation
1	N.S. Patil	Chairman
2	Shri. M.V. Wali	Treasurer
3	Shri. M.S. Koujalagi M.L.C	Secretary
4	Shri. R. P. Badas	Secretary
5	Shri. C.G.Deshanur	Director
6	Shri. B.G. Harakuni	Director
7	Shri. D.S Sangolli	Director
8	Shri. R.S. Gadataranavar	Director

B.Ed College Teaching Staff

Sl. No	Name	Designation
1	Smt. M. B. Tallur	Principal
2	Shri. P. B. Hooli	Asst. Prof.
3	Shri. B. N. Mudennavar	Asst. Prof.
4	Shri. M. S. Gadennavar	Asst. Prof.
5	Smt. S. B. Karadiguddi	Asst. Prof.
6	Shri. P. M. Ayachit	Asst. Prof.
7	Smt. B. M. Kadeshnavar	Asst. Prof.
8	Shri. B. C. Harlapur	Physical Director
9	Shri. S. M. Yallur	Part time lecturer

Non Teaching Staff

Sl. No	Name	Designation
1	Shri. P. B. Kabbur	F.D.C
2	Shri. S. C. Parandi	F.D.C
3	Shri. S. M. Roogi	Librarian
4	Shri. R.H.Pawadi	Library Assistant
5	Shri. R. S.Hiremath	S.D.C
6	Shri. C. B. Turamari	Attendar
7	Shri. V. S. Malagittimath	Attendar
8	Shri. R. N. Halamani	Peon
9	Shri. R. K. Badiger	Peon

Principal: Smt. M.B.Tallur M.Sc, M.Ed, M.Phil, PGDHE



Smt. M. B. Tallur started her career as a lecturer in our College of Education, Bailhongal since 1997. She worked as a lecturer for 9 years. She was promoted as a principal in the year 2006. She is a well known teacher and good administrator. She is discharging the role and responsibilities of principal effectively. She is well known for discipline, simplicity, encouragement and concern for student welfare.

About Bailhongal

Bailhongal Taluka is located towards the northeast part of Belgaum. Taluka Head Quarter is about 45 km from the District Headquarters. There are important pilgrim places in the taluka. These includes Moorusavir math, Shivanand Bharti swamiji math Inchal, Sogal Someshwar Devastana, Also historical palces like kittur where freedom fighters like Rani Channamma, Sangolli Rayanna, Belawadi Mallamma and Amatur Balappa lived and devoted their lives to country for freedom. As per 2011 India census, Bailhongal had a population of 1,80,000. Bailhongal is a major Cotton ginning center in north Karnataka. First cotton ginning and pressing mill was established in 1911. Agriculture is the main occupation of the Taluka. The crops grown mainly are cotton, groundnut, corn, jawar, wheat, maize, sugarcane etc. The famous Mallaprabha river is the source of drinking water. The nearest Railway Stations are Belgaum and Dharwad. Belgaum Airport at Sambra is about 30 kilometers from Bailhongal.

President: Dr. Siddaram Mahaswamiji



Dr. **Sree Sree Sree Shivakumara Swamiji** is the head of Shree Rudrakshi Mutt in Belgaum District and founder of the Sree Sidrameshwar Education Society. He has established educational institutions which offer a courses in traditional learning of Sanskrit as well as modern science and technology. He is widely respected for his philanthropic work by all communities. In recognition of his humanitarian work, Sree Swamiji was conferred with an honorary degree of Doctor of Literature by Rani Channamma University. Paying rich tributes to Veerashaiva maths in general and Nagnur Math in particular for their role in spreading education and offering free meals to the needy without any discrimination. More than 9,000 students are studying in this society by getting meals from Prasad nilaya. He established “Vachana Adhyayana Kendra”, Lingayat Research Centre.

Chairman: Dr. V. I. Patil M.L.A



BIODATA

Name : Dr. Vishwanath Iranagouda Patil
Date of Birth : 23 June 1965
Qualification : M.B.B.S
(J.N.M.C Belgaum, K.U Dharawad)
Cost : Hindu Lingavant

Adress

At : Lingadalli
Post : Belavadi
Taluka : Bailhongal
Distict : Belgaum

Social Works

MLA : Bailhongal
Director : K.L.E. Society, Belgaum
Chairman : K.R.C. Education Society, Bailhongal
: Ishaprabhu Education Society Belawadi
: Ishaprabhu Co-Op. Society Ltd Aravalli
Occupation : 1) Medical services to the public in the
name of Late. Shri. P.B. Patil
Arogyadhama in Belawadi village
2) Progressive former as agriculturist in
Aravalli, Lingadalli, Siddasamudra
and Belawadi villages.
Tel. No : 08288- 234355
Mobile No : 9972296899
E-Mail : drvipatil23@gmail.com

PREFACE

The KITTUR RANI CHANNAMMA EDUCATION SOCIETY'S COLLEGE OF EDUCATION, BAILHONGAL has decided in June 2013 to invite National Assessment Accreditation Council (NAAC) for Accreditation process. The process began by selecting a team of faculty members, who were involved in various activities of the Department. The team comprises of coordinator and three members. The choice of team was based on their interpersonal skills and ability to complete the work effectively. The team studies the entire process by reading NAAC publication, newsletters and talking to various institutes who have conducting NAAC accreditation process successfully. Everyone in the College was made aware about the enormity of the entire job and creates the feeling in their mind that the impending paper work is not a waste of time. A committee was formed of three members to look into criterion wise input and criterion wise evaluative report. This committee member was ably supported by other members of the college. The entire information was compiled during various meetings and first draft of self study report was prepared. This was again checked and discussed at various levels and final SAR emerged. During this process the various activities of college passed through the guidelines provided by NAAC. Through this process we were able to look at our strength, weakness, opportunities and threats objectively. The K.R.C.E.S College of Education looks forward for the visit of the PEER team of NAAC and exchange of ideas with the team of experts from NAAC. We look forward to improving further to benefit to all the stakeholders the students/faculty/ academician/ industries/ Alumni and society at large.

SWOT Analysis of the Institution

Our Strength

- College has its own vision, mission and goals.
- Developing leadership quality by different group wise programmes.
- Participation in inter collegiate cultural and other competitions.
- Highly qualified and dedicated faculty members.
- Supporting and motivating the faculty to undergo research and higher studies with study leave, use of internet facilities, helping them find proper research guide and organizing research oriented programme.
- Student centered method of teaching.
- Encouraging students and staff to participate and present papers at the seminars.
- The college has
 - A serene campus, graced by nature.
 - Unique college building and rectangular shaped class rooms.
 - Well -equipped labs.
 - Creating opportunity for employment in the nearby schools and further study in higher education.
 - Giving special attention to physically challenged students.
 - Providing mentoring system.
 - Availing of the services of experts in related fields.
 - A network with the neighboring High Schools and society.
 - Decentralizing administration by establishing various committees and implementing various programmes.
 - The activities are reviewed by the peer group, complaint box, and opinions of parents, society and alumni.

Weakness

- Delayed in sessions due to delayed in adopted admission process.
- Uncertainty in academic session.
- Mushrooming of B.Ed colleges affecting quality education.

Opportunities

- Scope for better skill enrichment beyond the syllabus.
- Developing departmental linkage with State level.
- Strengthening of faculty development programs.

Threats

- Sustaining and enhancing quality initiatives
- Keeping abreast with the recent national policies and global trends.

Part- I: Institutional Data

A. Profile of the Institution

1. Name and address of the institution: K.R.C.E.Society's College of Education, Bailhongal. Dist: Belgaum Pin-591102

2. Website URL : krccollegeofeducation.org

3. for communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	08288-233389	08288-236180	principalkrcesbedcollege@gmail.com
Vice-Principal			
Self - appraisal Co-ordinator	08288-233389		pramodayachit@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	08288-257747	9964471107
Vice-Principal		
Self - appraisal coordinator		9448864162

4. Location of the Institution:

Urban Semi-urban RuralTribal

Any other (specify and indicate)

5. Campus area in acres: 15.29 acres

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:
Month & Year

MM	YYYY
08	1986

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

Rani Channamma University Belagavi

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

2f

MM	YYYY
Jan	1991

Month & Year

12B

MM	YYYY
--	--

10. Type of Institution

a. By funding

i. Government

B.Ed.

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

b. By Gender

i. Only for Men

ii. Only for Women

iii. Co-education

- c. By Nature
- i. University Dept.
 - ii. IASE
 - iii. Autonomous College
 - iv. **Affiliated College**
 - v. Constituent College
 - vi. Dept. of Education of Composite College
 - vii. CTE
 - Viii. Any other (specify and indicate)

11. Does the University / State Education Act have provision for autonomy?

Yes No

If yes, has the institution applied for autonomy?

Yes No

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
				Degree		
iv.	Graduate	B.Ed.	Any Degree	Degree	1 Year	Kan/Eng
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary				
Graduate	B.Ed.	FKR/S/28/SRO/ NCTE/2004- 05/05 Dated:05-04- 2005	Permanent	100
Other (specify)				

(Additional rows may be inserted as per requirement)

Vision:

To achieve academic excellence through hard work, critical thinking and effective decision making.

Mission:

To equip and empower students with relevant knowledge, competence and creativity to achieve innovations in teaching by curricular and co curricular activities to realize the goals of education.

Goals:

1. To empower the student teachers to face the challenges of competitive world.
2. To provide a nurturing environment to learn and grow.
3. To prepare an individual for employment and advancement in his chosen career.
4. To develop cognitive skills among pupil teachers.
5. To develop socio cultural values in the society.
6. To develop a lifelong desire in individuals to create a positive change in the society and contribute to the economic development of the nation.

Objectives:

- To organize teachers training programme under the guidelines of NCTE.
- To provide academic environment to teacher educator and pupil teachers to develop their knowledge.
- To empower the student teachers with pedagogical principles for implementing them in schools.
- To enhance and sustain the quality of the teachers training programme.
- To inspire students for lifelong learning.
- To develop socio cultural values among student teachers.
- To include innovative practices and technology to keep our programme in pace with era of Modernity.
- To establish ourselves as a role model in teacher training.
- To collaborate with government and non government organizations in community welfare activities.

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

Yes		No	✓
-----	--	----	---

If yes,

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system

✓

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.

03

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

B.Ed.

08

6. Are there Programmes offered in modular form?

Yes		No	√
-----	--	----	---

Number	---
--------	-----

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

Yes	√	No	
-----	---	----	--

Number	02
--------	----

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

Yes	√	No	
-----	---	----	--

Number	02
--------	----

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

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes		No	
-----	--	----	--

Yes	√	No	
-----	---	----	--

Yes		No	
-----	--	----	--

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

One Year

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

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

Number	02
--------	----

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

Yes No

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

Yes No

Criterion II: Teaching-Learning and Evaluation

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

- a) Through an entrance test developed by the institution
- 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)
-

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

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

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted

Programme	Number of students			Reserved (SC/ST/Cat-I)			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	34	66	100	08	15	23	26	51	77
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

--

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

a) Unit cost excluding salary component

2535/-

b) Unit cost including salary component

50,040/-

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	90.55	52.97	88.12	64.06

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

Yes

√

No

--

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	70%	25%	05%

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?

No. of lessons in simulation

No. of Lessons Pre-practice teaching

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

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
B.Ed.	20%	80%

16. Examinations

B.Ed.
1st Sem 2nd Sem

a) Number of sessional tests held for each paper

b) Number of assignments for each paper

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

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

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

Yes	√	No	
-----	---	----	--

Number	01
--------	----

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

Yes	√	No	
-----	---	----	--

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number	--		%
--------	----	--	---

2. Does the Institution have ongoing research projects?

Yes		No	√
-----	--	----	---

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

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

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

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

4. How does the institution motivate its teachers to take up research in education?
(Mark √ for positive response and X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No √

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

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

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

Yes		No	√
-----	--	----	---

Numb	--
------	----

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

Faculty	Students
National seminars	49
International seminars	12
Any other academic forum	8

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

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes No

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

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

Local level	<input checked="" type="checkbox"/>
State level	<input type="checkbox"/>
National level	<input type="checkbox"/>
International level	<input type="checkbox"/>

Criterion IV: Infrastructure and Learning Resources

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

929.37 sq. mts

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

- | | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| a) Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| | Yes | | No | |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

25

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

Nil

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

Nil

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

23,480/-

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

Nil

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

Yes No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	05	03	--	--
Non-teaching	08	--		

10. Total number of posts vacant

Open Reserved

	Open		Reserved	
	M	F	M	F
Teaching				
Non-teaching				

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

	Open		Reserved	
	M	F	M	F
Asst. Prof	05	03	--	--
Readers				
Professors				

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

Open Reserved

	Open		Reserved	
	M	F	M	F
Lecturers	01			
Readers				
Professors				

c. Number of teachers from Same state

08

Other states

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:12

13. a. Non-teaching staff

Open Reserved

Permanent

M	F	M	F
08			

Temporary

M	F	M	F
01			

b. Technical Assistants

Permanent

M	F	M	F

Temporary

M	F	M	F

14. Ratio of Teaching – non-teaching staff

1:1

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

92.73%

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

08 hours

On holidays

--

During examinations

09 hours

18. Does the library have an Open access facility

Yes

No

19. Total collection of the following in the library

a. Books	10,695
- Textbooks	--
- Reference books	488
b. Magazines	02
e. Journals subscribed	
- Indian journals	03
- Foreign journals	
f. Peer reviewed journals	
g. Back volumes of journals	01
h. E-information resources	
- Online journals/e-journals	
- CDs/ DVDs	
- Databases	
- Video Cassettes	
- Audio Cassettes	

20. Mention the

Total carpet area of the Library (in sq. mts.)	54 sq. mts
Seating capacity of the Reading room	50

21. Status of automation of Library

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

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

Circulation	<input checked="" type="checkbox"/>
Clipping	<input type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input type="checkbox"/>
Inter-library borrowing	<input type="checkbox"/>
Power back up	<input type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day	<input type="text" value="30"/>
Maximum number of days books are permitted to be retained	
by students	<input type="text" value="15"/>
by faculty	<input type="text" value="30"/>
Maximum number of books permitted for issue	
for students	<input type="text" value="02"/>
for faculty	<input type="text" value="15"/>
Average number of users who visited/consulted per month	<input type="text" value="600"/>
Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	<input type="text" value="1: 8"/>

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

1%

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

	2010-11		2011-12		2012-13	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books						
Other books	121	13,968	13	3024	113	27383
Journals/ Periodicals						
Any others specify and indicate						
Total amount		13968/-		2438/-		28843/-
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	Year 1 2010- 11	Year 2 2011- 12	Year 3 2012- 13
B.Ed.	Nil	5%	1%

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

Yes	√	No	
-----	---	----	--

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

05

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	√	No	
-----	---	----	--

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

	UG (B.Ed)			PG			M. Phil		
	2010- 11	2011- 12	2012 -13	I	II	III	I	II	III
Pass percentage									
Number of first classes	25	13	07						
Number of distinctions	63	75	91						
Exemplary performances (Gold Medal and university ranks)	Nil	01	Nil						

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

	2010-11	2011-12	2012-13
NET			
SLET/SET	01		
Any other (TET)	03		02

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

Financial Aid	2010-11	2011-12	2012-13
Merit Scholarship	27	19	36
Merit-cum-means scholarship			
Fee concession	35	---	36
Loan facilities			
Any other specify and indicate(SC/ST/PH)	11	10	10

(Additional rows may be inserted as per requirement)

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

Yes		No	√
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	√
Non-teaching staff	Yes		No	√

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

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

10

Women

--

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

Sports fields

Yes	√	No	
-----	---	----	--

Indoor sports facilities

Yes	√	No	
-----	---	----	--

Gymnasium

Yes		No	√
-----	--	----	---

12. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes		No	√
-----	--	----	---

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate				√		01
Inter-university				√		06
National						
Any other (specify and indicate)						

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	--	--
Regional	--	--
University (Zonal & Inter zonal)	12 members	
National		
International		

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2011

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

Yes	√	No	
-----	---	----	--

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

	2010-11 (%)	2011-12 (%)	2012-13 (%)
Higher studies	09	04	01
Employment (Total)	02	03	01
Teaching	01	---	--
Non teaching	01	03	01

23. Is there a placement cell in the institution?

Yes No

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

2010-11	2011-12	2012-13
15	14	19

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

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

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	02
Staff council	08
IQAC/or any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	01

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

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

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

5. Furnish the following details for the past three years

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

2010-11 2011-12 2012-13

08	08	08
----	----	----

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

National

--	--	--

International

--	--	--

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

		01
--	--	----

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

		02
--	--	----

e. Research development programmes attended by the faculty

2010-11 2011-12 2012-13

--	02	01
----	----	----

f. Invited/endowment lectures at the institution

2010-11 2011-12 2012-13

03	03	03
----	----	----

Any other area (specify the programme and indicate)

--	--	--

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

a. Self-appraisal

Yes	√	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	√
-----	--	----	---

d. Combination of one or more of the above

Yes	√	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

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

04

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

Grant-in-aid

46,40,688/-

Fees

6,72,435/-

Donation

--

Self-funded courses

--

Any other (specify and indicate)

--

9. Expenditure statement (for last two years)

	2011-12	2012-13
Total sanctioned Budget	3365250/-	7577461/-
% spent on the salary of faculty	58.00	69.28
% spent on the salary of non-teaching employees	34.6	27.00
% spent on books and journals	0.29	0.56
% spent on developmental activities (expansion of building)	--	--
% spent on telephone, electricity and water	1.30	0.60
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.14	0.0036
% spent on maintenance of equipment, teaching aids, contingency etc.	0.76	0.29
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	--	--
% spent on travel	0.60	0.20
Any other (specify and indicate)	4.28	2.05
Total expenditure incurred	3069811	7008195

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

	Surplus in Rs.	Deficit in Rs.
2011-12	<input type="text" value="125318"/>	<input type="text" value="--"/>
2012-13	<input type="text" value="506257"/>	<input type="text" value="--"/>
2013-14	<input type="text" value="363502"/>	<input type="text" value="--"/>

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

- a) for teachers
- b) for students
- c) for non - teaching staff

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

Yes No

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

Yes No

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

Yes No

Criterion VII: Innovative Practices

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

Yes No

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

Yes No

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

B.Ed

		Year 2012-13			
	Category	Men	%	Women	%
a	SC	03	3%	06	6%
b	ST	01	1%	03	3%
c	OBC	19	19%	32	32%
d	Physically challenged	01	1%	01	1%
e	General Category	11	11%	25	25%
f	Rural	23	23%	36	36%
g	Urban	11	11%	30	30%
h	Any other (specify)	--	--	--	--

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	--	--	--	--
b	ST	--	--	--	--
c	OBC	--	--	--	--
d	Women	03	37.5%	--	
e	Physically challenged	--	--	--	--
f	General Category	05	62.5%	08	100%
g	Any other (specify)	--	--	--	--

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

Category	At Admission		On completion of the course	
	2011-12	2012-13	2011-12	2012-13
SC	65.21	62.05	76.63	80.12
ST	76.63	77.52	77.26	78
OBC	68.15	76.33	78	79
Physically challenged	--	--	--	--
General Category-	69.66	66.03	80	81
Rural	--	--	--	--
Urban	--	--	--	--
Any other (specify)	--	--	--	--

Part-II: Evaluative Report

Executive Summary

The K.R.C.E.S College of Education, Bailhongal is an aided college of education. The College was established in the year 1986. Education Society with a well defined motive of serving the society by quality teacher education.

The society is running many institutes. Those are English Medium School, Kannada Medium School, I.T.I, Arts, Science, Commerce, B.B.A, Law College, M.Com; The K.R.C.E.S's College of Education was started with a purpose to provide quality teacher education to the graduates of the surrounding areas to meet the growing need of education and to prepare perspective teachers for the modern society. The college has a well equipped Psychology lab, Science lab, ICT (ET) lab, social science lab, well furnished library with internet facilities and Language lab.

The college has a play ground for sports. The college is well equipped with all basic amenities. The college has a well planned administrative and academic chain for smooth and efficient functioning of the B.Ed. programmes. In this regard, various committees have been constituted. These committees include- Disciplinary Committee, Cultural Committee, Examination Committee, Sports Committee, Grievance Redressal Cell, Library Committee, Academic Activity Committee and Student welfare Committee. Students also contribute their efforts in administration and academic aspects of the college as there are separate sections of committees comprising B.Ed. students which work together with committees of teacher educators for the progress of the college and quality improvement of the programme. Co-curricular and extracurricular activities are the backbone of the institution. To achieve the goal, in this field institution is making efforts through organizing different programmes and activities to develop perspective teachers.

The mission of the institution is to develop a teacher education programme which enables the perspective teachers-ICT efficient with Indian values in their personality. The institution has a firm faith that a well planned and organized programme, quality faculty with job satisfaction and enthusiastic group of students can enrich the institutional academic excellence.

CRITERIA: - I

CURRICULAR ASPECTS

1.1 Curricular Design and Development

1. State the objectives of the Institution and major consideration addressed by them (Intellectual Academic, Training, Access to the Disadvantages, Equity, Self development, Community and National Development, Issue of Ecology and Environment, Value Orientation, Employment, Global Trends and Demands etc.)

The institution was established in 1986. It has its own vision, mission and goals. The purpose of the institution is to give quality teacher education according to the aims of education to the urban and rural graduates of the surrounding areas.

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

The curriculum is prescribed and developed by the regulatory statutory bodies Rani Channamma University, Belagavi and NCTE. The modifications made by these competent authorities are brought to the action. Hence the institution has no direct role in curriculum development process. Few of the faculty members have served as members, board of studies of university and participated in workshops and seminars organized by Rani channamma university in connection with curriculum formation and contributed to the upgradation of the curriculum. The institution has established a committee of experts at college level to review the present curriculum. The committee invites the views and suggestions about the existing curriculum of the course from faculty, students, and members of alumni association, teachers and heads of practice teaching schools. After analyzing and evaluating the feedback, the suggestions are communicated through the Head of the Institution to the University for Modifications in the curriculum.

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

The global trends in teacher education programmes are reflected in many directions. The role of teacher educator and student-teacher is now becoming more important due to the global trends and emerging needs of school children. By integrating the traditional methodology with new technology like modern class rooms, we prepare the students more confident, creative & independent to face the new world. Programme includes micro-teaching, simulation teaching, real teaching, programmed learning, preparation of audio-visual aids, preparation of computer based instructional programmes etc. Programme also includes practical work, project work and field work on emerging topics like use of ICT, Socially useful productive work, health and physical education and environmental education so that pupil teachers prepare themselves for incoming generation. Value based co-curriculum activities also encourage the student-teachers to groom their personality.

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

The course has prescribed subjects like, philosophical and sociological foundation of education, educational psychology; educational technology and ICT directly bear thrust on national issues like environment, value education and ICT. The above aspects are integrated in the teaching learning process and co curricular activities. Student teachers are also exposed to innovative teaching methods like, use of ICT in the preparation of lesson plan, use of audio visual equipments in practice teaching and innovative teaching in simulated condition.

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 as faculty members use various projectors (LCD, overhead projector & slide projector) to deliver day to day lectures and motivate student teachers to use them in practice teaching programmes. Students also use technological devices to prepare their work experience, project work. Institution makes use of ICT in preparation of academic calendar, time table and question paper.

1.2 Academic Flexibility

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

The institution attempts to provide experiences to the students to make teaching a reflection practice in the following ways:

- a) Institution provides a wide variety of learning situation to the student-teachers according to the need and requirements of curriculum, profession, society and nation.
- b) Teacher educators use technological devices with traditional methods while teaching.
- c) Discussion, seminars, workshops, extension lectures and excursion trips etc. are organized by the institution so that students have direct experiences in different direction of life.
- d) The institution provides a platform for student-teachers to participate in various cultural and community service practices.

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

The institution provides variety of learning experiences to the students for effective implementation of curriculum.

Institution organizes various curricular and co-curricular activities to provide adequate learning experiences to the students both in the campus and in the fields like sports, community work and project work/field work in the curriculum of B.Ed.

Students visit historical places, science centre, villages and schools to enrich learning experiences.

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

The institution holds various curricular, co curricular and extracurricular activities for the overall development of student teachers' personality.

Institution conducts workshops, Seminars, Guest lectures, Community service and Celebrates national festivals.

Institution develops communication skills through organizing various competitions like, elocution, extempore speech, essay writing, singing competition etc.

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)

(viii) Also list out the programmes/courses where the above aspects have been incorporated.

(i) Interdisciplinary/Multidisciplinary

The institution includes interdisciplinary/multidisciplinary aspects in curriculum through this objects like ICT, educational psychology, environmental education, health and physical education etc.

(ii) Multi-skill Development

Institution provides an opportunity to the student teachers for developing various skills with the help of various subjects including theory and practical such as micro teaching, innovative teaching, personality development, communication skills, teaching skills, writing skills, preparation of teaching aids, gardening, interior decoration & technical skills etc.

(iii) Inclusive education

Institution introduced (i) environmental education (ii) health and physical education as optional papers in B.Ed. course. Syllabus of these papers is as follows:

- (i) Environmental education -meaning, principles, models, national policy on environmental education.
- (ii) Health and Physical education – meaning, aims and objectives, diet, yoga, safety measures, leadership, discipline and tournaments.

(iv) Practice Teaching

As B.Ed course is a teacher training programme, so practice teaching is a very important component of this

programme. According to Rani Channamma University B.Ed course is running in two semesters. Every student teacher has to complete 20 lessons in each semester. Out of 20 lessons 5 lessons are to be practiced in simulated conditions and remaining 15 lessons are to be practiced in different practicing schools.

At the beginning of 1st semester orientation programme is conducted. In this programme student teachers get the knowledge of Herbartian steps of lesson planning. Demonstration lessons are delivered by the subject expert teacher in each subject. 10 micro lessons, 10 simulated lessons and 30 real teaching lessons of two teaching subjects are prepared and delivered by each student teacher in B.Ed. student teachers will be given opportunity to observe peer student teachers lessons in different subjects. At least 30 lessons should be observed in their respective methods.

(v) School experience/Internship

During practice teaching, pupil-teachers are given knowledge about different aspects of school experiences like school library, observation of school records, preparation of time table, morning assembly and prayer, news paper reading, saying thought of the day, maintain attendance records and make arrangement of man and material resource for learning. They also learn about evaluation process.

(vi) Work experience/SUPW

Student teachers are involved various SUPW activities throughout the course. Guest faculties are invited to give special training and skill development in preparation of candles, soaps, envelops, files and making best use of low cost no cost materials and learning free hand drawing.

(vii) Community services

As a part of B.Ed programme 3 days Citizenship Camp is conducted at the end of second semester. Nearby is selected for citizenship training camp. In this camp awareness about cleanliness is given to villagers. Student teachers also participate in cleaning the surrounding area of Citizenship camp.

1.3 Feedback on Curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

*The institution gets feedback from the student teachers at the end of the B.Ed course regarding the teaching faculty, facilities available in the college and about the various curricular and co curricular activities organized throughout the year.

*Feedback is also collected from alumni association about the progress of the institution.

*Our Board of Management frequently visiting our college and giving suggestions about the college progress and activities.

* Parents of student teachers also visit to our college and provide feedback and encouragement to the progress of our college.

* At the end of the practicing programme head master of the concern school gives feedback about students activities performed at the time of block practice teaching.

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.

We don't have any specific mechanism for analysis and use of the outcome from feedback. In monthly staff meeting we discuss about the curriculum prescribed by Rani Channamma University Belagavi. Feedback is given by each subject teacher and identify areas for improvement and the changes to be brought in the curriculum.

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

There is no Provision in Rani Channamma University, Belagavi to participate in the process of development of B.Ed curriculum. However some of the senior teaching faculty members have served as member of Board of studies in faculty of education. They participated in a number of workshops, seminars while curriculum was framing, in turn contributed to the up gradation of the curriculum. The institution is getting feedback from the student teachers, alumni, employers, academic peers for effective implementation of the present syllabus.

1.4 Curriculum Update

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

Rani Channamma University has changed the syllabus and course structure. Details of the major changes in the syllabus is given below:

RCU B.Ed Syllabus of academic year 2011-12	RCU B.Ed Syllabus of academic year 2012-13
1st semester	1st semester
Ed2-S1 Psychology of teaching and learning	Ed2-S1 Psychology of teaching and learning-I
Ed3-S1 Development of education system in India	Ed3S1 Skills and strategies of teaching.
3 micro teaching skills to be practiced in simulated condition without overlapping	5 micro teaching skills to be practiced in simulated condition without overlapping
8 lessons are to be practiced.	20 lessons to be practiced.
1 innovative teaching	Nil

2nd Semester	2nd Semester
Ed2-S2 Understanding personality and human abilities	Ed2-S2 Psychology of teaching and learning -II
Nil	Content syllabus for the B.Com, B.B.A students
8 lessons are to be practiced.	20 lessons to be practiced.
1 innovative teaching	Nil

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

Curriculum is developed and designed by the university. Institution is not directly involved in the curriculum revision and update, but according to the needs of student teachers we modify curricular transaction. Institution is very particular to get regular feedback from the student teachers and from the practice teaching schools. Institution also gets feedback from college alumni and community members.

1.5 Best Practices in Curricular Aspects

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

Institution organized various curricular as well as co-curricular activities in college campus and outside the college for quality sustenance and quality enhancement in curricular aspects. Pupil teachers participate in different activities like sports, cultural, extension activities, women cell activities, celebration of festivals of national and social importance in addition to theory and practical classes. They also participate in community services. The college Prepared academic calendar and follow it to achieve objective of the institution.

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

The institution tries its best for the effective implementation of all curricular and co-curricular activities. Practices in curricular aspects are implemented as follows:

Best practice –I

Title of the practice: Induction programme

1. Brief introduction about the institution and rules/regulations to be followed by the during the course will be stated.
2. Teaching and non teaching staff introduced themselves.
3. Self introduction by the trainees.
4. Scheme of B.Ed course is stated by senior staff member.

Best practice-II

Title of the practice: Morning assembly

Following activities are to be conducted in this practice every day-

1. Morning assembly is conducted by student teachers every day.
2. Nada geete. (Jai Bharat jananiya tanujate)
3. Thought for the day.
4. News headlines.
5. Attendance.
6. National Anthem.

Best practice-III

Title of the practice: Teaching learning through ICT

1. Teaching staff make use of LCD, OHP, charts and models in teaching their particular subject.
2. Student teachers also make use of ICT in preparing lesson plans and practicing lessons.

CRITERION II:

TEACHING LEARNING AND EVALUATION

2.1. Admission Process and Student Profile

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

The College is affiliated to Rani Channamma University, Belagavi. All admission related matters are totally under the sole discretion of Department of Higher Education and University. As our institution is being included in the grant in aid, the intake is 100. Out of 100 seats 75 seats are allotted by Central Admission Cell taking into consideration marks in the qualifying examination and reservation policy. Remaining 25 seats are filled by the management. Institution follows the rules and regulations of Karnataka State Government, NCTE and Rani Channamma University norms while taking admission.

The information about B.Ed course is advertised by of Department of Higher Education, Karnataka in local newspapers.

.Information regarding admission can also be checked on KA-Online Portal. Information such as minimum eligibility for the programme, last date of submission of forms etc. is mentioned in the advertisements. The detailed information regarding admission is provided in the advertisements. Various important information provided are:-

- Important Telephone Numbers
- Important Instruction at a Glance
- Participating colleges of Karnataka at a Glance

- Eligibility Conditions
- Availability of Seats
- Submission of Application Form
- Reservation of seats
- On Line Counseling Process
- Preparation of Merit List for Admission
- Fee structure
- Provisional list of colleges of education in Karnataka.
- Various formats of applications are also given in the advertisements.

The details of annexure are as follows:

- Domicile Residents of Karnataka Guidelines.
- Format of Scheduled Caste, Backward Classes Certificates
- Medical Certificate for Physically Handicapped (Office of the CMO)
- Karnataka Resident Certificate (For Domicile Residents of Karnataka only)
- Certificate from the Employer for employees of Govt. of Karnataka.
- Character Certificate
- Provisional List of colleges of education in Karnataka.

. The institution rigorously and strictly follows the rules and regulations recommended by, the Department of Higher Education, Karnataka. According to the norms of Department of Higher Education, Karnataka institution monitors admission decisions to ensure that the determined admission criteria are equitably applied to all applicants. Department of Higher Education, Karnataka sends students according to their merit to take admission in the institution.

. The institution strictly implements the admission procedure and fee structure notified by the admission regulatory body. It is quite a transparent system of admission.

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

The B.Ed. Programme is advertised through the following:

1. Admission notification is hosted on college website.
2. Letters are sending to the principals of the surrounding degree colleges regarding admission process.
3. Publicity is also made through pamphlets.
4. The alumni association is also informed about the admission and seeking their cooperation.
5. Students are issued the college prospectus at the time of admission, where in the details of the course, curricular and co curricular aspects, rules and regulations of the college, name of the faculty members and facilities available in the institution.

3. How does the institution monitor admission decisions to ensure that the determined admission criteria and equitably applied to all applicants?

Out of 100 seats 75 seats are allotted by Central Admission Cell of Karnataka Government, remaining 25 seats are filled by the management quota on the basis of merit in the qualifying examination.

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 institution provides a democratic and secular environment to all the students irrespective of caste, religion, gender, culture, language etc. However, there is a provision of fee concession for economically weaker

students of particular group (only SC, ST, Cat-1 & minority students) by the Govt. of Karnataka. All the students including physically challenged get a supportive environment in every curricular and co-curricular activity in the institution so that they can develop their personality up to maximum extent.

Dress code is practiced in order to show togetherness and oneness among the students. Instruction is given in both Kannada and English medium.

Physically challenged students are provided with special facility in library and 1 hour extra time in examination.

Provision is made to Urdu students to practice their lessons in Urdu schools.

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

Yes, the institution has the provisions for assessing student's knowledge/need and skills before the commencement of teaching programmes:

(i) At the time of admission students are told to solve all the exercises given in the 8th and 9th std text books of their respective methods. This helps them to review the school syllabus and helps in practice teaching.

(ii) At the beginning of every academic session, the institution organizes three days orientation programme in which student teachers have an opportunity to get the knowledge about the course content and share their views with teacher educator.

(iii) Every year the institution organizes a talent search programme of one day. It has various segments like introduction of the student, interest area, performance by the pupil teacher, interaction etc. It facilitates the institution to judge the knowledge, skill and needs of the student teachers.

2.2 Catering to Diverse Needs

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

The institution ensures creating an overall environment conducive to learning and development of students through following activities:

(i) Institution provides all the necessary infrastructural facilities for all round development of students for example: Play ground for sports, science lab, Psychology lab, educational technology lab, well equipped work experience room, to participate actively in curricular and co curricular aspects.

(ii) Houses are formed and activities are organized house wise under the guidance of housemaster.

(iii) The students is formed and various curricular and extracurricular activities are organized to supplement the curricular aspects.

(iv) Student teachers make use audio visual aids for ex: LCD, Over Head projector, Slide Projector, working and non-working models to develop the different skills.

(v) Various cultural programmes are organized by the institution.

(vi) Subject wise seminar and workshops are organized to give multi dimensional exposure to the pupil teachers.

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

The institution caters to the diverse learning needs of the students in the following ways:

- (i) By providing personal guidance.
- (ii) By conducting remedial classes.
- (iii) By providing simple course materials.
- (iv) By encouraging pupil teachers to participate in inter college sports and cultural competitions.
- (v) By conducting educational tours student teachers get direct experience.
- (vi) By taking extra classes for students to satisfy their needs.
- (vii) Orientation about education process.
- (viii) By establishing different cells like placement cell, red cross cell, anti ragging cell, SC/ST cell, Student guidance cell, human rights cell, Grievances Redressal cell,
- (ix) Additional book facilities are extended to the advanced and slow learners.

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

There is lot of diversity in the curriculum of these courses as different type of subjects are taught to the student-teachers such as Philosophical & sociological foundation of education, Psychology of teaching and learning, Educational management, Educational Technology and ICT along with these various teaching methods like Kannada, English, Hindi, Social Studies, Physical Science, Mathematics, Bio Science. Diversity and equity in teaching learning process is also reflected through various activities regarding curriculum:

- Micro teaching, Macro teaching in simulation and real classroom teaching practice.
- Observation and discussion of demonstration lesson.
- Pedagogical content analysis.
- Observation and supervision at practice teaching.

- Work experiences, project works, extension lectures.
- Interaction and participation within community to develop social skills.
- Knowledge of different methods and skills of teaching.
- Knowledge of evaluation process.
- Visit to residential schools.

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

- The entire team of faculty members are well qualified and well experienced. All faculty members are engaged in various academic activities to enhance their knowledge.
- As and when required faculty members get knowledge of new trends in education and different methodologies of teaching to cater the diverse needs of students.
- The institution provides opportunity to the teacher educators to attend and participate in various seminars, conferences and workshops etc. so that they can exchange their experiences with their peers and eminent educationists.
- Faculty members are given opportunity to read news papers, magazines and educational journals to update their knowledge.
- The faculty members are encouraged to organize School level, College level and University level programmes such as quiz, singing and essay competition.

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

The institution provides a wide variety of such practices which enable student –teachers to be knowledgeable and skilled teachers with human values

- (i) Pre practice teaching training is provided to the pupil teachers through the micro teaching session. Micro teaching helps the students to master different teaching skills in simulated condition.
- (ii) Demonstration lessons are conducted by method master, subject teachers and past students.
- (iii) Conducting workshops on lesson plan writing which helps the student teachers to develop knowledge and skills in their respective methods.
- (iv) Practice teaching programme is organized in school with different socioeconomic and intellectual background.
- (v) Student teachers are encouraged to prepare and use PPT in their teaching methods.
- (vi) Assignments, preparation of teaching aids, conducting seminars and psychological tests help the student teacher to develop their teaching skills.
- (vii) Different responsibilities are assigned to student-teachers related to day to day functioning of institution.

2.3 Teaching-Learning Process

1. How does the institution engage students in “active learning”?

(Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing , internships, practicum, etc.)

The institution has engaged student teachers in active learning with the help of different resources available in the institution:

Library

- (i) Library has adequate number of books, journals, magazines, news papers and learning materials which enables student teachers to acquire knowledge.
- (ii) Library use is compulsory for student teachers. Attendance register is maintained in the library for students and faculty.
- (iii) Book bank facility is extended the students.
- (iv) 6 books are providing to each Student teacher.
- (v) Students are encouraged to write the summary on the books they have read.

Web site

- (i) Student teachers are encouraged to make use of internet facility.
- (ii) Student teachers have an access to the computer laboratory to download the study material.

Focus group

- (i) Advanced learners are given challenging assignments.
- (ii) Remedial teaching is provided to slow learners.
- (iii) Opportunity is given to lesson teaching in peer groups.
- (iv) Student teachers are given the role of organizing programmes and anchoring.
- (v) Student Union is formed and assigned the role of organizing curricular and co curricular activities.

Individual projects

- (i) Student teachers prepare individual projects, self instructional materials (programmed learning) and models in their respective methods.
- (ii) Student teachers are encouraged to prepare low cost teaching aids.
- (iii) Opportunity is given to prepare PPT in their respective methods.
- (iv) Individual and group assignments are given regularly.

Simulation and peer teaching

- (i) Each student gives 10 micro teaching lessons in simulated condition.
- (ii) Student teachers are encouraged to present seminar papers in peer group.
- (iii) 5 lessons are to be practiced by the student teachers in simulated condition.

Role play

- (i) Student teachers prepare lesson plans on role playing model of teaching.
- (ii) Student teachers are allowed to participate in role playing such as mock parliament session and mock polling with EVM.

Internship and practicum

- (i) Student teachers are required to submit the project work and practicum such as instructional kit, working models, work book, unit plan, resource unit, achievement test construction and administration.
- (ii) 20 days block practice teaching programme is organized taking into consideration 10 practicing schools. Students are divided in groups and send to practice their lessons.
- (iii) Student teachers have to submit tour report, SUPW, Citizenship Camp report.

2. How is “learning “made student-centered? Give a list of the participatory learning to self-management of knowledge, and skill development by the students?

Keeping in view the student centered learning; the institution organizes different learning activities:

(i) Learning is made through student centered method as discussion method, problem solving method, learning by doing method etc.

(ii) Student teachers are motivated to present paper on different topics in every subject.

(iii) Seminars on various compulsory papers are organized to develop desirable skills.

(iv) Quiz contest, envelop making, greeting card making, speech competition, singing competition, essay writing competition etc are some of the activities which are organized by the institution to develop different skills among student-teachers.

(v) Student-teachers are motivated to organize one day trip in which every arrangement are done by the student teachers.

(vi) Student teachers and motivated to visit library regularly to keep them updated by reading newspapers, magazine, journals, periodicals etc.

(vii) Student teachers are motivated to use computer assisted learning.

(viii) Student-teachers are also members of different committees.

(ix) Student teachers are actively involved in community work programmes.

(x) Visit to special educational institutions is organized to enrich learning experiences.

All the above activities help in developing intellectual capacity and contribute to self management and skill development.

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

(i) Demonstration, project method and case study method are used.

(ii) Group discussions are organized.

(iii) Interactive sessions are held in the classroom.

(iv) OHP, PPT, charts and models are used to bring about effective learning.

(v) Concept mapping is used to ensure effective learning.

(vi) Constructive approach is adopted to reflect thinking and reasoning.

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

Theoretical information regarding different teaching models is imparted through the course in skills and strategies of teaching. These models are also adopted by teacher educators while preparing their lectures. There is no such provision for providing additional training in different models of teaching.

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

It is compulsory to all the student-teachers to use micro teaching technique for developing teaching skills, before the commencement of the real teaching practice. There are 10 skills specified in the syllabus of RCU Belagavi. Every student-teacher has to practice at least five micro teaching lessons without overlapping in each subject. List of skills are as follows:

* Skill of writing instructional objectives.

- * Skill of introducing the lesson.
- * Skill of Probing questions.
- * Skill of illustrating with examples.
- * Skill of explanation.
- * Skill of Stimulus Variation.
- * Skill of reinforcement.
- * Skill of fluency in questioning.
- * Skill of using black-board.
- * Skill of achieving closure.

Student-teachers practice a particular skill till they gain mastery over the skill.

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

The detailed process of practice teaching in schools is as follows:

- * Orientation programme is conducted about lesson planning.
- * A demonstration lesson in each method is given by teacher educator and past students of our college.
- * Identification and selection of school for practice teaching.
- * Students are divided into groups and school is assigned.
- * In the 1st Semester teaching practice session is conducted at the school for 20 days in which student-teacher delivers 20 lessons in her/his two respective teaching methods.

- * In the 2nd Semester also teaching practice session is conducted at the school for 20 days in which student-teacher deliver 20 lessons in her/his two respective teaching methods.
- * Each pupil-teacher makes observations of 30 lessons in his/her peer teaching groups in each semester.
- * Pupil-teachers give feedback to their peers on the basis of observation of lessons.
- * Teacher-educators supervise and evaluate the all programme and give feedback and suggestions to pupil-teachers to improve their teaching.
- * Oral feedback and suggestions are also given by school teachers to motivate the pupil-teachers.

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

As per the University norms, each student teacher has to give 20 lessons in each semester. Out of 20 lessons 10 should be practiced in each method. Before going to block teaching student teachers are given instruction about the activities to be done in the block teaching and rules & regulations to be followed to maintain discipline in the school. A request letter is send to the head master of the practice teaching schools seeking their cooperation in the smooth conduct of lessons and curricular activities. Students are divided in batch wise and send to the respective practice teaching schools already allotted to them.

Block teaching is a phase where in the student teachers assume the role of regular teachers in the school. After allotting the school and staff in charge the student teachers go on preparing block teaching time table keeping in mind the school time table. Overall supervision and guidance is given by the staff in charge.

A group of students send to respective practice teaching schools along with block teaching time table and request letter to the head. After going to the school the head master verifies the time table prepared by student teachers and gives suggestions for improvement if any. Then students' perform saraswati pooja and prayer before the commencement of their first day lesson practice. After the pooja and prayer they directly go to the respective classes and deliver their lessons according to the time table. During block teaching student teachers along with their practice teaching conduct various co curricular and extracurricular activities. After the school hours student teachers in a peer discuss their lessons to be taught keeping in mind observation schedule. Method mater also gives suggestions for effective implementation of teaching practice. After the completion of all lessons

student teachers conduct unit test according to blue print and assess the students' performance. Last day valedictory function is to be conducted.

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

Yes, the practice teaching session are developed with co-operation of school staff as well as mentor teachers. School teachers are consulted regarding distribution of the sections and classes to the pupil-teachers, syllabus to be covered, maintaining discipline during practice teaching. The teacher and the head of the school also observe the teaching of the pupil-teachers, and give feedback and suggestions to improve them.

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

The institution prepares the student teachers for managing the diverse learning needs of students in the school by following activities:

- i. Student teachers prepare their lesson plans to shoot the intellectual abilities of practice teaching school children.
- ii. Teacher educators provide the theoretical as well as practical knowledge of diverse learning needs of students.
- iii. Student-teachers get knowledge regarding micro-skill teaching.
- iv. The student-teachers are encouraged to prepare audio-visual aids like charts, models, slides, transparencies, power paint presentations etc.
- v. The institution enables the student teachers to apply different methods of teaching.
- vi. Student-teachers also get feedback from the class students which help them to know about the diverse learning needs of these students.
- vii. Gender and Socioeconomic status is also taken into consideration by student teachers.

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

To make teaching more effective, student-teachers are well trained to use technological devices/equipments such as OHP, slide-projectors, LCD projector, etc. Different types of charts, models, transparencies, graphs etc are also prepared by students-teachers. The student-teachers are encouraged to use these various devices during practice teaching.

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, co-operative involving the school staff and mentor teachers? If yes give details.

Yes, the time table of teaching practice programme is prepared with the complete co-ordination of school staff and teacher educators. One day before the commencement of practice teaching discussion session is arranged in which the school teachers are consulted regarding distribution of classes, syllabus to be covered and other aspects of the school. Pupil teachers are asked to talk to the respective class in charges. If any problem arises during practice teaching, teacher educator provides help to student teachers. School teachers also observe the lessons and give suggestions to pupil teachers and to teacher educator as well, so that improvements can be made. Head of the schools also gives oral feedback.

2. 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 to identified practice teaching school depends upon schools available for teaching practice, infrastructural facilities provided to student-teachers in school, number of classes given by the school and time duration given by the principal of the school to the pupil teachers for their teaching practice.

* Generally the college has identified 15 practice teaching schools.

* Selects 10 practice teaching schools according to the convenience.

* The ratio of student teacher to school is 1:10

* Decision has been taken on the availability of method masters and observation personnel.

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

a) Feedback on theoretical learning

- i. Tests are conducted and assignments are given periodically.
- ii. Improvement is suggested through use library resources, preparing learning points and skill of writing in examination.

b) Feedback on practice teaching

- i. Discussion is held on each practice teaching day.
- ii. Good points of the teaching are appreciated and weak point are constructively projected.
- iii. Discussion is done on the lessons by peer groups.
- iv. Method master gives feedback on the basis of feedback given by peer group.
- v. Method master writes suggestions for improvement on the back page of lesson plan.
- vi. Constructive suggestions are given for improvement in teaching.

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

* Student teachers are updated on the policy directions and educational needs of the school through government notification and news papers.

* Before the commencement of the practice teaching, the heads of the practice teaching schools are invited to the college and a meeting is held in the principal chamber. The heads of the school gives information about their schools and needs.

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

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

- (i) By attending and Paper presenting at workshop/seminars/conferences.
- (ii) By using library resources, magazines, journals and source books.
- (iii) Discussion with the heads and teachers of the practicing schools student teachers develop their knowledge.
- (iv) By using internet.
- (v) Acting as a resource person in schools and college functions.

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

* The institution provides internet access facility to the teachers to explore more learning material.

* Faculty rooms are provided to each teacher.

* Faculty members are encouraged to participate in refresher courses and orientation programmes.

* All the faculty members attend number of seminars, workshops and conference of state and national level and presented papers many times.

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

Yes, the institution rewards and motivates the staff members for good performance by appreciation.

2.5 Evaluation Process and Reforms.

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

* The institution regularly collects feedback from the student teachers.

* The necessary facilities are provided in the college for effective learning after the feedback.

* Grievance redressal cell addresses the grievances of the student teachers.

* The suggestion box is kept to identify the barriers of learning.

* Students are encouraged to ask their difficulties and remedial measures are to be taken.

* Formal and informal discussion done in the meetings of college union secretary.

* Parent-teacher meetings are conducted for the improvement of college.

* Student teachers are encouraged to use technological devices.

* The institution has a ladies cell. Through this cell teaching learning barriers, personal and health issues of lady students are discussed.

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

The institution follows various assessment/evaluation processes for B.Ed course. The student teachers are assessed and evaluated according to Rani Channamma University norms.

- Each paper consists of 100 marks in which 20 marks are assigned for internal assessment and 80 marks for theory examination at the end of each semester.
- Out of 20 internal marks 3 marks are assigned to assignment, 3 for attendance and 4 marks for 1st unit test and 10 marks for 2nd unit test.
- 1st internal test is of 1 hour duration and having 25 marks.
- 2nd internal test is of 3 hour duration and having 80 marks.
- 1st semester Internship teaching-I is of 50 marks-in which 20 marks assigned for lesson planning, 20 marks for lesson teaching and 10 marks for micro teaching skill. (5 skills)
- 1st semester Internship teaching-II is of 50 marks-in which 20 marks assigned for lesson planning, 20 marks for lesson teaching and 10 marks for micro teaching skill. (5 skills)
- 2nd semester Internship teaching-I is of 100 marks
100 Marks are assigned as follows

Lesson planning-20 marks.

Lesson teaching-20 marks.

Lesson observation – 10 marks.

Unit plan -10 marks.

Achievement test – 20 marks.

Resource unit/instructional kit/working model/work book – 20 marks.

- 2nd semester Internship teaching-II is of 100 marks
101 Marks are assigned as follows

Lesson planning-20 marks.

Lesson teaching-20 marks.

Lesson observation – 10 marks.

Unit plan -10 marks.

Achievement test – 20 marks.

Resource unit/instructional kit/working model/work book – 20 marks.

The university format for theory and internal assessment in semester I and II is given below.

Scheme of assessment

A- Theory semester – I

Sl. No.	Paper	Paper title	Instructional hours per week	I.A	University Examination	Total
1.	Ed1-S1	Philosophical and sociological foundation of education	4 hours	20	80	100
2.	Ed2-S1	Psychology of teaching and learning-I	4 hours	20	80	100
3.	Ed3-S1	Skills and strategies of teaching	4 hours	20	80	100
4.	Ed4-S1	Educational technology	4 hours	20	80	100
5.	Ed5-S1	ICT in education	4 hours	20	80	100
6.	Ed6-MOT-I	Methodology of teaching-I	4 hours	20	80	100
7.	Ed7-MOT-II	Methodology of teaching -II	4 hours	20	80	100
8.	Ed8 PT-I	Internship in teaching-I	-	50		50
9.	Ed9 PT-II	Internship in teaching -II	-	50		50
10.			28 hours	240	560	800

A- Theory semester – II

Sl. No.	Paper	Paper title	Instructional hours per week	I.A	University Examination	Total
1.	Ed1-S2	Secondary education in India-Status, Problems and Issues.	4 hours	20	80	100
2.	Ed2-S2	Psychology of teaching and learning-II	4 hours	20	80	100
3.	Ed3-S2	Educational administration and management	4 hours	20	80	100
4.	Ed4-S2	Educational measurement, evaluation and statistics.	4 hours	20	80	100
5.	Ed5-S2	Any one of the subjects mentioned below 1. Valued education 2. Human rights education 3. Health and physical education 4. Guidance and counseling 5. Action research 6. Environmental education 7. Population education	4 hours	20	80	100
6.	Ed6-MOT-I	Methodology of teaching-I	4 hours	20	80	100
7.	Ed7-MOT-II	Methodology of teaching -II	4 hours	20	80	100
8.	Ed8 PT-I	Internship in teaching-I	-	100	-	100
9.	Ed9 PT-II	Internship in teaching -II	-	100	-	100
10.			28 hours	340	560	900

B- Internship in teaching

Sl.No	Particulars	Semester-I		Semester-II	
		MOT-I	MOT-II	MOT-I	MOT-II
1	Micro teaching under simulated condition (5 skills)	2x5=10	2x5=10	-	-
2.	Lesson planning (10 lessons)	2x10=20	2x10=20	2x10=20	2x10=20
3.	Lesson teaching (10 lessons)	2x10=20	2x10=20	2x10=20	2x10=20
4.	Unit plan	-	-	10	10
5.	Achievement test- administration, evaluation and interpretation	-	-	20	20
6.	Resource unit/instructional kit/working model/work book	-	-	20	20
7.	Observation records	-	-	10	10
8.	Total	50	50	100	100

Grades are given to CTC/GAMES/SUPW. (Grades – A,B,C,D).

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

The assessment and evaluation outcomes in yearly exams and pre university exams are communicated by the teachers in classes and also displayed on college notice board. Faculty provides feedback in practice teaching session time to time. Specific needs of low performing, average and excellent performing learners are identified through above mentioned assessment tools and teaching faculty arrange extra classes for needy students and special tasks for extra ordinary students for curriculum transaction.

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

- Assessment and evaluation of class tests and assignment are done by the teacher educators is recorded and maintained in computer.
- In calculation of mean, standard deviation, etc we make use of computers.
- Internal test time table, preparation of question papers, preparation of answer keys for annual exams are done with the help of computers.
- Marks list of all the subjects are to be prepared by using computers.
- Score sheets are prepared for different competitions.
- Observation schedule of micro teaching skills are also prepared by using computers.

2.6 Best Practice in teaching learning and evaluation process

1. Detail any one significant innovation in teaching learning and evaluation is introduced by the institution?

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

1. In teaching, lecture method is supplemented with other methods as demonstration method, problem solving method, discussion method. Inductive and deductive methods. ICT is the integral part of teaching learning process. Computer assisted assignments are also provided to the students of different subjects. The evaluation is done not only on the basis of their conduct but also participation in different co-curricular activities. Both quantitative and qualitative type of evaluation is adopted by the institution to assess the students.

2. All the faculty members use technology to support the traditional teaching methods. They use LCD projector, OHP, slide projector, different models and charts etc to deliver the lectures as and when required. They use activity based, project based and student center strategies in their classroom i.e. seminars, discussions, quiz, project method, problem solving method, brain storming and report writing etc for content transaction.

Additional Information :-

1. Teachers combine lecture method with discussion and seminars for curriculum transaction.
2. Class assignments are given and feedback is provided to students.
3. The class tests and term tests provide feedback to students and teachers.
4. The college sponsors its students to various competitions and programmes.
5. The college undertakes various confidence building programmes before the students are sent to schools.
6. The college has evinced very good performance in university examinations.
7. All the teachers of the college have shown active involvement in different programmes organized by the college.

Actions Taken:

- Self assessment report of each teacher is obtained through Performa in which every employee provides information regarding his/her work and conduct during that particular session. Head of the institution write observations and remarks on it.
- Teacher's assessment is also done by peers also at the time of demonstration lessons and seminars etc. Feedback is provided in these sessions to each teacher for motivation and improvement.
- The institution has enhanced its infrastructural and learning facilities to provide a conducive environment to the students and teachers to meet the emerging needs of teacher education.
- Teachers use power point presentations.
- Before the commencement of teaching practice session, demonstration lesson is also delivered by teacher educators.
- Student teachers use ICT for preparation of lesson plan and teaching practice.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

The institution always motivates its teachers to take up research work.

- Teachers are encouraged to participate in seminars, conferences and to present papers on different emerging issues in teacher education.
- Faculty members are encourage to register for Ph.D. Already 3 staff members are doing Ph.D
- To encourage research in education the institution provides library resources and internet facilities.
- Provision of leave to pursue research work.

2. What are the thrust areas of research prioritized by the institution? The main areas of research prioritized by the institution are:-

- Research related to evaluation system
- Research related to psychological perspectives.
- Educational technology.
- Secondary education
- Educational management

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

At present we have not introduced Action research as an optional subject but we had introduced action research in the year 2007-08. Student teachers underwent action research under the guidance of teacher educator.

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

The details of seminars/conferences/workshops attended by the faculty members in last five years are as follows.

Details	Number
University level Work shop/conference/seminar	12
State level Work shop/conference/seminar	61
National level Work shop/conference/seminar	49
International level Work shop/conference/seminar	12

3.2 Research and Publication Output

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

Institution has created its own website.

Teacher-educators and student teachers collaborated in developing instructional and other materials for enhancing the quality of teaching.

Different Power Point Presentations are prepared by the student-teachers and teacher-educators to meet the need of today's education.

Different teaching aids related to different subjects as charts, slides, transparencies, working and non-working models etc. are prepared by students for enhancing the quality of teaching.

The institution has provided well equipped science laboratory, psychology laboratory, educational technology lab and computer lab to help the students in understanding the practical applications in the curriculum.

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

The institution has a rich library having more than ten thousand books, reference books to help students in developing instructional materials.

Beside this there is internet facility in ICT Lab. Well equipped A.V. room is there in the institution with instructional materials which helps in preparing different type of audio-visual aids. Art and craft room is also there for the same purpose. Photocopy facility is available to staff.

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

* Teacher educators have prepared slides, OHP and C.D's of different topics in their different teaching subjects. Students also use ICT at the time of teaching practice session.

* Teacher educators have prepared and made use of power point presentations.

* Self instructional materials in the form of programmed instruction materials are prepared student teachers.

* Students are allowed to browse internet to know the latest developments in instructional materials.

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

a) Organized by the institution

b) Attended by the staff

c) Training provided to the staff

(a) Division level workshop –

1. The institution has organized one day workshop on micro teaching in collaboration with Government College of Education Belgaum.
2. The institution has organized two days University level workshop on 'Development of SAR'.

(b) Teachers have attended orientation and refreshers courses for professional development. They developed instructions material of their subjects and specialization. One of our faculty members has attended micro soft training.

(c) Two faculty members have attended a programme on 'Assessment and accreditation of B.Ed colleges – A Basic Frame work 'organized by the Basaveshwar College of Education Bagalkot.

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

Research papers and articles of different faculty members have been published in following journals in the last three years:-list enclosed.

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

Our faculty members are awarded as National level organizer in 'National Talent Science Examination'.

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

N.A

3.3 Consultancy

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

Yes, we have placement cell. Through this cell we provided consultancy service with regards to placement so for 30 students have got jobs through our consultancy.

Smt. S. B. Karadiguddi provided guidance for the science projects for high school teachers.

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.

Some of our faculty members are competent to undertake consultancy regarding the different aspect of teacher education:-

- Faculty members are associated with the school in interview panel.
- Some senior faculty members provide their advice to school regarding mental, social, emotional development of the students and provide their services to school teachers to eradicate classroom problems.
- All faculty members deliver extension lectures in the areas of their specialization in educational colleges as use of ICT in education, psychology of learner, Teaching of Methodology, Indian Philosophy.

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

No revenue has been generated through such type of services because faculty and students do these services as academic and social activities without any honorarium.

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

N.A.

3.4 Extension Activities

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

Extension programmes undertaken by the institution cover a wide range of activities. These programmes positively contributed to the society as well as enriched the teaching experiences of the students:-

- The college organise awareness programmes on voting, protection of environment and importance of donating the body and its parts.

Conservation, Environment cleanliness etc.

- A health checkup is being organised every year in collaboration with Red Cross in the college campus.

- A lecture was organized for the students by the institution in collaboration with Rotary Club where in doctors were given the knowledge about health and hygiene and blood donation.

2. How has the institution benefited from the community?

(Community participation in institutional development, Institution-community networking, institution-school networking, etc.).

The institution invites the renowned personalities of different fields from the community for different type of activities. Community members are invited on different occasions as celebration of days, Annual day celebration, social festivals etc. During such occasions, students interact with society members and get valuable experiences from them.

The programmes carried out such as free medical checkup camp, yoga camp, visit to local factories, environment awareness with community networking have helped in bringing social awareness in the community and contribute to the community development.

The institution has linkages with 10 practicing schools which have contributed lot to our student teachers in teaching skills and playing the role as organizers of various cultural programmes in the school.

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

The activities which institution would like to take up in future:-

- Awareness programmes on human rights, women empowerment, water conservation, environment cleanliness etc.
- Social activities as participation in different camps.
- Organization of rallies.
- Organization of different camps.
- Literacy programme for weaker section.
- Extension lectures on contemporary issues as honesty for life, Democracy, role of youth in politics, emotional problems of a child, environment of school.

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

No.

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

The institution conducts the citizenship training camp in nearby villages which develops values among student teacher like social responsibilities, dignity of labour, importance of environment, irradiation of superstitions. The institution organizes one day educational tour to develop social and emotional values among the student teacher.

3.5 Collaborations

1. Name the national level organization, if any, with which the institution has established linkages in the last five years.

No.

2. Detail the benefits resulted out of such linkages.

Not yet

3. 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.

N A

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

* Curriculum Development

* Teaching

* Training

* Practice

* Teaching

* Research

* Consultancy

* Extension

* Publication

* Student Placement

The linkages with different organization contribute effectively on the above said aspects as:-

a. Curriculum Development

* Curriculum is designed by Rani Channamma University, Belagavi. We are following the syllabus of B.Ed which is framed by the Rani Channamma University. Some of our faculty members have participated in developing

course content syllabus and attended BOE meeting. Have given valuable suggestions in syllabus framing.

b. Teaching

* Organizing guest lectures, attending and presenting papers in seminars and conferences have helped our faculty in getting the new knowledge pertaining to the B.Ed syllabus. By attending refresher courses and orientation programme they enrich their knowledge which helps in their teaching.

c. Training

* The college has sponsored training programme conducted by college of teacher education belagavi to high school teachers in history subject.

d. Practice teaching

* Practice teaching runs smoothly only because of the co-operation and supporting nature of the faculty and head of practicing schools. The college has identified ten practicing schools. Student teachers benefited from these schools.

e. Research

No.

f. Consultancy

* Honorary consultancy is given by our faculty members has helped student teachers in updating their knowledge and developed expertise.

g. Extension

The extension activities done by the institution with community enriched socio cultural values among the teachers and students.

h. publication

The faculty members have published articles in reputed journals and also paper published in reputed publication with ISBN No.

i. Student placement

Heads of nearby schools are sending requisition letters to send eminent teachers. The college has sent number of past students to various schools.

5. What are the linkages of the institution with the school sector?

(Institute-school-community networking).

There are ten schools for practice teaching with which institution has linkage. For practice teaching, nearby schools are made available to the student teachers by the school authorities. The institution organizes co-curricular activities in practice teaching schools such as quiz, singing, extempore speech, drawing, sports etc. The institution also invites school faculty for judging various competitions like Rangoli competition, poetic recitation, sports activities etc. the college has organized quiz and singing competition to the practice teaching schools and given certificates and cash prizes to the participants who secured first, second and third place. Every year college honours the retired teachers and head masters of the practice teaching school. Relevant Teaching aids are donated to the practice teaching schools.

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

Yes, The faculty members are regularly interacting with practice teaching schools in preparing time table, getting units. The institute gets regular feedback from teachers of the school and accordingly corrective measures are taken in their teaching.

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

The faculty members visit the school time to time for teaching practice of B.Ed students. At the time of cultural programmes and other celebrations school students are invited to college campus. The faculties also go to the other colleges for extension lectures, consultancy activities and participate in interviews of school teachers as subject experts. Our faculty members also attend faculty development programmes organized by other colleges and Rani Channamma University, Belagavi.

3.6 Best Practices in Research, Consultancy and Extension

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

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

*** Research**

1. Three of our faculty members are doing Ph.D and all the staff members are having M.Phil degree.
2. The faculty members are encouraged by the management to do Ph.D.
3. Provision for leave is made to faculty members doing Ph.D.
4. Institution provides library facilities, journals and books to the faculty to pursue research.

*** Consultancy**

Faculty members are giving free consultancy. Faculty members are always encouraged to provide consultancy to student teachers, practice teaching schools and parents of the student teachers.

*** Extension activities**

College has carried out many community oriented programmes like environmental awareness, awareness to voters, medical checkup, welfare of SC/ST students and human rights awareness programmes.

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

The student teachers are allotted different units/subunits related to their concerned methodology and they are instructed to prepare seminar papers of five to ten minutes duration. Students present their papers according to presentation schedule. After presentation discussion is made where in

students interact with each other about the concepts presented. The method master gives proper suggestions for improvement of their presentation.

In the first semester student teachers are divided into 4 houses namely kittur rani channamma, belawadi mallamma, subhas Chandra bose and bhagat singh. House wise survey will be conducted on

- i. Population and health.
- ii. Literacy.
- iii. Education and
- iv. Economic background of rural families.

Criterion IV:

Infrastructure and Learning Resources Physical Facilities

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

Yes, the college has infrastructure as per NCTE norms. There are well spacious class room, multipurpose hall, science lab, psychology lab, educational technology lab, computer lab, work experience room, boys and girls common room, seminar hall, play ground, parking, separate wash room for boys and girl, sufficient amount of furniture, water facility and internet connectivity. The master plan is attached. (Annexure)

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

The institution plans regularly to meet the needs for augmenting of the infrastructure to keep pace with the academic growth as follows.

- Expansion and enrichment of library facilities.
- Installing interactive board in the classroom.
- Procurement of sports materials as and when required.
- Purchasing necessary furniture for the institution.
- Developing language lab.
- Purchasing equipments related to psychology, science, maths, history and geography.

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

The infrastructural facilities available for curricular and extra-curricular activities including games and sports are:-

* Sports facilities:

The college has 5 acres of Play ground.

Outdoor games – four hundred metres track, long jump pit, shot-put and discuss throw, volley ball, foot ball, tenniquit, badminton, kabaddi, kho-kho and cricket.

Indoor games – carom, chess, table tennis.

Provision for yoga is made in the open space.

Mass P.T – Main drum, side drum, triangle, buggule, flute.

Recreation – musical chair, flying disk and funny games.

Gym – gym is available in our arts, science and commerce degree college. So it is shared by our institution.

Co curricular activities - The institution has a seminar hall with 100 seating capacity.

Art and craft room – Social useful productive activities to be done under art and craft. For ex: candle making, greeting cards, chalk piece making, envelops, and files.

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

Playground shared with K.R.C.E.S Degree College.

Canteen shared with K. R. C. E. Society.

Gymnasium share with our K.R.C.E.S Degree College.

5. Give details on the Facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms, health center, etc.)

The facilities available with the institution to ensure the health and hygiene of staff and students are:-

- Wash room facilities separately for boys, girls and for teaching staff

- Rest room for girls
- Canteen
- R O water facilities
- First aid
- Medical facilities are easily available from nearby Govt. Hospitals.

6. Is there any hostel facility for students? If yes, give details, recreational facilities including sports and games, health and hygiene facilities, etc.

The hostel facility is available for boys. The boy's hostel is accommodating three students in a room. There are six rooms with all the facilities.

4.2 Maintenance of infrastructure

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

* Building

* Laboratories

* Furniture

* Equipments

* Computers

* Transport/Vehicle

No prior budget is allocated for the maintenance of building and laboratories etc. however institution has spent a large amount of money on maintenance of building, laboratories, furniture and other infrastructural materials during last five years. Board of management takes care of maintenance of all aspects of infrastructure of the institution.

Year	Building	Laboratories	Furniture	Computer and equipments	Transport/vehicles
2009-10	Nil		Nil	Nil	Nil
2010-11	72,161/-		Nil	1950/-	Nil
2011-12	Nil		Nil	Nil	Nil
2012-13	Nil	23,480/-	3212/-	34000/-	Nil
2013-14	Nil		21835/-	Nil	Nil

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

- The institution ensures that the available infrastructure is optimally utilized.
- Infrastructure facilities established in the college library and sports facilities are kept open to use by the students and faculty not only during working hours but extended hours are also provided whenever required.
- The conference room as well as the seminar room are used for various curricular and co-curricular activities by the institution and by sister institutions time to time.
- Institution provides its rooms and open area for the official activities at the time of training conducted by CTE Belgaum and B.E.O of Bailhongal taluka.

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

- * The institution is situated in a calm and beautiful natural surrounding with a complete pollution free campus. There is a lush green lawn with beautiful flower beds in college campus.
- * The class rooms are spacious with windows for proper ventilation and adequate natural light.
- * Water filter is fitted for clean drinking water.
- * Proper sanitation system is provided in the institution.
- * Number of dustbins are there to maintain cleanliness.
- * Institution is aware to save electricity by using CFL and tube -lights.
- * Eco-club of students is quite aware regarding cleanliness and other aspects of environment.

4.3 Library as a learning resource

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

Yes,

The institution has a qualified librarian with supporting staff to run the library.

Library staff procures books recommended by the staff members.

Library maintained various journals, books, encyclopedia other resources.

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.)

Adequate library resources are available to the staff and students in the college.

The resources of the library are as follows:

Particulars	Number
Text books	2 sets (high school)
Reference books	480
Books on education	5562
Others	4681
Indian journals	03
International journals	Nil
Magazines	02
e-resources	Nil

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

A faculty member and a student teacher for library section is active in the institution to review systematically the various library resources for adequate access, relevance and to make acquisition decisions. Principal assess the need of the students regarding library resources, receives feedback from faculty and students and do the necessary improvements.

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

Yes, the library stock is computerised.

The record of the books are prepared.

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, Xerox machine in the library. An active internet connection is also available. All the library facilities are used by faculty as well as students teachers on all working days.

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

YES.

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

The library is kept open throughout the year except Sundays. National & gazzeted holidays. Working hours of the library is 10.00 am to 5.00 pm i.e. 6 hours in a day. During the examination time the library working hours are extended.

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

The information about new arrivals is displayed on the display board.

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

Yes, the library has book bank facility under the book bank scheme.

Four books are issued to the student teachers for the whole year.

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

The library provides personal attention to the physically challenged students.

Nearby chairs and tables are provided to them.

4.4 ICT as learning resource

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

The institution has computer lab with 25 computers, LCD projectors, tape recorders, slide projectors, overhead projector and epidiascope with different non-projective visual aids. Public address system is also available. The students are given basic knowledge of the computer in computer laboratory. The lab also has the facility of printers, scanners, internet facility, etc. all the facilities are used by the student teachers in their daily practice. The students are instructed to prepare slides, transparencies and improved teaching aids. The students are always motivated to use these facilities time to time to make their teaching learning effective.

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

In the 1st semester, there is a compulsory theory paper of ICT having 100 marks. Out of 100 marks 80 marks are reserved for university examination and remaining 20 for test and assignments in B.Ed for imparting computer skills. The following skills are developed in the students.

1. Opening and shutting down the computer.
2. Preparation of files, documents and folder.
3. Net surfing.
4. M.S. power point presentation.
5. Creation of E.mail ID.
6. Compose, read and send Emails.
7. Preparation of slides.
8. World wide web.
10. LAN, MAN and WAN.
11. Computer virus.
12. Maintenances of computer.

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

Every faculty member uses new technology in his/her daily practice. They prepare transparencies and power point presentation in curriculum transaction process. Audio and videos are used for demonstration lesson by teacher educators. Students are also encouraged to make use of technological devices in practice teaching.

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

- Student teachers take the help of ICT in preparing teaching aids and to deliver lesson. Student teacher are encouraged to download good quality pictures, diagrams and photographs through internet in practice teaching. Student teachers also prepare teaching aids in the form of C.D's transparencies, working and non-working models, maps, charts for delivering the lesson during teaching-practice session. For conducting unit test they make use of M.S Word and M.S Excel in preparing question papers and result sheets.

4.5 Other Facilities

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

Institutional infrastructure is optimally used. K.R.C.E.Society's sister institutions like P.U College, Degree College, Secondary School etc make use of our infrastructure, conference hall and seminar hall. Training programmes are organized in our institution for secondary school teachers in collaboration with CTE Belagavi.

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

The following audio visual facilities are available in our college to provide varied learning experiences to pupil teachers.

- ❖ Mike -1
- ❖ OHP -1
- ❖ LCD Projector-1
- ❖ Radio – 1
- ❖ Tape recorder – 1
- ❖ T.V and D.V.D -1
- ❖ Slide projector – 1
- ❖ Camera – 1
- ❖ Film strip projector - 1
- ❖ Slide projector – 1
- ❖ Audio cassettes – 15
- ❖ Audio C.D's – 15
- ❖ OHP Transparencies – 100
- ❖ M.P player -1

The institution uses all these above facilities during assembly, lectures demonstration lesson, micro teaching and cultural activities.

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 facilities?

The institution has ICT laboratory, psychology laboratory, science laboratory. The teacher in charge of respective laboratories ensure the care and proper use of equipments of the laboratory. The necessary modifications are done according to the demand of the students and curriculum. The teacher in charge make arrangement after discussion and by consulting the head of the institution.

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

* The institution is having the facility of multipurpose hall which has seating capacity of 100 students. It is well equipped with board, audio-visual facilities and with public address system.

* The institution has well equipped conference hall with capacity of 200 students. It is equipped with LCD projector, OHP, LCD TV. Public address system with eye catching furniture.

* Workshop in the form of work experience under SUPW is available in the institution having material related to SUPW equipped with greeting cards, files, envelopes, covers and moulds to prepare candles and chalk piece. Along with these models, charts, transparencies, audio cassettes and photographs are equipped in the laboratory. Provision of play ground in the college premises is there. A sports ground is available sports material related to volleyball, football, cricket etc is available.

The institution does not has separate transport facilities but students are to be provided bus pass of K.S.R.T.C.

5. Are the classrooms equipped for the use of latest technologies for teaching? If no, indicate the institution's future plans to modernize the classrooms.

Class rooms have the facilities for utilizing OHP, slide projector and LCD projector. In future we are installing smart board in general classroom of 100 students seating capacity.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty always tries to bring diversity in their instructing procedure by using ICT like overhead projectors, slide projector, LCD projectors and power point presentation. Teachers emphasize on the overall development of the quality of student teachers. To achieve this purpose, teacher educators adopt different teaching method as project method, problem solving method, survey method and heuristic method etc in their daily lectures. They also use different teaching aids as

and when required. Teaching through down loading from internet wherever pictures, maps, video clips are necessary. Personal attention is provided to the slow learners and gifted learners.

2. List innovative practices related to use of ICT, which contributed to equality enhancement.

- * Every student teacher is taught about the basis of computers, different type of projectors as OHP, LCD projector, slide projector, epidiascope etc.
- * The students are empowered to use various instructions equipment available with the institution.
- * Student teachers use ICT for preparing their lesson plan and seminars.
- * They prepare power- point presentation at the time of workshops, seminars, debates etc.

3. What innovations/best practices in “infrastructure and learning resources? Are in vogue or adopted/adapted by the institution?

- * The Institution provides well furnished classrooms, well equipped laboratories and adequate environment for teaching learning process.
- * Tutorial groups are constituted with a teacher educator as a tutor in which concept of individualized learning is followed.
- * Remedial teaching is provided to needy students.
- * Suggestion box is also available in the college premises. Suggestions are received and are taken into consideration.
- * Specific teaching strategies are adopted to cater the diverse needs of learners.
- * Use of ICT is common in the institution for teaching learning process.
- * Feed back on campus experiences are collected from student-teachers to make improvement in required areas.

Criterion V:

Student Support and Progression

5.1 Student Progression

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 (student's pre-requisite knowledge and skill to advance) to completion?

(i) Induction programme orients student teachers regarding the nature of entire B.Ed course and instructional setup.

(ii) While taking admission to the B.Ed course students are instructed to solve all the exercises given in the secondary school text books of 8th and 9th standard in their respective teaching methods. This helps in reviewing the school syllabus and prepares student teachers for practice teaching.

(iii) In order to prepare student teachers for the programme and to assess the various aspects of their personality, inherent potential and interest, 'Talent Search Programme' is organized in the beginning of the session. The programme includes various activities like speech, poetic recitation, mono acting, solo song, dance & drama etc.

(iv) The institution assesses the student's academic progress by using formative and summative evaluation techniques i.e. one unit test in a month, a test of 25 marks and 80 marks in each semester will be conducted.

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

The institute provides a supportive environment to the student teachers to develop their potential. The institution promotes motivation, satisfaction, development and performance-improvement of the students:

- Pollution free, peaceful campus.
- Well- equipped Library.
- Well-equipped and enriched Psychology Lab, Science Lab, ICT Lab.
- Well-equipped work experience lab for various activities.

- Sports facilities.
- Separate common rooms for girls and boys with different indoor games.
- Internet facility in ICT lab.
- Well-equipped conference hall with LCD for recreation also.
- Canteen facility.
- Organization of different cultural, academic and sports competitions.
- Highly qualified and co-operative staff.
- Gives opportunity to explore the knowledge through seminars, group discussions, project works, surveys etc.
- Awards certificates and cash prizes to the student teachers who achieve high performance in curricular, co curricular and sports activities.

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?

Year	2009-10	2010-11	2011-12	2012-13	2013-14
Male	--	--	05	01	--
Female	01	--	01	--	--
Total	01	--	06	01	--

Reason for drop out is due to:

1. Female student got government job in 2009-10.
2. Out of five male students in 2011-12 two of them died, one got government job, two of them discontinued because of their family and health problems.
3. A candidate in 2012-13 left the college because of coaching for competitive examinations.

Steps taken by the institution to reduce the dropout rate:

1. Convincing the parents about the importance of B.Ed course.
2. Providing library facilities and books to poor students.

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 SLET, NET, Central/State services through competitive examination in the last two years?

Additional services provided to students for enabling them to compete for the jobs and progress to higher education are as follows:

1. The institution has made special provision for giving training in mental ability by inviting the qualified guest lectures.
2. Important relevant news regarding jobs and higher education are exhibited on the bulletin board.
3. News papers, magazines, internet facilities are made available to students to keep updated about their job opportunities and prospects of higher education.
4. Guidance is provided to the students to pursue higher education.

Exams	SLET		NET		TET	
	Appeared	Qualified	Appeared	Qualified	Appeared	Qualified
2011-12	04	Nil	Nil	Nil	--	--
2012-13	Nil	Nil	Nil	Nil	98	04

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

The following table shows % of students goes for further studies and joining teaching profession

	B.Ed		
	2010-11	2011-12	2012-13
Number of students joined for higher studies	04	03	01
Number of students joined teaching profession (private sector)	29	25	13

Rests of the students are engaged in competitive exams and some other services.

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.

After completion of B.Ed course students are allowed access to all the facilities available in the institution such as books, audio video aids, net and journals on their request.

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

Yes, many private institutions have been approaching the placement cell for the appointment of the students since two years. The number of students benefitted through the placement cell is mentioned below:

Year	2011-12	2012-13
Number of students employed	25	13

Information regarding vacancies, qualifications etc are displayed on display board for the students. Placement cell organizes guest lecture regarding preparation for competitive examinations.

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

1. Lack of coordination in academic terms between B.Ed colleges and high schools.
2. Low salaries given by management of unaided schools demotivate students to continue their teaching profession.
3. Lady students are not willing to go outside for the jobs.

The college has requested the concern authorities to coordinate academic terms and to give handsome salary to the appointed teachers.

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

Yes,

The practice teaching schools associated with our college of education are government, aided and unaided schools. In government and aided schools

appointments are made through notification in the news paper. As for as unaided schools are concerned placement cell has sent many teachers in those schools.

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

The placement cell has the following resources:

- Human resources
 - i. Placement officer – 01
 - ii. Members – 02
- Financial resources – Nil
- ICT resources – The college has provided computer with internet connection, telephone and photocopy machine.

5.2 Student Support

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

Curricular, co curricular and extracurricular activities programmes are planned and implemented according to Rani Channamma University guidelines. The institution prepares its own academic calendar keeping in mind University academic calendar. The institution will be going to publish prospectus from the academic year 2014-15. Feedbacks obtained from the students at the end of course, from alumni, heads of practice teaching schools. Institution kept suggestion box from which feedback from the students were obtained.

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

- Personal care is taken for physically challenged students.
- Physically challenged students are allotted to nearby schools for practice teaching.
- They are exempted from various physical activities.
- They are given extra time for preparation of teaching aids and assignments.
- In University examination one hour extra time duration will be given to physically challenged students.
- Special seating arrangements are made in the classroom and in the library.

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

The institution does not have any type of formal mentoring system. Faculty plays important role of mentor during practice teaching and micro teaching sessions. In practice teaching and micro teaching programmes 15 students are given to each faculty member and he/she guides to develop macro lesson plans and micro lesson plans respectively. Personal attention is paid to student teachers and progress of them is observed carefully.

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

Providing library and reference books to the faculty helps in making teaching learning process effectively.

The institution has provided all the basic facilities for enhancing the effectiveness of the faculty in teaching and learning process.

Teaching is made by using OHP, LCD Projector and computer.

The faculty members are encouraged to participate in state, national and international level seminars/conference/workshops to keep updated with latest developments.

Faculty members are encouraged to visit other institutions as guest lecture, resource person.

Providing opportunity for discussion and sharing academic matters with experts.

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.krccollegeofeducation.org the information regarding governing body of the institution, teaching and non-teaching staff, courses available, infrastructural facilities and other facilities available are posted on the site. The college website is updated regularly.

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

Yes,

Student's weakness is diagnosed by the faculty through the class room interactions, class test. Appropriate remedial teaching is provided to the low

achievers through extra classes, personal guidance, assignments, peer tutoring and encouraging them to visit library frequently.

7. What specific teaching strategies are adopted for teaching?

a) Advanced learners and b) Slow learners.

a) For advanced learners –

- i. opportunities are provided to deliver talks and anchor the programmes.
- ii. Extra and challenging assignments are given.
- iii. Providing opportunity for participation in college level competitions.
- iv. Encouraging them to prepare seminar papers along with PPT.
- v. selection of leaders at the college union.
- vi. Group discussion and quiz competitions are to be held for them.
- vii. Additional library books are provided to advanced learners.
- viii. Encouraging them to introduce innovative in practice teaching.

b) For slow learners -

- i. Remedial classes are conducted.
- ii. Faculty members pay special attention in class room teaching.
- iii. Extra time will be given to complete the curricular task.
- iv. Attention is given to improve handwriting.
- v. Encouraging them to develop speed and efficiency in examination.

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

* Before the commencement of the course, an orientation programme is being organized to guide the students regarding course content and the different activities of work experiences.

* During the session, faculty members as mentors solve the individual problems of academic and personal aspects of students.

* Women cell is also there for the same purpose.

* The information regarding different courses, vacancies in schools and other job opportunities are displayed on display boards for the benefit of the students.

9. What is the grievance Redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

Composition of grievance redressal cell

Convener: Prof. B. M. Kadeshnavar

Members: 1. Kumari Kalpana Hiremath – student teacher

2. Kumari Savita Shigihalli – student teacher

The institution has Grievance and Redressal committee to solve the grievances of students regarding any aspect of the institution. Suggestion box is also available outside the Principal's office. Students are free to give their grievances to the committee or by putting it in the suggestion box. Issues are discussed with committee members and appropriate steps are taken and redressed to satisfy the student teachers. The major grievance redressed in last two years were regarding canteen facility, water facility, educational tour etc.

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

- The progress of student teachers at different stages of programmes are monitored through unit test, class test, assignments, observing lessons in practice teaching.
- Performance in CTC camp and the conduct of behavior in educational tour is also monitored.
- Sports and games activities are evaluated.
- Observing lessons and providing feedback to improve their teaching.
- After monitoring the progress of the students in different areas necessary advice, feedback and guidance is provided by the concern expert teacher or mentor teacher for improvement.

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

The institution ensures the students competency to begin practice teaching in the following way:

Pre Practice

- The theoretical knowledge about lesson plan and different teaching skills are provided in orientation programme.
- Demonstration lessons are delivered by the faculty members.
- Lesson plans are being checked by the method masters.
- Organizing Micro teaching sessions and practicing teaching skills by student teachers.
- Teaching a macro lesson in a simulated condition.
- Discussion about micro lessons and macro lessons.

Practice teaching

- A teacher educator as supervision provides follow up support to the students during teaching practice in school.
- The teacher educator monitors all the daily activities and lessons of the student teachers and provides feedback and guidance to improve at different levels.
- The school teachers and head of the school are also requested to observe and guide the pupil teachers according to their needs.

5.3 Student Activities

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

a) List the current office bearers.

b) Give the year of the last election.

c) List Alumni Association activities of last two years.

d) Give detail of the top ten alumni occupying prominent position.

e) Give details on the contribution of alumni to the growth and development of the institution.

Yes,

a. The institution has an alumni association. The present office bearers are as follows:

Smt. M. B. Tallur	President
Shri. P. B. Hooli	Secretary
Shri. H. R. Patil	Joint secretary
Shri. S. V. Yaraddi	Treasurer
Shri. P.M. Ayachit	Member
Shri. B.N.Mudennavar	Member
Shri.M.S.Gadennavar	Member
Smt. S. B. Karadiguddi	Member
Smt. G. C. Karki	Member
Smt. Poornima Pattanashetty	Member
Shri. A. R. Patil	Member
Shri. M. N. Kulkarni	Member

b. We have not conducted elections to the alumni association. Office bearers are nominated on their willingness to work for the alumni. The alumni association was inaugurated on 07/10/2011.

c. Alumni association activities in last two years –

- i. Felicitating alumni members who are in key position.
 - ii. Giving cash prize and honoring the rank students.
 - iii. Organizing guest lecture.
- d. The following are the top ten alumni occupying prominent positions.

Sl. No.	Name of the alumni	Position held
1.	Shri. B. B. Hosamani	Air force officer
2.	Shri. B. A. Mekalmardi	B.E.O
3.	Shri. A.S.Jodageri	B.E.O
4.	Shri. A. B. Adaki	B.E.O
5.	Shri. R. R. Sadalagi	BRC Coordinator, Savadatti.
6.	Smt. M. F. Patil	Lecturer, DIET Belagavi.
7.	Smt. P.S. Guddadanveri	Associate Professor in KUD.
8.	Smt. M. B. Tallur	Principal, KRCECOE, Bailhongal.
9.	Shri. A. S. Amoghimath	Principal, B.F.Y, COE, Munavalli.
10.	Shri. V. L. Patil	Associate Professor in KUD.
11.	Shri. R. G. Melavanki	Head master Govt. High School Kanabargi
12.	Shri. Prakash Melavanki	Head master Govt. High School Mastamardi.
13.	Shri. R.M.Mudakanagoudra	Head master Govt. High School Bhavihal.
14.	Shri. Kasale.	Head master Govt. High School Koppal.

e. Contribution of alumni to the growth and development of the institution -

- i. The alumni association has deposited Rs- and the interest earned is utilized for various activities.
- ii. Alumni members share their innovative ideas and teaching skills with younger generation.
- iii. They acted as a guest lecture to our college.
- iv. They guide students to enter into government jobs.

- v. The top position occupied by alumni motivate our students to achieve top in their life.

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 physical director of our institution along with the sports secretary organizes various outdoor and indoor activities for the student teachers. Various extracurricular activities are organized at the college level and winners are awarded. Our college students have participated in inter zonal kabaddi tournament in the year 2012-13.

Achievements

- i. Kumari. Bhagyashri Totagi got second prize in Janapad singing competition organized by SRK COE, Ilkal in the year 2012-13.
- ii. Kumari. Savita Patil secured third prize in speech competition organized by KSR COE, Belagavi in the year 2012-13.

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.

- i. During the block teaching the teacher trainees are guided to bring out manuscripts magazines by school students.
- ii. Students are encouraged to prepare envelopes, greetings, covers, candles and chalk piece under SUPW.

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

Yes,

The institution has student's union comprising representatives from students, teacher educators and principal. The secretaries of different departments are selected on the basis of merit in the previous examination.

Student Union President – Smt. M. B. Tallur Principal.

General Secretary - Kumari. Suvarna Hosamani

Sl. No.	Department	Chairman	Secretary
1.	Cultural activities	Shri. P. M. Ayachit	Kumari. Savita Anikivi.
2.	Sports activities	Shri. B. C. Harlapur	Kumari. Kalpana Hiremath
3.	CTC	SHRI. P. B. Hooli Smt. B. M. Kadeshnavar	Kumar Demappa Bodaki
4.	SUPW Activities	Shri. M. S. Gadennavar	Kumari. Rajeshwari Uppin
5.	Library	Shri. M. S. Gadennavar	Kumari. Shivaleela Mudakanagoudar
6.	Discipline and Attendance	Smt. S. B. Karadiguddi	Kumari. Rajeshwari. Mugadainavar
7.	Educational Tour	Shri. B. N. Mudennavar	Kumari. Savita Shighihalli
8.	Ladies representative	Smt. B. M. Kadeshnavar	Kumari. Roopa Matolli

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

The institution has its various bodies and their activities which have student representatives in addition to student union are as follows.

Department	Activity
Cultural Activity Committee	It conducts all the cultural activities and organizes various programmes like, celebration of national days, quiz, singing, speech competitions etc.
Sports and games committee	This committee conducts all the indoor and outdoor sports activities under the supervision of physical director.
Library committee	It recommends for the purchase of essential books, magazines, news papers and educational volumes.
Citizenship camp committee	Conducts three days CTC camp in rural area and organizes various activities to develop civic sense

	and social responsibilities among pupil teachers.
Alumni Association committee	It organizes lectures from eminent teachers to guide our students.
Student grievance & redressal committee	Grievances of student teachers are redressed. Medical checkup was done.
Red Cross committee	Awareness about the donation of body and its organs. Awareness about the environment.
SC/ST Cell	Helps in releasing scholarship and develops awareness among SC/ST Students about the government facilities given to them.
tour & excursions committee	Organizes one day tour to the places of historical importance.
SUPW Committee	Organizes different activities like, preparing candles, chalk piece, envelops, greetings etc.
Discipline Committee	Attendance and prayer thought of the day.

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?

Yes,

1. Student teachers provide feedback about their teachers in the proforma provided to them.
2. Suggestion box is kept, through which students are encouraged to give their suggestions, complaints through letters.
3. At the end of each academic year students opinions are taken into consideration for the college improvement.
4. In governing body meeting our board of directors give suggestions to improve the quality of teacher training programme.

5.4 Best Practices in Student Support and Progression

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

The best practices of the institution in student support and progression are:-

- Best practice – I, Selecting best boy and best girl.

Throughout the academic year our college of education along with providing good training to become competent teachers, it also tries to develop as an ideal individuals who have social, moral and spiritual values. At the end of the academic year our faculty members identify best boy and best girl among the student teachers keeping in view their attendance, morality, participation in curricular and co curricular activities etc.

- Best practice – II, Deepadan samarambh.

A lamp cannot light another lamp unless it is burning. Likewise a teacher cannot truly teach unless he continues to learn. This statement emphasizes need for the teacher to remain a learner throughout. Realizing this, our institution has a tradition of celebrating deepadan samarambh in a unique way. In this best practice students will take oath of the commitment to their profession and transferring their wisdom to the next generation.

- Best practice – III, awarding students at the annual gathering.

On the last working day of the academic year college arranges farewell to student teachers. All the students gathered for the last function. An eminent educationist is invited for this function, through him awards and cash prizes are distributed to the students who secure top positions in their different subjects.

CRITERION VI:

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

The institution was established in 1986. It has its own vision, mission and goals. The purpose of the institution is to give quality teacher education according to the aims of education to the urban and rural graduates of the surrounding areas.

Vision:

To achieve academic excellence through hard work, critical thinking and effective decision making.

Mission:

To equip and empower students with relevant knowledge, competence and creativity to achieve innovations in teaching by curricular and co curricular activities to realize the goals of education.

Goals:

- b. To empower the student teachers to face the challenges of competitive world.
- c. To provide a nurturing environment to learn and grow.
- d. To prepare an individual for employment and advancement in his chosen career.
- e. To develop cognitive skills among pupil teachers.
- f. To develop socio cultural values in the society.
- g. To develop a lifelong desire in individuals to create a positive change in the society and contribute to the economic development of the nation.

The vision, mission and goals of the institution are made known to the different stakeholders as follows:

- 1. Vision, Mission and goals are hoisted on the college website.
- 2. Displaying at different locations in the college such as office, library, lecture hall, principal chamber and at the college entrance.
- 3. In the student's observation book.
- 4. During induction programme.

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?

The college which is giving teacher education to graduate students includes the institution's goals and objectives in terms of addressing the needs of the society in its mission. The mission of the institute also includes the needs of the students, the school sector, education institution's traditions and value orientations.

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

Kittur Rani Channamma College of Education is government aided College. It is affiliated to Rani Channamma University, Belagavi and Governed by Department of Higher Education, Govt. of Karnataka. The decisions for academic and infrastructural needs are taken in the meetings of management which are held quarterly at least. The decisions are executed by the committees of the college which are constituted in the beginning of every academic session. Faculty members are the members and conveners of these committees. Curriculum transactions are made as per the academic calendar.

Our governing body committee is formed as follows:

1. Shri. N. S. Patil Chairman, Sub Committee.
2. Shri. M. V. Wali
3. Shri. M. S. Koujalgi Secretary
4. Shri. R. P. Badas Secretary
5. Shri. R. G. Gataranavar
6. Shri. B. G. Harakuni
7. Shri. D. S. Sangolli
8. Shri. C. G. Deshanur

Management provides necessary facilities for the smooth functioning of the institution.

The principal as the management representative implements the academic activities effectively and efficiently.

Principal of the institution appoints different faculty to committee and allots work.

Faculty members who are the team leaders help in doing the academic activities and report to the principal timely.

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 the Principal of the college discuss the matter regarding the institution and the same is communicated to the staff in staff meetings, various committees of the college carry out the duties assigned to them.

The individual faculty members as leaders of team are accountable to perform different academic activities and report to the Principal.

The principal evaluates the performance and discharge of responsibilities by the faculty and communicates to the management time to time.

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

The Management and the Principal review the activities of the institution in various meetings of governing body and meetings of the staff. The Governing body comprises elected office bearers and Principal. The principal acts as a liaison between management and the faculty member. He regularly keeps in touch with the management in developmental activities and academic matters. The members of the teaching and non teaching staff approach the principal and discuss about academic and administrative issues concerning to the institution.

6. How does the institution identify and address the barriers (if any) is available for the management to review the activities of the institution?

Mission and goals are observed and evaluated in meetings time to time. Barriers are identified if any. These meetings are arranged with the staff, governing body, students and alumni association. The suggestions are invited from various stakeholders.

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

There are two levels of management a) Institutions level b) governing body level. At both levels mission, goals, administrative and institutional objectives/processes are discussed thoroughly. The committees are formed/comprising teaching staff members for smooth administration. The works assigned to various committees are assessed in meetings and head of the institution keeps keen observation on the process. The Management encourages faculty members to pursue faculty improvement programmes such as attending National/International seminars, workshops and conferences to achieve excellence.

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 academic activities are conducted as per the academic calendar prepared at the beginning of the B.Ed course under the leadership of Principal. The Principal fulfils the leadership role is governance and management of curriculum by observing the activities done by faculty members. The infrastructural, material and curriculum resources are fully utilized by the students. The principal as the head of the institution constitutes various committees wherein she is the chair person and evolves strategies for academic growth.

Curriculum

- Helps the faculty members to prepare academic calendar of institution keeping in mind university calendar.
- Principal helps in preparation of time table and allots specific subjects to the faculty and observes keenly curricular transactions.

Administration

- The principal appoints various committees.
- Make supervision in conducting activities smoothly.
- Provides valuable suggestions to improve the curricular activities.

Resources

- With management permission allots funds to different committees to conduct activities.
- Provides library facilities and technological devices.

Utilization of resources

- The faculty members make use of psychology laboratory, technology laboratory, science laboratory and computer laboratory for effective teaching learning process.
- Library resources are to be utilized by staff and students to the optimum level.

6.2 Organizational Arrangements.

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 college has constituted various committees like, NAAC committee, Timetable, Examination, Sports, Discipline, Library committee, Cultural committee, SUPW, CTC, etc. These committees make decisions regarding academic arrangement, infrastructure, extension and examination. Meetings of these committees are held periodically under the Leadership of principal. Different committees for the academic year 2013-14 are as follows:

NAAC Committee –

1. Smt. M. B. Tallur Chair person
2. Shri. P. M. Ayachit coordinator
3. Smt. S. B. Karadiguddi Asst. coordinator
4. Smt. B. M. Kadeshnavar IQAC coordinator

This committee conducts and distributes responsibility to different faculty members according to their competencies.

Time table committee –

1. Smt. M. B. Tallur Principal
2. Shri. B. N. Mudennavar Asst. Prof.
3. Shri. M. S. Gadennavar Asst. Prof.

The committee met four times and prepared time table according to university calendar.

Examination committee –

1. Smt. M. B. Tallur Principal
2. Smt. S. B. Karadiguddi Asst. Prof.

The committee conducts two tests in each semester. Prepares and submits internal assessment of each semester to RCU Belagavi. Makes necessary arrangements to conduct university examination.

Sports committee –

1. Smt. M. B. Tallur Principal
2. Shri. B. C. Harlapur Physical Director
3. Miss. Kalpana Hiremath sports secretary

The committee conducts annual sports in which indoor games and outdoor games are organized. It gives prizes to winners at the time of annual gathering.

Discipline committee –

1. Shri. B. C. Harlapur Physical Director
2. Smt. S. B. Karadiguddi Asst. Prof.

This committee looks after the regular attendance of the students. Conducts morning assembly and prayer where in Nadageete and National anthem sung by the students everyday and also students read news headlines.

Library committee –

1. Shri. M. S. Gadannavar Asst. Prof.
2. Miss. Savita Shigihalli Student Secretary

The committee looks after the books provided to the student teachers and faculty members. Suggests purchasing necessary books and journals for the college library.

Cultural committee –

1. Shri. P. M. Ayachit Asst. Prof.
2. Miss. Savita Anikivi Student secretary

This committee conducts several activities like, celebration of National festivals, speech competition, debate competition, singing competition and quiz competition etc., Awards certificates and cash prizes to the winners.

SUPW committee –

1. Shri. M. S. Gadannavar Asst. Prof.
2. Miss. Rajeshwari Uppin Student Secretary

The committee invites guest faculty and make arrangements in preparation of candles, chinks, envelopes, greetings and other craft work with low cost no cost materials.

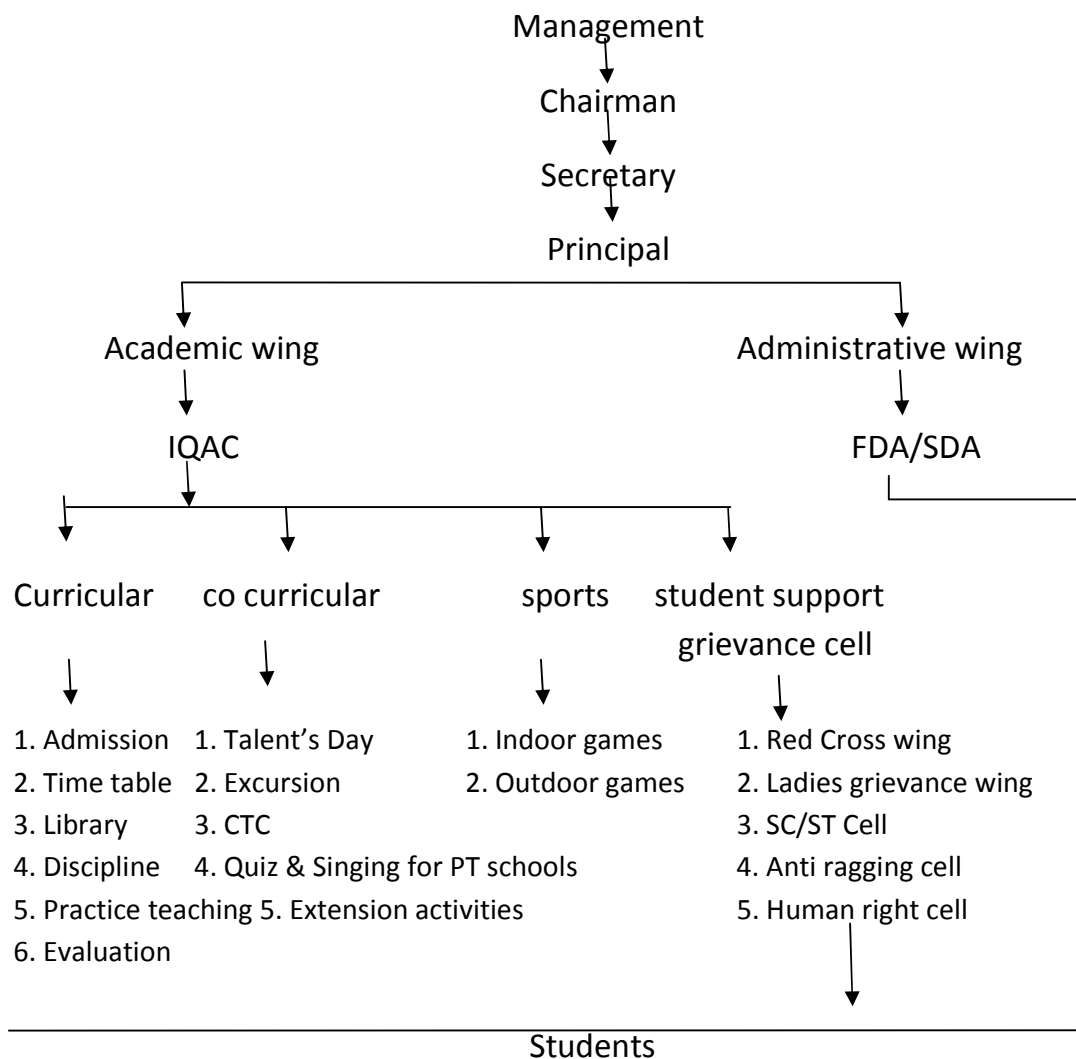
CTC Camp –

1. Shri. P. B. Hooli Asst. Prof
2. Smt. B. M. Kadeshnavar Asst. Prof

This committee conducts citizenship training camp wherein activities like, swachchata abhiyan, yoga are to be conducted and awareness about rural community and civic sense is developed.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

Organizational structure



The details of academic and administrative bodies of the institution for 2013-14 sessions are as follows:

NAAC Committee –

5. Smt. M. B. Tallur Chair person
6. Shri. P. M. Ayachit coordinator
7. Smt. S. B. Karadiguddi Asst. coordinator
8. Smt. B. M. Kadeshnavar IQAC coordinator

Time table committee –

4. Smt. M. B. Tallur Principal
5. Shri. B. N. Mudennavar Asst. Prof.
6. Shri. M. S. Gadennavar Asst. Prof.

Examination committee –

1. Smt. M. B. Tallur Principal
2. Smt. S. B. Karadiguddi Asst. Prof.

Sports committee –

4. Smt. M. B. Tallur Principal
5. Shri. B. C. Harlapur Physical Director
6. Miss. Kalpana Hiremath sports secretary

Discipline committee –

3. Shri. B. C. Harlapur Physical Director
4. Smt. S. B. Karadiguddi Asst. Prof.

Library committee –

3. Shri. M. S. Gadennavar Asst. Prof.
4. Miss. Savita Shigihalli Student Secretary

Cultural committee –

3. Shri. P. M. Ayachit Asst. Prof.
4. Miss. Savita Anikivi Student secretary

SUPW committee –

3. Shri. M. S. Gadennavar Asst. Prof.
4. Miss. Rajeshwari Uppin Student Secretary

CTC Camp –

3. Shri. P. B. Hooli Asst. Prof
4. Smt. B. M. Kadeshnavar Asst. Prof

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

The administration is decentralized by authorizing the various administrative committees to take decision in respective purposes they are meant. However governing body is constituted of elected office bearers of general body members, principal.

The roles assignment/performed by these are as follows:

Principal:

- (1) Linkage between university, government & institution.
- (2) Framing of different committees and assigning work to these.
- (3) Certifying pays bills.
- (4) Observation of rules.

Affiliating University:

- (1) Curriculum Framing.
- (2) Examination and award of degree.
- (3) Selection of staff.
- (4) Academic norms.
- (5) Admissions of B.Ed.

Governing Body:

- (1) Suggestions for functioning of IQAC.
- (2) Selection/appointment of employees.
- (3) Growth of institution.

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

The institute collaborates with the following to improve and plan the quality of educational provisions:

- (1) Affiliating university.
- (2) Dept. of Education, Rani Channamma University, Belagavi.
- (3) CTE Belagavi
- (4) Management
- (5) Principal and staff of practice teaching schools.
- (6) Alumni association.
- (7) Community.

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

Feedback is taken from students, alumni and community regarding resources in Library, infrastructure & curriculum transaction, performance of teachers and overall performance of institution. The feedback is being used to improve in different aspects.

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

The institution promotes cooperation among faculty members by organizing staff meeting and get together.

1. Faculty members share their knowledge and experiences which they gain in orientation and refresher courses, workshops, seminars and conferences.
2. Institution holds good relation with neighbouring colleges for promoting cooperation and sharing knowledge.
3. Various club activities in the college bring out the originality and create a conducive environment in the institution.
4. Guest lectures are organized to promote the sharing of knowledge among faculty and student teachers.

5. The faculty members have benefitted with working pattern of reputed college by visiting SRK College of Education, Ilkal.
6. Meetings held by the principal help in sharing the knowledge among the faculty members.

6.3 Strategy Development and Deployment

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

As such the college has no specific provision of MIS but all the information regarding academic and administrative aspects of the institution are collected collectively.

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

The institution has formulated plans and projects in advance for future views in a phased manner. They are –

1. Faculty improvement programmes like, ICT Training, personality development and communication skills are conducted to enhance skills among the faculty members.
2. The library has planned to introduce infolibnet.
3. Institution sends IA Marks online through OAISIS.
4. The institution helps financially through employee's cooperative society.
5. This year biometric system is introduced.

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

Human resources are fulfilled as per the recruitment rules of NCTE and UGC Norms by Government of Karnataka. The salary of the faculty is being paid by the government. Other financial expenditures are met through fee collection from the students of government quota (75) and management quota (25).

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

Academic calendar is prepared at beginning of the session keeping in view the university calendar. Particularly for block teaching, meetings are held with head masters and teachers of practice schools to discuss about the practice teaching programme for student teachers. Feedback of previous session is taken into account so that the deficiencies can be removed to strengthen the block teaching.

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

The individual employee has freedom of expression and is made aware of objective of institution. Employees are members of various administrative committees. The meetings of these committees are held time to time. Contribution of every employee is assured through the responsibilities given to administrative committees.

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

The vision, mission and implementation are monitored, evaluated and revised timely.

(1) All academic and administrative decisions are taken by the authorities in the light of vision, mission and goals of the institution.

(2) A committee of senior faculty under the principal will go in detail of every decision taken by the institution.

(3) At the end of each semester the institution does evaluation keeping in view vision, mission and goals.

(4) Results are considered for next academic session.

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

Latest technologies are used for academic and administrative work of the institution. For office works, computers are used. Well furnished seminar room, computer room and class rooms are available in college. Institution plans to

introduce digitalized library. Adequate training will be provided to the faculty members as per their requirement.

6.4 Human Resource Management

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

Faculty members are allowed to attend seminars, workshops, conferences of state, national and international level organized at different places. They are also allowed to attend the orientation and refresher courses which are needed for their career development. Institute arranges special lectures for value education and motivates the faculty to do research work.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching research and service of the faculty and other staff?

1. The institution evaluates the performance of the teachers by giving questionnaire to student teachers.
2. The faculty members work as guest lectures, resource persons at various functions of nearby institutions.

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

1. Management personnel interact with faculty and discuss their difficulties faced in conducting B.Ed course and remedial measures are to be taken.
2. During various celebrations, members & officer bearers of governing body are invited. They also motivate the staff for better performance & cohesiveness.
3. Loan facility will be provided by the employee's cooperative society run by KRCSociety, Bailhongal.

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.

* For non-teaching staff, institution has provided computer training to improve efficiency.

* Content enrichment programme was done in the year 2006 when our institution was affiliated to Karnataka University Dharwad.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skill (Recruitment policy, align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?)

(1) Faculty is appointed on sanctioned posts on regular basis through the procedure as per norms of govt., university, UGC and NCTE.

(2) If necessary, Adhoc Faculty is appointed by the Management through selection panel comprises management nominee, principal and subject experts.

(3) Service conditions are very good.

6. What are the criteria for employing part-time /Adhoc faculty? How is the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

The management recruits part time/adhoc faculty when there is increase in the workload or whenever vacancy arises. State government, UGC and NCTE norms are followed while recruiting.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (e.g. 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 association).

The institution promotes faculty improvements by:

1. By deputing to attend refresher and orientation programme with leave.
2. Members of the faculty are encouraged to conduct and organize workshops/seminars in the college campus and expenditure is barred by the college.
3. Well equipped library and internet facilities are provided to help in research work.
4. Duty leave is provided to faculty to participate in seminars, workshops & conferences etc.
5. Faculty is supported financially (if required) to carry research work.

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 has sufficient infrastructure for different activities. Separate psychology lab, science lab and computer lab is maintained by the institution.

Cubicles have been provided to faculty members. Spacious staff room is available in college. Computer & Internet facilities are available in college for students & faculty members.

Along with this all basic infrastructural facilities are provided.

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

The institution has made a system to get information by faculty members/other stakeholder in the following ways:

(1) Every notice/information from any related agency i.e. university/govt./NCTE/UGC etc are circulated among students and faculty members.

(2) These are displayed on notice boards.

(3) The faculty and other stakeholders informed directly from the college office and any complaints are received by the principal and through the grievance cell established in the college.

(4) Students and faculty members and other stakeholders are informed by using technological Medias like telephone, SMS and E-mail.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The faculty is encouraged to be engaged in a wide range of professional and administrative activities as follows:

1. Mentoring system is followed and pupil teachers are distributed equally to each faculty member.
2. Our faculty members cooperate with practicing schools and actively participate for the welfare of student teachers.
3. Faculty members are involved in professional and administrative activities.

4. Faculty members organized community activities through which awareness is to be brought for the community.
5. Faculty members are sent on duty leave for their academic development and research work.

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

Yes,

The institution motivates the staff members to advance their career and enhance their knowledge and skill. Appreciation is provided in stakeholders meeting and college functions.

6.5 Financial Management and Resource Mobilization

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

The revenue and income generated through fees collected from students. The faculty is getting salary by Government of Karnataka.

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

No donation is taken.

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

Yes, the operational budget of the institution is adequate to cover day-to-day expenses. The college has necessary budget to day to day expenses like telephone, electric bill, papers and magazines. Any deficit in the budget is met by the management.

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).

1. Fees collected through students.
2. Interest earned by the bank deposits.
3. Contribution of management for developmental activities.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

The accounts are audited regularly internally as well as externally. During last two years there have been no major pending audit paras, objections raised and dropped.

6. Has the institution computerized its finance management systems? If yes, give details.

Financial management system is done manually as well as computerized.

6.6 Best Practices in Governance and Leadership.

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

Efforts are made to create conducive teaching-learning environment by following the norms & regulations set up by various authorities like management, university, HEC, UGC etc.

1. Regular meetings are held to have an over view of the academic environment of the institution.
2. Our institution is primarily academically oriented and student focused.
3. Formation of committees to carry on curricular and co curricular activities of the B.Ed course.
4. The management best practices envisage the turning out of employable and socially sensitive teachers. The quality culture is initiated by visionary leadership and achieved by the missionary zeal of the institutional community as a whole.
5. The team work is encouraged by the institution & the bond created among different personnel is through working together for common mission & goals.

2. Governance and Leadership Additional Information

1. The college has an internal coordinating and monitoring system which functions through various committees.
2. There is a Women Cell, Grievance- Redressal Cell in the college.
3. The college has constituted different committees for smooth administration of the institution.

4. Headmasters of the schools are also consulted for smooth functioning of teaching practice session.
5. Various awareness programmes are organized with the collaboration of other agencies like Hospital and Rotary club.
6. The institution avails services of J.E. for building construction.

Criterion VII:

Innovative Practices

7.1 Internal Quality Assurance System

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

Yes, institution has established IQAC in 15/1/2010 to ensure quality improvement in the entire activities of the institution.

Composition of IQAC:

1.	Smt. M. B. Tallur principal	Chairman
2.	Shri. P. M. Ayachit Asst. Prof	NAAC Coordinator
3.	Smt. S. B. Karadiguddi Asst. Prof	Asst. NAAC Cordinator
4.	Smt. B. M. Kadeshnavar Asst. Prof.	IQAC Coordinator
5.	Shri. P. B. Hooli Asst. Prof	Member
6.	Shri. B. N. Mudennavar Asst. Prof	Member
7.	Shri. M. S. Gadennavar Asst. Prof	Member
8.	Shri. B. C. Harlapur Phy. Director	Member

Major activities under taken by IQAC:

1. University level workshop on development of SSR.
2. Extension activities like, free medical checkup camp, Yoga camp, awareness programmes on environment and voting.
3. Conducting remedial classes for slow learners.
4. Organizing guest lectures.
5. Faculty development programmes.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Different committees constituted by the college critically analyze the efforts made by the institution to evaluate the achievement of goals and objectives. It also involves this evaluation of feedback received from students, Head of practice, teaching schools, alumni members and community members. All the feedback and evaluation are discussed in meetings comprising Principal, teaching and non-teaching staff twice in an academic session. The suggestions received from different concern are included for execution in next session activity plan.

3. How does the institution ensure the quality of its academic programmes?

The IQAC designs academic calendar and action plan accordingly it is carried out to ensure the quality of the programme.

1. In order to ensure the quality of its academic programmes, the institution made Academic Calendar comprising different academic and co-curricular activities before the commencement of the session.
2. It includes extra classes, notes facility, organization of seminars, workshops, discussions which facilitate the slow learners and also the students of excellence.
3. Student's feedback is collected on curricular aspects.
4. Innovative teaching methods are adopted.
5. Celebration of National and International days are observed.
6. Different cells are initiated and channelized.
7. Induction programme is conducted by faculty members.
8. Micro teaching workshop is to be conducted.
9. Orientation and demonstration programmes are organized.
10. Construction of achievement test is to be done for effective evaluation.

4. How does the institution ensure the quality of its administration and financial management processes?

The institution adopted a decentralized process for administration. Different administration committees are formed at institutional level comprising one senior faculty member as convener and a Student teacher is involved in the administration through various bodies like Academic Committee, Discipline Committee, Library Committee, Cultural Committee, sports committee, SUPW, CTC & Tour committee. All the committees plan and execute the development of the institution. Annual auditing is done by the chartered accountant.

5. How does the institution identify and share good practices with various constituents of the institution.

In order to identify and share good practices with all constituents, the institution has made proper co-ordination by organizing periodical joint meetings of administrative and academic constituent's interaction with the constituents helps in identifying and sharing good practice. The institution maintains continuous interaction with all its constituents like subject clubs, alumni, sports, SC/ST Cell, grievance redressal cell etc. these constituents share their ideas to enhance quality in teacher education programme.

7.2 Inclusive Practice

1. How does the institution sensitize teacher to issues of inclusion and the focus given to these in the national policies and the school curriculum.

Faculty members get the knowledge about the policies and issues regarding inclusive education through newspapers, journals, periodicals and internet. Student are further encouraged to participate in seminar or conferences to develop sensitivity as regards to the issues of inclusion.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

In B.Ed there is theory paper like educational psychology through which students gets theoretical knowledge about the exceptional children. The institution organizes co curricular activities based on inclusion and gender difference. The institution also organizes extension activities, extension lectures and seminars etc to sensitize the students regarding this issue.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

1. Student teachers are provided equal opportunity.
2. The infrastructure facilities are availed by all the student teachers.
3. Individual attention is given to support the students.
4. Problems faced by the student teachers are discussed in the staff meetings.
5. Participation of student teacher in group discussion, cultural activities, sports and games help them to create learning environment.

6. Attending special lectures, seminars and workshops enhance their learning process.
7. Meritorious students are awarded by issuing shields, trophies and cash prizes.
8. Learning resources like library, computer lab, internet facility help student teachers to improve their academic performance.

4. How does the institution ensure that student teacher develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution ensures the student teachers for developing proficiency as follows:

1. Lesson plans are prepared keeping in mind the intellectual, emotional and social background of practice teaching school children.
2. Guidance and counseling is to be done.
3. Diagnostic test and remedial classes are to be conducted for slow learners.
4. Student teachers used different charts, model and specimens to make learning effective.
5. Live projects are assigned to advance learners.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institution addresses the needs of the following students by providing special attention as follows:

Physically challenged students:

1. Special seating arrangement is made in the classroom.
2. Physically challenged students are allotted to the schools of their choice for practice teaching.
3. Extra one hour time duration is given to physically challenged students in the semester exam by taking permission from the university.

Differently abled students:

Slow learners:

1. Providing simple course materials for slow learners.
2. Revision of topics made.
3. Bilingual explanation done while teaching.
4. Interaction method is used.
5. Counseling will be done by the concerned faculty.

Advanced learners:

1. Providing more number of books and extra library timing.
2. Motivating them to participate in co curricular activities.
3. Access through internet.
4. Encouraging them to prepare working models, charts, OHP and PPT presentations.
5. Giving awards and rewards.

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)?

Although ours is a coeducation institution, we have 64% of women students studying in the B.Ed course and 30% women faculty. The Institution is aware to handle gender sensitive issues. Women cell is active in the college. Special care is taken to avoid any discrimination. Women Cell ensures the active participation of girl students in every programme organized by the institution.

Usually mixed groups are constituted for different purposes. Some of the activities of the women cell are: -- Celebration of International and National Women's Day.

-- Extension lectures on gender sensitive issues like women empowerment, female foeticide etc

-- Debate.

-- Speech.

-- Awareness Programmes.

7.3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensures the access to the information on organizational performance to the stakeholders by displaying them on display board of the college, local newspapers, by writing letters to alumni members, parent teacher associations, and on its website also. The institution invites stakeholders in different activities/functions organized in college campus and share institutional achievements and student's excellence with them.

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?

Data regarding various academic and administration aspects are collected from students and stakeholders through feedback Performa and through discussions at the time of different activities. Collected data is being shared and discussed in different committees to bring qualitative improvement. Each semester result is analyzed and evaluated properly and necessary action will be taken for qualitative improvement.

3. What are the feedback mechanisms in vogue of collected collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

1. Feedback is collected from heads of the practice teaching schools about the performance of student teachers in practice teaching schools.
2. Opinions from parents and visitors are also collected for the improvement of programme.
3. At the end of B.Ed course feedback is taken from the student teachers about the course and about the faculty.
4. Feedback from alumni members is collected and their suggestions are taken into consideration in quality improvement.
5. Semester result is also valuable information for quality improvement.
6. Our Board of Directors visit to the institution timely and provide valuable suggestions for the improvement.

7. The student teachers also give feedback through suggestion box. All the collected feedback and suggestions are considered after analysis for quality improvement.

**KITTUR RANI CHANNAMMA EDUCATION SOCIETY'S COLLEGE OF EDUCATION,
BAILHONGAL**

SESSION 2013-14

Mapping of Institutional Academic Activities

1st Semester Academic Activities mapping

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
Admission process																										
Orientation																										
Demonstration /observation of lessons																										
Micro teaching/simulation																										
Theory classes																										
Tutorials/seminars																										
Practical work																										
Preparation of internship (lesson guidance)																										
Practice teaching																										
Tests & Assignments																										
Co curricular activities																										
Working with community/project work																										
University exam																										

2nd Semester Academic Activities mapping

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Theory classes	█	█	█				█	█	█	█	█	█		█	█	█	█			█	█	█		
Tutorials/seminars												█												
Practical work			█			█				█				█										
Preparation of internship (lesson guidance)		█	█																					
Practice teaching				█	█	█																		
Tests & Assignments											█								█	█				
Co curricular activities								█					█		█									
Working with community/project work															█						█			
University exam																							█	█

Note: a week is six working days and a day is of six clock hours. The above mapping covers the entire academic session and may be altered as per the requirements.

Declaration by the Head of the Institution

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge. This SAR is prepared by the institution after internal discussions, and no part 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:

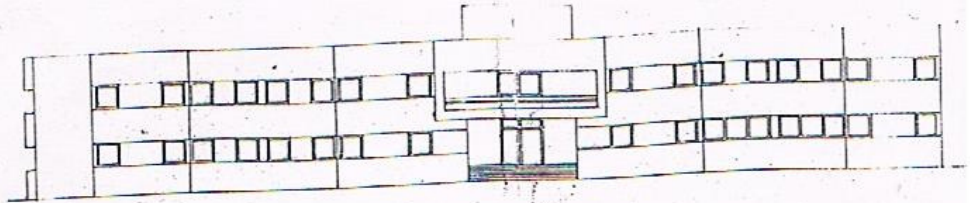
Place:

Date:

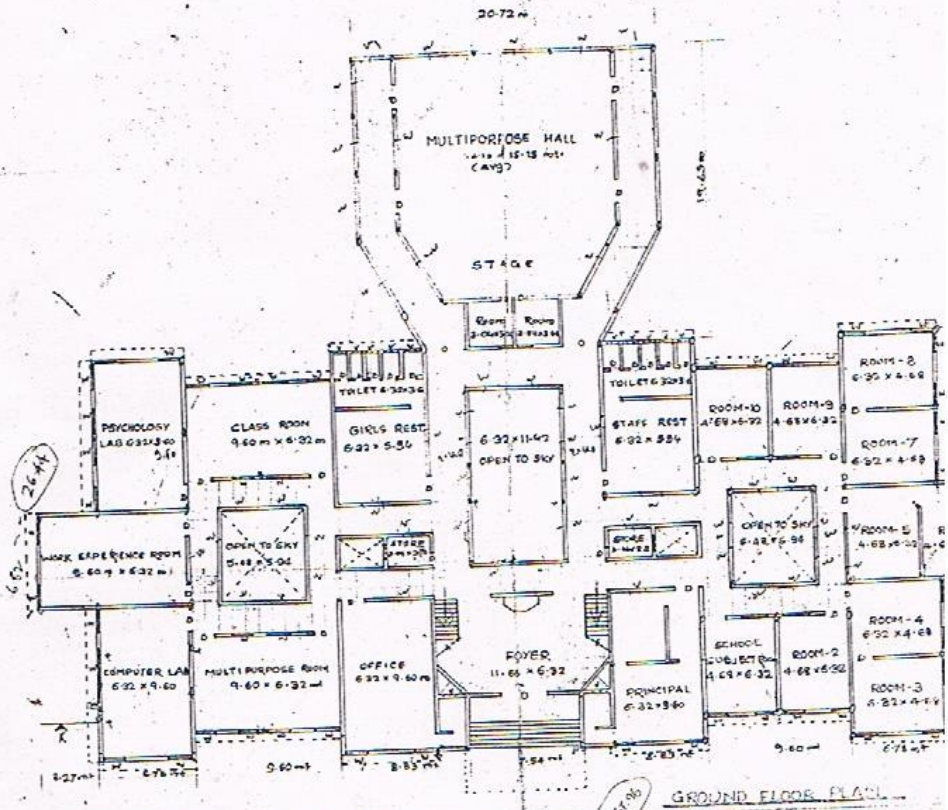
Part – III Annexures

1	Master Plan of the Institution	
2	University Academic Calendar	
3	Institutional Academic Calendar	
4	B.Ed Syllabus	
5	Examination scheme of B.Ed	
6	B.Ed Time Table	
7	Micro Teaching Time Table	
8	Time Table of Practice Teaching Schools	
9	NOC Higher Education	
10	NCTE Recognition	
11	Affiliation Letter	
	a. From Govt. of Karnataka	
	b. From Karnataka University Dharwad	
	c. From Rani Channamma Univeristy Belagavi	
12	Society Registration Letter	
13	Rules and Regulations of the Society	
14	Audit Report	
15	Sample Feed Back Proforma from student about individual teacher	
16	Teacher's Appraisal Report	
17	List of Extra Curricular Activities	
18	Photos of Memorable moments and Infrastructural facilities	

I wing



ELEVATION



GROUND FLOOR PLAN

AREA STATEMENT		SCHEDULE			DESCRIPTION	PLOT BOUNDARY SHOWN IN PROPOSED BUILDING SHOWS IT PROPOSED DRAINAGE SHOWN ALL DIMENSIONS IN MTS
		TYPE	SIZE			
TOTAL PLOT AREA	-	DOOR D	1.52 x 2.43		J.W. FRAME WITH SHORE	
GROUND FLOOR BUILT-UP AREA	-	D1	3.04 x 2.43			
FIRST FLOOR	-	D2	0.91 x 2.43		J.W. FRAME WITH SHORE	
TOTAL BUILT-UP AREA	-	D3	0.76 x 2.43			
COVERAGG	-	O	1.82 x 2.43		GLASS LOWERS	
F. A. R.	-	O	2.43 x 2.43			
		WINDOW W	3.62 x 1.52		GLASS LOWERS	
		W	1.52 x 1.52			
		VENT V	0.91 x 0.91			


ರಾಣಿಚೆನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ,
ವಿದ್ಯಾಸಂಗಮ, ಬೆಳಗಾವಿ-591156
ಕಾನೂನುಬಾಹಿರ ಕ್ರಿಯೆಗಳ ವಿರುದ್ಧ - 4, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಸರ್ಕಾರ, ದೆಹಲಿ
“ಕುಲಸಚಿವರ ಕಾರ್ಯಾಲಯ”

ಸಂಖ್ಯೆ: ರಾಣಿಚೆನ್ನಮ್ಮ/ಕಾನೂನು/ವಿದ್ಯಾಸಂಗಮ/ಬಿ.ಇಡಿ/2013-14/6386

ದಿನಾಂಕ: 17-01-2014

2013-14 ನೇ ಸಾಲದಾಿ ಟಿ.ಇಡಿ (B.Ed) ಶೈಕ್ಷಣಿಕ ಪರಿಷ್ಕೃತ ವೇಳಾವಟ್ಟಿ (ಸೆಮಿಸ್ಟರ್ ಪದ್ಧತಿ)

ಕ್ರಮ.	ವಿವರ	ದಿನಾಂಕ	ವಾರಗಳ ಸಂಖ್ಯೆ	ಒಟ್ಟು ದಿನಗಳು
1	ಟಿ. ಇಡಿ ಕೋರ್ಸಿನ ಶೈಕ್ಷಣಿಕ ಸಾಲು ಆರಂಭ ದಿನಾಂಕ	30-12-2013	ಸೋಮವಾರ	
2	ದಂಡರಹಿತವಾಗಿ ಪ್ರವೇಶ ಪಡೆಯುವ ಕೊನೆಯ ದಿನಾಂಕ	31-01-2014	ಶುಕ್ರವಾರ	
3	ದಿನಾಂಕ 31-01-2014 ರವರೆಗೆ ದಂಡರಹಿತವಾಗಿ ಪ್ರವೇಶ ಪಡೆದ ವಿದ್ಯಾರ್ಥಿಗಳ ನೊಂದಣಿ ಶುಲ್ಕವನ್ನು ಚೆಲನ್ ಮುಖಾಂತರ ದಿನಾಂಕ 03-02-2014 ರಂದು ವಿಶ್ವವಿದ್ಯಾಲಯದ ವಿಶ್ವಾಸಾರ್ಥಿಗಳ ಹೆಸರಿನಲ್ಲಿ ಭರಣೆ ಮಾಡಿ ಪ್ರವೇಶ ಪಡೆದ ವಿದ್ಯಾರ್ಥಿಗಳ ಯಾಜಿಯನ್ನು ಮುದ್ರಣನ 3 ಪ್ರತಿಯಲ್ಲಿ ಹಾಗೂ (Soft Copy) ಯೊಂದಿಗೆ ದಿನಾಂಕ 05-02-2014 (ಬುಧವಾರ) ರಂದು ರಾಣಿಚೆನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವಿದ್ಯಾಸಂಗಮ ವಿಭಾಗ ಸಲ್ಲಿಸುವುದು.			125 ದಿನಗಳು
5	ಇತರ ಶುಲ್ಕಗಳನ್ನು ವಿಶ್ವಾಸಾರ್ಥಿಗಳಿಗೆ ರಾಣಿಚೆನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಳಗಾವಿ ಇವರ ಹೆಸರಿನಲ್ಲಿ ಭರಿಸುವ ದಿನಾಂಕ 15-02-2014			
6	ಮೊದಲ ಸೆಮಿಸ್ಟರ್ ತರಗತಿಗಳ ಕೊನೆಯ ದಿನಾಂಕ	05-05-2014	ಸೋಮವಾರ	
7	ಪರೀಕ್ಷೆಯ ಪೂರ್ವ ತಯಾರಿ	06-05-2014 15-05-2014	ಮಂಗಳವಾರ ಗುರುವಾರ	10 ದಿನಗಳು
8	ಮಧ್ಯಮಾವಧಿ ರಜೆ ಅವಧಿ (ಶಿಕ್ಷಕರಿಗೆ) (ಪರೀಕ್ಷೆಗಳು/ ಪರೀಕ್ಷೆಗಳ ಮೌಲ್ಯ ಮಾಪನ, ಇತ್ಯಾದಿ)	16-05-2014 15-06-2014	ಮಂಗಳವಾರ ಧಾನುವಾರ	30 ದಿನಗಳು
9	ಎರಡನೇ ಸೆಮಿಸ್ಟರ್ ತರಗತಿಗಳ ಪ್ರಾರಂಭ	16-06-2014	ಸೋಮವಾರ	125 ದಿನಗಳು
10	ಎರಡನೇ ಸೆಮಿಸ್ಟರ್ ತರಗತಿಗಳ ಕೊನೆಯ ದಿನಾಂಕ	20-10-2014	ಸೋಮವಾರ	
11	ಪರೀಕ್ಷೆಯ ಪೂರ್ವ ತಯಾರಿ	21-10-2014 31-10-2014	ಮಂಗಳವಾರ ಶುಕ್ರವಾರ	10 ದಿನಗಳು
	ರಜೆ ಅವಧಿ (ಶಿಕ್ಷಕರಿಗೆ) (ಪರೀಕ್ಷೆಗಳು/ ಪರೀಕ್ಷೆಗಳ ಮೌಲ್ಯ ಮಾಪನ, ಇತ್ಯಾದಿ)	01-11-2014 30-11-2014	ಶನಿವಾರ ಧಾನುವಾರ	30 ದಿನಗಳು
12	2014-15 ನೇ ಸಾಲಿನ ಟಿ.ಇಡಿ ತರಗತಿಗಳ ಶೈಕ್ಷಣಿಕ ಸಾಲು ಆರಂಭ	01-12-2014	ಸೋಮವಾರ	

ಸಹಿ/-
ಕುಲಸಚಿವರು



ಕಿತ್ತೂರ ರಾಣಿ ಚನ್ನಮ್ಮ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ, ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ,

ಬೈಲಹೊಂಗಲ.

08288-233389 Email:principalkrcesbedcollege@gmail.com

Calendar of events for the Academic Year 2013-14

First Semester

S.No.	Particulars	Date
01	Reopening of the college	30-12-2013
02	Commencement of 1 st semester classes. Saraswati pooja (Inaugural function)	17-01-2013
03	Orientation programme	21-01-2014 to 24-01-2014
04	Republic Day	26/01/2014
05	Demonstration lesson	31-01-2014 to 03-02-2014
06	Theory classes and guidance	03/02/2014 to 12/02/2014
07	Pratibha Pradarshana	04-02-2014
08	Block Practice Teaching	13/02/2014 to 28/02/2014
09	Women's Day/Debate Computation	08-03-2014

10	Student Union Inaugural function	11-03-2014
11	Science Day	14-03-2014
12	Kavya Gayan Spardhe	15-03-2014
13	Micro Teaching Work Shop	19-03-2014 To 21-03-2014
14	Micro Teaching Practice	22-03-2014 To 28-03-2014
15	Voting awareness jatha	26/03/2014
16	Theory classes	20/03/2014 to 31/03/2014
17	First Test	01-04-2014 to 04-04-2014
18	Theory classes	05/04/2014 to 21/04/2014
19	Ambedkar Jayanti	14-04-2014
20	Second Test	26-04-2014 to 06-05-2014
21	Red Cross Programme	08-05-2014
22	World Environment Day	05/06/2014
23	Submission of assignments	08/06/2014
24	Close of 1 st semester classes	10/06/2014



ಕಿತ್ತೂರ ರಾಣಿ ಚನ್ನಮ್ಮ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ, ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ,
ಬೈಲಹೊಂಗಲ.

08288-233389 Email:principalkrcesbedcollege@gmail.com

Calendar of events for the Academic Year 2013-14

Second Semester

S.No.	Particulars	Date
01	Reopening of the college	3/07/2014
02	Evaluation work RCU Belagavi	03/07/2014 to 14/07/2014
03	Commencement of 2 nd semester classes.	15/07/2014
04	Theory classes and guidance	15/07/2014 to 29/07/2014
05	Block Practice Teaching	30/07/2014 to 19/08/2014
06	Theory classes	21/08/2014 to 11/10/2014
07	Extempore speech competition	25/08/2014
08	Human rights cell activity	28/08/2014
09	Teacher's Day	05/09/2014
10	First Test (25 Marks)	10/09/2014 to 13/09/2014
11	Singing and Quiz competition for practicing schools	19/09/2014
12	SC/ST Cell activity	30/09/2014
13	Anti ragging cell activity	01/10/2014

14	Gandhi Jayanti	02/10/2014
15	One day Educational tour	07/10/2014
16	Valmiki Jayanti	08/10/2014
17	Second Test (80 Marks)	13/10/2014 to 20/10/2014
18	Women's Redressal cell activity	19/10/2014
19	Annual sports	21/10/2014
20	Alumni Association activities	25/10/2014
21	CTC Camp and Work shop on SAR Development	27/10/2014 to 30/10/2014
22	Submission of assignments	05/11/2014
23	Annual Day and Deepadan Samarambh	06/11/2014
24	Close of 2 nd semester classes	06/11/2014

RANI CHANNAMMA UNIVERSITY, Vidyasangama BELAGAVI

Syllabus for BACHELOR OF EDUCATION

B.ED. DEGREE I & II Semester

2012-13 Academic Year and Onwards

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – I

Sl.No	Paper	Paper title	Instructional Hours per week	I. A	University Examination	Total
1	Ed1 S1	Philosophical & Sociological Foundations of Education	4	20	80	100
2	Ed2 S1	Psychology of Teaching & Learning-I	4	20	80	100
3	Ed3 S1	Skills & Strategies of Teaching	4	20	80	100
4	Ed4 S1	Educational Technology	4	20	80	100
5	Ed5 S1- ICT	Information & Communication Technology in Education	4	20	80	100
6	Ed6 MOT-I	Methodology of Teaching –I	4	20	80	100
7	Ed7 MOT-II	Methodology of Teaching –I I	4	20	80	100
8	Ed8 PT1	Practice teaching – I		50	--	50
9	Ed9 PT2	Practice Teaching-II		50	--	50
	Total		28	240	560	800

Semester-II

Sl.No	Paper	Paper title	Instructional Hours per week	I. A	University Examination	Total
1	Ed1 S2	Secondary Education in India status, problems and issues	4	20	80	100
2	Ed2 S2	Psychology of Teaching & Learning –II	4	20	80	100
3	Ed3 S2	Educational Administration & Management	4	20	80	100
4	Ed4 S2	Educational Measurement & Evaluation	4	20	80	100
5	Ed5 S2-OPT	Any one the subjects mentioned below. 1. Value Education 2. Human rights 3. Health & Physical Education. 4. Guidance & counseling in school 5. Environmental Education 6. Action Research 7. Population Education	4	20	80	100
6	Ed6 MOT-I	Methodology of Teaching –I	4	20	80	100
7	Ed7 MOT-II	Methodology of Teaching- II	4	20	80	100
8	Ed8 PT1	Practice Teaching – I		50	--	50
9	Ed9 PT2	Practice Teaching -II		50	--	50
	Total		28	240	560	800

Eligibility to take the Examination

a. A candidate shall appear at the final examination if he/she satisfactorily completes, besides fulfilling all other conditions under regulation of this syllabus.

Guidelines for Internal Assessment:

1 The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.

2 The Registrar(Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 2-3 members. The committee shall ascertain IA marks in the light of guidelines. The Registrar (Evaluation) shall call for all the IA related records of any Affiliated College without any prior intimation or the screening committee may visit any B.Ed college at any time during the office hours without any intimation; and during such surprise visit, the screening committee shall verify the IA records.

3 The individual colleges shall also submit the required descriptive statistics i.e. Frequency distribution, Mean, for (i) Total Internal Assessment (ii) Individual papers and (iii) Internship in Teaching as directed by the Registrar(Evaluation).

4 The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).

5 In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for appropriate action.

6 The decision of the University shall be final.

Scheme of Examination:

1 There shall be a University Examination at the end of each semester.

2 Scheme of studies and examination of the B.Ed. Course (vide Annexure 1)

3 The internal assessment for each Theory and MOT paper shall be 80 and 20 marks respectively.

4. There will be no Co-ordination Board.

Theory Examination – Question Paper Pattern

Pattern of Question Papers for B.Ed. papers Ed₁, Ed₂, Ed₃, Ed₄, Ed₅ MOT 1 and 2
(duration of examination-3 hrs)

Section No. of questions to be answered Marks per question

Total marks Nature of objectives to be covered

A 12 Questions out of 15 questions to be answered

Knowledge / Understanding /Comprehension type questions. Each should answered in not more than one page.

B 2 Questions with internal choice Application, Analysis, Synthesis, Evaluation type questions

Each should be answered in about 2 to 3 pages Total 80

Note : 1. All units in a given subject/paper should be adequately represented in the question paper.

2. Due weightage in terms of marks should be given to each unit.

Internal Assessment:

A. The Internal Assessment marks of the theory papers are as follows.

Particulars Marks

1. Attendance 3 Marks

2. 1st Test in 8th week of 1 hr. duration 4 Marks

3. 2nd Test in 12th week for 3 hrs. duration. 10 Marks

4. Assignment 3 Marks

Total 20 Marks

Attendance Marks Split-up

Attendance (in percentage) 90 and above Above 80 to 90 Above 75 to 80 70 and below

Marks 3 2 1 No Marks

Community Orientation Grades

a. SUPW

b. PE/Games

C. Citizenship Training Camp (CTC)

Grades (A= Excellent, B=Good, C= Average)

SYLLABUS

Bachelor of Education (B.Ed.) Course

Semester – I

Ed₁ Sec. I: Philosophical and Sociological Foundations of Education.

(Compulsory Paper)

60 hours

Objectives: Upon completion of the course the student teacher will be able to :

1. Understand Philosophical and Sociological bases of education.
2. Understand importance of philosophical and sociological perspectives in evolving different aspects of education.
3. Develop insight into Indian and Western Schools of Philosophy as well as the life and contributions of educational thinkers.
4. Understand the different processes in society in relation to education.
5. Develop awareness about various social agencies of education.

Unit 1: Introduction to Educational Philosophy

1.1 Meaning, Nature, Scope and Functions of Philosophy.

1.2 Interrelationship of Philosophy and Education.

1.3 Meaning, Nature, Scope and Functions of Educational philosophy

12 hours

Unit-2:

2.1 Indian Schools of Philosophy and Value Education

2.1.1 Sankhya

2.1.2 Vaisesika

2.1.3 Nyaya

2.2 Educational Thinkers of India : (With reference to Principles, Aims, Method of teaching, teacher's role)

2.2.1 Rabindranath Tagore

2.2.2 Swami Vivekananda

2.2.3 Lord Basaveshwar

2.2.4 Gandhiji's thought on Basic Education and its educational relevance

2.2.5 Jiddu Krishnamurthy

16 hours

Unit 3: Western Schools of Philosophy and Western Educational Thinkers:

- 3.1. Western Schools of Philosophy.
- 3.1.1 Idealism.
- 3.1.2 Naturalism.
- 3.1.3 Pragmatism.
- 3.2 Western Thinkers
- 3.2.1 Paulo Friar.
- 3.2.2 John-Dewey
- 3.2.3 Rousseau
- 3.2.4 R. S. Peters

16 hours

Unit 4: Education and Sociology

- 4.1 Educational Sociology: Concept and Nature
- 4.2 Relationship between Sociology and Education.
- 4.3 Educational sociology :aims and functions
- 4.4 Education and Socialization:
- 4.4.1 Concept and nature of socialization
- 4.4.2 Role of a school in process of socialization.
- 4.4.3 Education as an effective Medium for Social Change.
- 4.4.4 Culture- meaning, universality and Particularity of Culture, Culture lag, Culture and Personality Development.
- 4.4.5 Modernization- meaning & its attributes,

16 hours

Assignments: (any one)

- I. Study of Biography of one of the Eminent Indian Educationist. Assessment Pattern
 1. Photography
 2. Life Sketch
 3. Contributions
 - II. Study of Biography of one of the Eminent Western Educationist. Assessment Pattern
 4. Photography
 5. Life Sketch
 6. Contributions
 - III. Point out 10 School Programmes for Modernizations.
 - IV. Select any one unit from your school subject and prepare and present a Lesson by enlisting various values that can be developed through the content.
 - V. List the activities to be conducted in the schools to promote democracy/secularism/national-emotional integration and international understanding and organize an activity in the school to promote any one of the above mentioned values and submit a report.
- All assignments are compulsory. Each assignment is to a group of 25 students.

Bachelor of Education (B.Ed) course

Semester – I

Ed 2 S1: Psychology of Teaching and Learning (Compulsory Paper)

50 Hours

Objectives: Upon completion of the course, the student-teachers will be able to:

1. Acquire the understanding of meaning and importance of educational psychology and acquire an insight into its methods.
2. Understand stages and aspects of developments, appreciate the role of heredity and environment and become aware of the needs and problems of adolescents.
3. Acquire knowledge regarding the concept, nature and types of human abilities (cognitive, affective, psychomotor) and take measures to enhance human abilities and individual differences.
4. Gain knowledge of theoretical foundations, recent developments and practical educational bearing concerning personality and dynamics of human adjustment.
5. Know the nature and process of learning and to acquire insight into related factors that are influencing on the learning.
6. Familiarise with the students of special ability, children with physical and mental challenge and exceptional children.
7. Acquaint with the view points, approaches and recent developments in the field of motivation with their educational implications.
8. Consider theoretical view points of intelligence and its relationship with creativity with a ability to measure intelligence.
9. Create suitable instructional setting with the knowledge of classroom structure and

dynamics

10. Develop practical skills in administering, analyzing and reporting on standardized tests in learning, intelligence, motivation, personality and classroom dynamics.

Unit 1: Understanding Psychology and Educational Psychology

1.1 Psychology: meaning, nature and scope and branches.

1.2 Educational Psychology: meaning, nature, scope; implications of developmental psychology, social psychology, differential psychology to education.

1.3 Psychological methods: introspection, observation, case study, experimental method and psychoanalysis - meaning, principles, procedures, usefulness to education. **14 hours**

Unit 2: Understanding the Learner and Motivation

2.1 Perspectives of Development: physical, emotional, social and moral – meaning, components and their implications to education

2.2 Adolescent Psychology: significance and characteristics; common emotional, social and moral problems; challenges and responsibility to education.

2.3 Stages of Cognitive Development: Piaget's stages: sensorymotor, preoperational, concrete operational and formal, operational stage;

2.4 Motivation and drive: explanations of motivation, instinct (Mcdugall's views of instincts) and emotions

2.5 Maslow's Hierarchy of Needs

2.6 Attention and Interest – meaning, nature, types, factors and conditions

Favorable for attention

12 hours

Unit 3: Understanding the Learning Theories and Learning Factors

3.1 Learning: definition, nature and process; Principles, Salient features and classroom implications of the following types of learning:

i. Thorndike's laws of learning

ii. Pavlov's Classical conditional theory

iii. Skinner's theory of Operant conditioning

iv. Gagne's Cumulative learning model

3.2 Factors influencing learning – physiological, psychological and environmental; meaning,nature, factors favouring retention, methods to improve retention.

3.3 Transfer of learning – concept, significance, types, theories and implications. **12 hours**

Unit 4:Experiments:

Every student-teacher has to conduct the following experiments and maintain the records-

1. Learning curve (letter digit substitution method)

2. Transfer of training (Mirror drawing)

3. Directed observation and accuracy of reports.

12 hours

Assignments (any one)

1. Case study of 5 students with special abilities/problematic behavior.

2. Assessing cognitive abilities of children in the age group 7-14 using Piagetian conservation Tasks.

3. Studying emotional intelligence of adolescent students using Emotional Intelligence Scale by Hyde, Pethe, Dhar.

4. Administration & Interpretation of strong's vocational interest blanks on 5 addoscent students.

Rani Channamma University, Belagavi.

Bachelor of Education (B.Ed) course

Semester – I

Ed 3 S1 : Skills and strategies of Teaching

(Compulsory Paper)

50 Hours

Objectives : Upon completion of the course the student-teacher will be able to:

1. Acquire competency in different teaching skills.

2. Understand the context of application of different strategies of teaching and also implement them.

3. Understand and appreciate the role of communication in effective teaching.

4. Understand the impact of teacher communication on student's personality development.

5. Understand the various features of models of teaching.

6. Know and understand the correlates of teaching effectiveness.

7. Acquaint with classroom interaction analysis category system.

Unit 1 : Micro-teaching

1.1 Meaning, definitions and importance of micro-teaching.

1.2 Micro-teaching cycle.

1.3 Elements of micro-teaching- modeling, setting (simulation/real), feed-back, integration.

- 1.4 Planning of micro lesson.
- 1.5 Teaching skills-
 - 1.5.1 Introducing lesson
 - 1.5.2 Explaining
 - 1.5.3 Fluency in questioning
 - 1.5.4 Stimulus variations
 - 1.5.5 Probing questions
 - 1.5.6 Black board writing.

(the above skills will be discussed with reference to, meaning, components and observation schedule of the above) **10 hours**

Unit 2 : Strategies of Teaching

- 2.1 Teacher centered methods.
 - 2.1.1 Exposition method-meaning, context of use, features of exposition method.
 - 2.1.2 Demonstration method- meaning, planning and uses.
- 2.2 Learner Centered methods.
 - 2.2.1 Discussion-meaning, planning, context, Choice of topic (issue-based), Teacher providing background information to students, discussion in the class-Role of the teacher
 - 2.2.2 Types of small group -discussion. Brain Storming, Buzz, Panel discussion

2.3 Models of Teaching

- 2.3.1 Meaning, distinction between methods ad models
- 2.3.2 General features in terms of objectives, syntax, social system, principles of reaction, support system and effects.
- 2.3.3 Families of Models of Teaching-
Concept attainment, Role Model (any one model to be discussed with respect to objectives, syntax, principles of reaction and effects) **9 hours**

Unit 3: Communication and Teaching

- 3.1 Meaning and definition of communication
- 3.2 Components of Communication –Sender, message, Channel receiver and feed back.
- 3.3 Types of Communication -Verbal, Nonverbal and extra verbal
- 3.4 Factors affecting Communications (Barriers to Communications- Noise, attitude, knowledge, social system and culture.)

Unit 4 : Teaching Effectiveness

- 4.1 Definition, Distinction among teacher competency
- 4.2 Flanders Interaction Analysis Category System
(description of categories, observation procedures, training in observation, concept of direct/indirect behaviour, relationship between teacher behavior and teaching effectiveness)
- 4.3 Correlates of teaching effectiveness
[i] Clarity [ii] Variability [iii] Enthusiasm [iv] Criticism [v] Teacher indirectness [vi] Student opportunity to learn criterion material [vii] Use of structuring comments [viii] Multiple levels of cognitive discourse **10 hours**

Assignments (any one)

1. Small group discussion: Organization of any one of the following and writing report on it.
 - a) Panel discussion b) Brain storming c) Buzz session d) small Group discussion
2. writing a report on the organization of models of teaching (any one)
 - a) Concept attainment model b) Role Model
3. By following observation schedule of Flanders’s category analysis system. Observe any five practice lessons of teacher students and write a report on it.
4. A seminar on the topic “Communication in teaching” and reporting.

Rani Channamma University, Belagavi
Bachelor of Education (B.Ed) course
Semester – I

Ed 4 S1 : Educational Technology
(Compulsory Paper)

50 Hours

Objectives: Upon completion of the course, the student-teachers will be able to:

1. Acquire the knowledge of meaning, nature and scope of Educational Technology.
2. Understand the Taxonomy of Instructional Objectives, their behavioural terms and frame instructional objective in all the domains.
3. Write Self-instructional Programme for pre-determined terminal student behaviors in a subject area of his choice.
4. Understand the concept of system and systems approach to education.

5. Learn to operate, maintain and use specified media hardware and to produce and select instructional software appropriate to particular occasions.

Unit 1 : Concept of Educational Technology

1.1 Meaning and Definitions of Educational Technology

1.2 Objectives of Educational Technology

1.3 Nature and scope of Educational Technology

1.4 Importance of Educational Technology in teaching – learning process **8 hours**

Unit 2 : Taxonomy of Educational Objectives

2.1 Meaning and Taxonomy of Objectives

2.2 Bloom's Cognitive Domain- knowledge, comprehension, application, analysis, synthesis and evaluation

2.3 NCERT's version of Instructional Objectives and Specifications – knowledge, understanding, application, skill, appreciation, attitude and interest **10 hours**

Unit 3 : Individualized Instruction

3.1 Introductory concepts:

3.1.1. Meaning of Individualized Instruction

3.1.2. Nature and Characteristics of Individualized Instruction

3.1.3. Types of Individualized Instruction

3.1.4. Importance of Individualized Instruction

3.2 Programmed learning

3.2.1 Origin and Historical background

3.2.2 Meaning and Definitions of Programmed Learning

3.2.3 Characteristics of Programmed Learning

3.2.4 Basic Principles of Programmed Learning

3.3.1 Evaluation of a programme :

3.3.1 Individual Testing

3.3.2 Small Group Testing

3.3.3 Field Testing

16 hours

Unit 4: Systems Approach

4.1 Concept of System :

4.1.1 Meaning and Definitions of System

4.1.2 Types of System

4.1.3 Parameter of a System

4.1.4 Flow diagram for designing a System

4.1.5 Steps in Systems Approach with reference to Educational process

4.2 Media Application in Education

4.2.1 Audio-Visual Aids :

• Meaning and Definitions of A-V Aids

• Edger Dale's Cone of experience

• Need and Importance of A-V Aids in Teaching

4.3 Classification of Audio-Visual Aids:

4.3.1 Audio, Visual and Audio Visual Aids; Meaning, Examples and differentiation

4.3.2 Projected and Non-projected Aids; Meaning, Examples and differentiation

4.3.3 Technical and Non-technical Aids; Meaning, Examples and differentiation

4.3.4 Softwares and Hardware's; Meaning, Examples and differentiation. **16 hours**

Assignment: (any one)

1. Development of Programmed Learning Material (20 frames).

2. Preparation of Transparencies and its experimentation (10 transparencies).

3. Preparation of Slides for any topic in Secondary school subjects (15 slides).

4. Preparation, reporting and submission of Audio cassette (2 cassettes).

5. Submission of report for operation & maintenance of hardware (5 hardware)

Rani Channamma University, Belagavi

Bachelor of Education (B.Ed) Course

Semester – I

(Optional Paper)

Eds S1: Information and Communication Technology in Education

(ICTE)

50 Hours

Objectives: Upon the completion of the course the student-teachers will able to:

1. Explain meaning, components, functions of computer and its historical backgrounds.

2. Understand the computer peripherals and its Organization in computer system.

3. Develop skill in handling computer and using word documents.

4. Develop skill in computation, analysis and interpretation of data by using Excel Spread

sheets.

5. Understand the Educational implications of Power Point Presentation and its use in classroom context.

6. Understand the applications of Information Technology in the field of teacher education programme and training.

Unit 1 : Fundamentals of Computer

1.1 History and Generations of Computer

1.2 Meaning, Definition and Characteristics of Computer

1.3 Basic Functions of Computer - Input-Process-Output Concepts

1.4 Anatomy of Computer

1.5 Classification of Computers:

1.5.1 Based on size and capacity (Micro, Mini, Mainframe and Super Computers.)

1.5.2 Based on working principle (Analog, Digital and Hybrid Computers.)

8 hours

Unit 2: Computer Organization: Hardware and Software

2.1 Input Devices:

2.1.1 Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board

2.2 Central Processing Unit:

Arithmetic and Logic Unit, Control Unit and Memory Units.

2.3 Memory Devices (Storage devices):

2.3.1 Primary memory Devices: RAM, ROM, PROM, EPROM and EEPROM.

2.3.2 Secondary memory Devices: Hard Disk, CD-Rom , DVD, Optical Disk, Pendrive.

2.4 Output Devices:

Monitor, Printer, Plotter, Speaker

2.5 Operating System:

2.1.1 Needs and Functions of Operating System

2.1.2 Types of Operating System – single user and multi user

2.6 Programming Languages: Types of Languages – LLL and HLL

2.7 Computer Software:

System Software, Application Software and Operating System

2.8 Computer Virus and its prevention.

12 hours

Unit 3: Microsoft Windows (System Software)

3.1 Introduction to MS-Windows

Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer

3.2 Application Programme: MS-OFFICE (**Application Software**)

MS-WORD, MS-EXCEL AND MS-POWERPOINT.

3.3 Microsoft Word:

3.3.1 Parts of Ms-Word windows, MS-Word Standard, Formatting, Drawing Toolbars.

3.3.2 Starting Ms-Word, Opening a new document. Opening old document, Naming the new document, Saving the document using save and save as commands.

3.3.3 Formatting the Document

Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing.

Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, Shadings.

Page Setup: Paper orientation, Margins and Paper size. Alignment: Centre, Left, Right, Justified

3.3.4 Editing the Document

Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page number, clear

3.3.5 Inserting: Frame, objects, pictures, headers, footers, page number, date and time

3.3.6 Tabs, Tables, Columns: Insert table, delete cells, merge cells, split cells, selectrow, select column, select table, table auto format, cell height and width headings, sort text and formula

3.3.7 Working with the Drawing Tools : Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip vertical, rotate right, reshape

3.3.8 Page setting and printing the document and Mail merge

3.3.9 Educational based applications: Preparation of lesson plans using Ms Word

3.4 Microsoft Excel :

3.4.1 Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars.

3.4.2 Creating a new worksheet, Opening as existing worksheet, saving the worksheet.

3.4.2 Working with worksheet, Inserting and deleting rows & columnsmerge cells, formulae, sorting, inserting charts.

3.4.3 Preparation of School Time Table, Marks list, Salary Bill etc.

3.5 Microsoft Power Point :

3.5.1 Parts of PowerPoint windows, PowerPoint Standard, Formatting, Drawing Toolbars.

3.5.2. Working with Text –Changing Fonts, Changing Font Size and Bold, Alignments, Moving text etc

3.5.3. Working with Graphics – Moving the Frames and Inserting Clip Arts, Inserting pictures, Inserting New Slide, Organisation of Charts, Tables, Designing Templates, Master Slide, Colour box etc

3.5.4. Presentation of Slides – Saving Slides, Auto Content Wizard Slide Show, Animation, etc.

3.5.5. Educational based application, use of the Power Point.

6+6+8=20 hours

Unit 4: Applications Information and Communication Technology in Education

4.1 Introduction to ICT : Meaning, Need and importance of ICT.

4.2 Introduction to Multi Media :

4.2.1 Meaning of Multi media

4.2.2 Scope of Multi media

4.2.3 Components of Multi media

4.2.4 Pre-requisites of Multi media PC

4.2.5 Graphic Effects and Techniques

4.2.6 Sound and Music

4.2.7 Uses of Multi media for teaching

4.2.8 Developing a lesson plan using a multimedia package

4.3 Introduction to Internet

4.3.1 Meaning of Internet

4.3.2 Characteristics of Internet

4.3.3 Uses of Internet

4.3.4 Educational based applications of Internet

4.4 Computer Application in Education

4.4.1 Computer Assisted Instruction : Concept, Characteristics, Modes, Merits and demerits.

4.4.2 Computer Assisted Testing : concept, characteristics, modes, merit and demerits

4.4.3 Computer Managed Instruction : concept, characteristics, modes, merits and demerits

4.5. Introduction to/ website –meaning and importance

4.5.1 Social websites (Blog/Twitter/face book)

Requirements :

1. Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia centre may have to be setup No. of PCs /Systems will be required.

2. It is recommended that for each student teacher get hands on experience at least one hour per week. College is free to design the practical time table.

3. It is recommended that out of 4 Hours a week. (2 Hours theory and 2 hour practical.)

4. Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA

Tutorial / Practicum :

1. Computer Fundamental

- Instructions on operating the Computer
- Connecting of all peripherals to CPU for a system
- Switching on/off/restart
- Inserting/removing a floppy from the floppy drive
- Running a file from a floppy using floppy drive
- Copying a file from hard disk to floppy disk
- Inserting/removing a CD from the CD-ROM drive
- Running a file from a CD-ROM using CD-ROM drive
- Copying files from one drive to another
- Creating a new folder
- Running a file from hard disk
- Connecting the printer and print out hard copies

2. Exercise in Ms-Word

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables
- Practicing Mail-Merge facility
- Working with the drawing tools

3. Exercise in Ms-Excel

- Creating a new worksheet

- Inserting and deleting rows/columns in worksheet
- Formatting and editing of a document - sorting
- Preparation of statement of marks and using of some statistical concepts – Descriptive Statistics
- Preparation of School Time Table
- Preparation of Tables

4. Exercise in Ms-Power Point

- Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation

5. Exercise in Information and Communication Technology

- Browsing the Internet and down loading – search word using search engine
- Working with Multimedia
- Receiving/Sending of E mail and attachment

Assignments: (any one)

1. Write the History and Generations of Computer.
2. Write the Input, Output and Storage devices of Computer system.
3. Preparation of a Lesson Plan, Student List, Letters, Invitations – Hard copy and Softcopy.
4. MS Excel: Preparation of a School Time table, Marks List – Analysis of Data and Graphical representation - Hard copy and Soft copy.
5. MS PowerPoint: Preparation of Animated slides (Insert Pictures, Cliparts, Word art,sound, effects, animation, etc...)for teaching any concept on your subjects.
6. Internet: Surfing Educative websites, downloading, taking a printout, creating E-mail Id.

Rani Channamma University, Belagavi

Bachelor of Education (B.Ed) course

Semester – I

Methods of Teaching (MOT) : Mathematics

40 Hours

Objectives: Upon completion of this course student teachers will be able to-

1. Recall the meaning, nature and scope of mathematics.
2. Acquaint aims and objectives of teaching mathematics in Secondary school level.
3. Plan teaching in mathematics at micro and macro level.
4. Prepare unit plans, resource unit and organize lesson to meet at different class room situations.
5. Analyse and evaluate the curriculum of mathematics at Secondary school level.
6. Apply different approaches and methods of teaching mathematics in classroom situations.
7. Prepare and use instructional materials in teaching mathematics.
8. Prepare different kinds of test and understand the comprehensive evaluation.
9. Participate and organize the different co-curricular activities in mathematics.
10. Understand the professional competencies, commitments and expectations of mathematics teacher.

Unit 1: Meaning, Nature and Scope of Mathematics

1.1 Meaning of Mathematics

1.1.1. As a Science of Number

1.1.2. As a Science of Quantity

1.1.3. As a Science of Measurement

1.1.4. As a Science of Logical reasoning

1.2 Nature of Mathematics

1.3 Scope of Mathematics

1.2.1 Place of Mathematics in day today life activities

1.2.2 Mathematics use in day to day life activities

1.2.3 Relation with School subjects

1.2.4 Relation with other Disciplines – Engineering, Agriculture, Medicine

8 hours

Unit 2: Aims and Objectives of Teaching Mathematics

2.1 Aims/Values of Teaching Mathematics

2.1.1 Meaning of Aim/Values

2.1.2 Utilitarian Aim/Values

2.1.3 Disciplinary Aim/Values

2.1.4 Cultural Aim/Values

2.1.5 Intellectual Aim/Values

2.1.6 Aesthetic and Recreational Aim/Values

2.2 Instructional objectives of Teaching Mathematics

- 2.2.1 Meaning of Instructional Objectives
- 2.2.2 Instructional Objectives and their specifications of teaching mathematics
- 2.2.3 Knowledge
- 2.2.4 Understanding
- 2.2.5 Application
- 2.2.6 Skill
- 2.2.7 Attitude
- 2.2.8 Appreciation
- 2.2.9 Interest
- 2.2.10 Formulation and Statement of objectives in behavioural terms **8 hours**

Unit 3: Instructional Design in Mathematics

- 3.1 Lesson Planning: Meaning, Steps, Importance and Format of Lesson Plan
- 3.2 Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
- 3.3 Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- 3.4 Yearly Planning-Meaning, Principles and Format **12 hours**

Unit 4: Approaches, Methods and Techniques of Teaching Mathematics

4.1 Learner Centered Approach

- 4.1.1 Inductive method and Deductive method
- 4.1.2 Analytical method and Synthetic method

4.2 Activity Centered Approach

- 4.2.1 Guided discovery method and Problem Solving Method
- 4.2.2 Project Method and Discovery Learning Method
- 4.2.3 CAI in Teaching Mathematics
- 4.1 Concept Mapping-Meaning, Advantages and Disadvantages
- 4.4 Techniques of teaching Mathematics
- 4.4.1 Supervised study
- 4.4.2 Oral work and written work
- 4.4.3 Drill and Review
- 4.4.4 Assignment in Maths
- 4.4.5 Home work **12 hours**

Assignment: (any one)

1. Preparation of enriched materials and models in mathematics.
2. Contributions of leading Indian and Western mathematicians.
3. Preparation of work book.
4. Preparing self programmed Learning Material on a topic of mathematics.

Rani Channamma University, Belagavi

Bachelor of Education (B.Ed) course

Semester-I

Methods of Teaching (MOT) : Physical Science 40 Hours

Objectives: Upon completion of the course, the student teacher will be able to:

- 1) Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- 2) Understand the aims and objectives of teaching Physical science.
- 3) State the specific behavioral changes under each objective.
- 4) Understand and make use of different approaches & methods of teaching Physical science.
- 5) Prepare objective based lesson plans and use them in their internship.
- 6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- 7) Plan, use and maintain the physical science laboratory systematically.
- 8) Understand the principles of text-book construction.
- 9) Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- 10) Understand the importance of principles of curriculum construction in the organization of Physical science contact.
- 11) Get mastery in Physical science content and imbibe the special qualities of Physical Science teacher.
- 12) Prepare and use different tools of evaluation to assess the achievements of students in Physical Science.
- 13) Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.

14) Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.

15) Apply the knowledge of physical science to develop scientific thinking and scientific outlook.

16) Develop skills in analyzing the content in terms of concepts and in learning experiences.

17) Construct and administer unit test, conduct experiments improves teaching aids.

Unit 1: Meaning, Nature and Impact of Physical Science

1.1 Concept of science-Science as process and science as a product;

1.2 Nature and Scope of Physical Science

1.3 Impact of Science and Technology on modern living.

1.4 Scientific Attitude - Meaning definition and importances.

1.5 Qualities of a person who possesses scientific attitude.

1.6 Scientific Method-Meaning, importance and steps involved (with an illustration). **8 hours**

Unit 2: Aims and Objectives of Teaching Physical Science

2.1 Aims of teaching Physical science in Secondary school:

2.1.1 Personal development aim,

2.1.2 Learner's academic and process skills development aim,

2.1.3 Disciplinary aim and

2.1.4 Cultural aim.

2.2 Objectives of teaching physical science:

2.2.1 Bases for formulation of objectives

2.2.2 Objectives of teaching Physical science at Secondary level; (To be Discussed keeping in view of the objectives of teaching Physical science enunciated in the physical science syllabi of secondary school of Karnataka);

2.2.3 Instructional objectives of teaching physical science and stating them in observable behavioral changes ; i) Knowledge ii) Understanding, iii)

Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.

10 hours

Unit 3: Approaches and Methods of Teaching Physical Science

3.1 Enquiry Approach -Meaning, Uses with Illustrations, Advantages and disadvantages.

3.2 Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.

3.3 Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.

3.4 Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.

3.5 Demonstration Method- Meaning, uses, Advantages and disadvantages.

3.6 Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages.

3.7 Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.

3.8 Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages.

3.9 Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages.

3.10 Individual Instruction Techniques

3.11 Concept Mapping: Its use for summarizing a unit and evaluating students understanding

10 hours

Unit 4: Instructional Design and Resources for teaching Physical Science

4.1 Lesson Planning-Meaning ,Steps , Importance and Format of Lesson Plan

4.2 Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan

4.3 Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan

12 hours

Assignments: (any one)

1. Survey of the science lab facilities of any five high schools with suggestions for improvement.

2. Organizing science club, conducting activities and writing report on it.

3. Preparation of work book on physical science unit.

4. Preparation of programmed learning material on a unit (about 60 frames).

5. Contributions of Indian scientists to physical science.

Rani Channamma University, Belagavi
Bachelor of Education (B.Ed) course
Semester – I
Methods of Teaching (MOT) : Biological Science

40 Hours

Objectives: - On completion of the course the student teacher will be able to :

1. Understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio-Sciences.
2. Understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms
3. Acquaint with the Resources for teaching Biology & their effective Utilization.
4. Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & LessonPlans.
5. Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision
6. Be introduced to various methods, approaches & models of teaching Biological Science and implement them in their teaching practice.
7. Understand and prepare the different types of test items for the Evaluation of students performance in Biology.
8. Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.
9. Plan & execute various curricular & co-curricular activities related to teaching of Bio-Science

Unit 1: Introduction to Teaching Biological Science

- 1.1 Biological Science: Meaning, Nature and Scope
- 1.2 Relationship between Biology & human welfare
- 1.3 Latest developments in the field of Biology

6 hours

Unit 2: Aims and Objectives

- 2.1 2.1.1 Utilitarian, Cultural and Disciplinary Aims
- 2.1.2 Scientific Attitude and Training in Scientific Method
- 2.2 Instructional Objectives:
Bio - Science in Secondary schools:
 - 2.2.1 As per NCERT Curriculum Framework-2000
 - 2.2.2 As per NCTE Curriculum Framework
 - 2.2.3 As per National Curriculum Framework-2009
- 2.3 Behavior Specifications of Instructional Objectives w.r.t.:
 - 2.3.1 Knowledge
 - 2.3.2 Understanding
 - 2.3.3 Application
 - 2.3.4 Skill

8 hours

Unit 3: Approaches, Methods and Models of Teaching Biology

- 3.1 Approaches:
 - 3.1.1 Structure and function Approach
 - 3.1.2 Types specimen Approach
 - 3.1.3 Inductive and Deductive Approach
- 3.2 Methods of Teaching
 - 3.2.1 Guided Discovery Method
- 3.3 Models of Teaching:
 - 3.3.1 Biological Science Enquiry Model (Joseph Schwab)
 - 3.3.2 Memory Model (J. Lucas)

12 hours

Unit 4: Instruction a Design in Teaching Biological Science.

- 4.1 Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State
- 4.2 Lesson Planning- Meaning, Importance and format
- 4.3 Unit Plan - Meaning, importance and steps
- 4.4 Resource Unit - Meaning, importance and components.

14 hours

Assignments: (any one)

1. Preparing power point slides for any selected unit in VIII or IX class Biology.
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology.
4. Writing of Instructional objectives & behavioral specifications on a selected Unit.
5. Preparing improvised apparatus in Biology
6. Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching.

7. Developing an Achievement test / Diagnostic test.

Rani Channamma University, Belagavi

Bachelor of Education (B.Ed) course

I- Semester

Methods of Teaching (MOT) : History and Civics

40 hours

Objectives: Upon completion of the course the student-teacher will be able to:

1. Understand meaning, scope and importance of History and civics in the school curriculum.
2. Acquire content knowledge of methods of history and civics.
3. Acquire knowledge of aims and instructional objectives of teaching history and civics
4. Acquire skills in planning lessons in History and civics
5. Understand and apply the principles of organizing content in the teaching history and civics.
6. Acquire knowledge about Local, Regional National, and World History.
7. Acquire the knowledge of Instructional Material and resources in teaching History and Civics
8. Preparing suitable teaching devices & using them & organizing field trips.
9. Proficiency in correlating History and civics with other school subjects.
10. Cultivate the qualities of a good History and civics teacher
11. Acquire the knowledge of content of History and civics for viii to xth standard in Karnataka
12. Evaluate History and civics text books and prescribed courses
13. Develop necessary skills in the application of methods and techniques in the classroom

Unit 1: Meaning, Nature and Scope of History and Civics

1.1 Meaning, Nature, and scope of history

1.1.1. History - an art or Science

1.1.2 Modern Concept of History, exploration, criticism synthesis and exposition.

1.1.3 Different levels of History - World History, National, Regional and Local History

1.2. Meaning and scope of civics

2.1.1 Man as a social animal and as a citizen

8 hours

Unit 2: Aims and Objectives of Teaching History and Civics

2.1 Meaning and Importance of teaching History and civics in Secondary Schools

2.2 Aims of teaching History and Civics

2.2.1 Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.

2.2.2 Functional awareness of Rights and Duties of citizens.

2.3 Instructional objectives and values of Teaching History and civics

2.3.1 Knowledge, understanding, critical thinking, skills, Attitude, Interests,

Application - Analysis of these objectives in terms of specific behaviours of learners.

2.3.2 Spelling out Instructional objectives and learning outcomes

8 hours

Unit 3: Instructional design in Teaching History and Civics

3.1 Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments

3.2 Resource Unit

3.3 Unit Plan

12 hours

Unit 4: Methods and Techniques, Instructional Materials of teaching History and civics

4.1 Meaning and need of methods

4.2 Methods and techniques of teaching History –discussion*, project, problem solving, source, dramatization and biographical.

4.3 Methods of teaching Civics - Survey observation, comparative and demonstration.

4.4 Instructional Materials in History and civics :

4.4.1 Collateral Reading – Importance, Reading materials, Historical Novels

4.4.2 Auto biographic, Magazines, News papers Drams, Journals

Audio-Aids- Radio, Tape recorder, Visual-Aids-Maps- Importance,

4.4.3 Types, procedure of using maps, pictures, charts, models, film strips, diagrams ,

4.4.4 Audio-Visual Aids-Films, TV

a. History Room-Meaning and Importance, planning equipping

b. Computers, multimedia packages and Internet as an Instructional aid. **12 hours**

Assignments: (any one)

1. Critically evaluate History Civics content of 8th 9th 10th Standard.

2. Conducting Quiz Competition in History/civics.

3. Survey of the locality and collection of information about places or institutions of historical interests.

4. Organizing short field trip to a place of historical / political interests

5. Preparing resource unit on a topic of your choice in History and Civics.

6. Preparation of materials for a History room or museum

7. Student is also allowed to do his own interested practical work pertaining to the syllabus.

**Rani Channamma University, Belagavi achelor of Education (B.Ed) course
Semester -I**

Methods of Teaching (MOT) : Geography and Economics 40 Hours

Objectives: Upon completion of the course the student-teacher will be able to:

1. Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics
2. Acquire knowledge and understanding of the aims and objectives of Geography
3. Realize the values of learning geography
4. Make use of Audio-visual aids about Geography and Economics
5. Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
6. Develop skills in organizing planning- learning experiments and in writing andorganizing the lesson plan.
7. Acquire the knowledge of Geography Curriculum

Unit 1: Meaning, Nature and Scope of Geography and Economics

- 1.1 Meaning, Nature, Scope and importance of Geography
- 1.2 Branches of Geography and their importance- physical, economic, human and political.
- 1.3 Meaning, Nature, Scope and importance of Economics.
- 1.4 International relations and study of Geography and Economics

8 hours

Unit 2: Aims and Objectives of teaching Geography and Economics

- 2.1 Aims/Values of teaching Geography and Economics
 - 2.1.1 Intellectual aims
 - 2.1.2 Cultural aims
 - 2.1.3 Environmental aims
 - 2.1.4 Utilitarian aims
 - 2.1.5 Aesthetic aims
- 2.2 Taxonomy and objectives of teaching Geography
 - 2.2.1 Knowledge
 - 2.2.2 Understanding
 - 2.2.3 Application
 - 2.2.4 Attitude and interest
 - 2.2.5 National Integration. International Understanding.

10 hours

Unit 3: Instructional Design in Geography :

- 3.1 Meaning, importance and format of lesson plan
- 3.2 Principles of lesson planning
- 3.3 Characteristics of a lesson plan
- 3.4 Unit plan
- 3.5 Resource Unit

12 hours

Unit 4 : Methods of Teaching Geography and Economics

- 4.1 Meaning and importance of methods of teaching Geography and Economics
- 4.2 Different Methods of teaching Geography and Economics
 - 4.1.1 Lecture Method
 - 4.1.2 Laboratory Method
 - 4.1.3 Observation Method
 - 4.1.4 Excursion Method
 - 4.1.5 Project Method
 - 4.1.6 Discussion Method

10 hours

Assignments: (any one)

1. Preparation of charts, globe and models of Geography.
2. Preparation of transparencies about- section of volcanoes, seabed, plains etc.
3. Interpretation of weather maps
4. Drawing of geographical maps
5. Preparation of resource unit in Geography
6. Visit to an observatory, planetarium or Geography museum
7. Collection of specimens
8. Preparation of a project report – based on local geographical survey.

Semester - I Methods of Teaching (MOT) :English

40 Hours

Objectives: upon completion of the course the student teacher will be able to:

1. To master the different techniques, devices of the Second language structure, sounds and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language learning.
5. Plan and execute of different types of lessons in prose, poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio -visual aids in class room situations.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

Unit 1 : Meaning, Nature and Scope of English Language

1.1 Language its nature and structure - Meaning of language, Functions of language - Informative, expressive and Directive Linguistic Principles.

1.2 Structure of English Language - phonological, morphological, Syntactic, Semantic and graphic (a brief explanation of the concepts)

8 hours

Unit 2 : Aims and Objectives of Teaching English

2.1 Aims and objectives of teaching English at the Secondary School level as first and second language.

2.2 English as a library language, link language and international language.

2.3 Position of English in India before and after Independence - The three language formula its meaning and scope.

8 hours

Unit 3 : Instructional design of Teaching English Language

3.1 Teaching of Prose - detailed and non-detailed Objectives - Methods and Approaches steps in lesson planning.

3.2 Teaching of poetry - Objectives - Methods and Approaches - Steps in lesson planning.

3.3 Teaching of Grammar - Objectives - Formal and Functional -Methods of teaching grammar.

3.4 Use of mother tongue in teaching of English, different occasions for its effective use

3.5 Preparation of Unit plan, Resource Unit.

12 hours

Units 4 : Methods, Approaches to Develop English Language Skills

Psychological principles of learning English as a foreign language.

Methods and approaches of Teaching English

- a. Grammar Translation Method.
- b. Direct Method
- c. Bilingual method.
- d. Structural approach- Dr. WEST method
- e. Communicative approach.

4.1 Development of language skills - listening objectives and importance - activities for its development.

4.2 Speaking - Objectives - Activities for its development , role of learning by heart, roleplay, extempore and prepared speeches, debates, language games, substitution table need for correct pronunciation, defects in pronunciation - Remedial Measures.

4.3 Reading - Objectives - Types of reading - silent and a loud, intensive - methods of teaching reading.

4.4 Writing - Objectives - Characteristics of handwriting - dictation.

4.5 Composition - Objectives - Types (oral, written and picture composition) Free and guided composition Translation - Objectives– Importance - Characteristics of goodtranslation.

12 hours

Assignments: (any one)

1. Critical study of any one English Authors literature.
2. Organization and reporting about co- curricular activities which promotes English Learning.
3. Solving Grammar Exercise of 8th or 9th Standard second language English Text Book.

4. Preparation of Substitution table.

Rani Channamma University, Belagavi
Bachelor of Education (B.Ed.) Course
Semester- I

Methods of Teaching (MOT) : Hindi **40 Hours**

Objectives : Upon completion of the course, the student-teachers will be able to:

1. Appreciate the importance of teaching Hindi as a second / third Language.
2. Help the Students to understand the aims and objectives of teaching Hindi.
3. Help pupils to acquire basic skills of language teaching, Aims/Objectives.
4. Know the different methods of teaching .
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

Unit 1: Perspectives of Hindi Language

- 1.1 Meaning and concept of language.
- 1.2 Nature and importance of language
- 1.3 Three language formula and Hindi
- 1.4 Place of Hindi in the Secondary School Curriculum of Karnataka State.
- 1.5 Present position of Hindi in India

a. In the constitution

b. In the life of Indian people

8 hours

Unit 2: Aims and Objectives of Teaching Hindi

- 2.1 Aims of teaching Hindi as a second / third language.
- 2.2 Functional aims of Hindi Teaching.
- 2.3 Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching.
- 2.4 Instructional objectives with practical -- Theoretical background Writing of instructional objectives of Hindi Teaching
- 2.5 Modification of Objectives in terms of behavioural changes.

8 hours

Unit 3: Planning Lessons, Resource Units, Unit Plan, Drill Lessons

- 3.1 Planning of prose, poetry and Grammar lessons.
- 3.2 Processing of lesson notes and micro lesson plans.
- 3.3 Meaning and importance of a Unit plan and administration.
- 3.4 Resource Units – Use and implications.
- 3.5 Plan and process of lessons in Practice teaching.

8 hours

Unit 4: Language Skills

- 4.1 Development of language skills- listening objectives and importance – activities for its development
- 4.2 Speaking – Objectives – activities for its development – role of learning by heart, roleplay, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures
- 4.3 Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading
- 4.4 Writing – Objectives – Characteristics of handwriting – dictation
- 4.5 Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition, Translation – Objectives- Importance's – Characteristics of good translation

8 hours

Unit 5:Curriculum Design

- 5.1 Principles of Curriculum construction of Hindi
- 5.2 Curriculum Design in Hindi - Subject centered – Learner Centered – Problem centered.
- 5.3 Transaction of curriculum / Co-curricular , Extra curricular activities pertaining to teaching and learning.
- 5.4 Curriculum of prose – poetry and composition.
Prose – Ancient / Medieval / Modern prose versions.
Poetry – Bhakti period – Ritti period – Modern period.
Composition – Exercises , Assignments and remedial teaching activities and Grammar – Translations.
- 5.5 Curriculum development and evaluation.

8 hours

Assignments (any one)

1. Solving grammar exercise of 8th and 9th Standard Text books of second language Hindi/Third Language. Hindi
2. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.

3. Construction of substitution – tables on the concerned texts
4. Report on constitutional provisions – provided to Hindi and the implication.
5. A study of an author / poet.

Rani Channamma University, Belagavi.

Bachelor of Education (B.Ed.) Course

Semester – II

Ed1 S2 : Secondary Education in India – Status, Problems and Issues.

(Compulsory Paper)

50 hours

Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in Karnatak.
- To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

CONTENT

Unit -1: Secondary Education

1.1. General Aims and Objectives of Secondary Education and Structure., Education during Post Independence Period. Constitutional provisions for education, Secondary Education Commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,

1.2 Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and 3) KSEEB with respect to curriculum.4) Examination System etc., **12 hours**

Unit - 2: Teacher Education and Secondary School Curriculum

2.1 Status of Teacher Education in India.

2.2 Aims and Objectives of Teacher Education.

2.3 Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE

2.4 Professional organisation in the field of Teacher education

2.5 Salient feature

2.6 Rastriya Madhyamika Shikshana Abiyana (RMSA)

2.7 NCF-2005 **12 hours**

Unit – 3: Efficiency and Productivity of School Teacher

3.1 Secondary School Teacher – Qualifications, Competences, Job Profile, Professional code of Ethical conduct.

3.2 Role of Secondary school teacher in Emerging India.

3.3 Programmes for enhancing efficiency and productivity of school teachers.

3.4 In-service training – orientation and content enrichment programmes.

10 hours

Unit- IV Management of School Programme in Secondary schools.

4.1 Institutional Planning : Meaning, purpose and procedure to plan.

4.2 School Time Table : Importance, principles, procedure and problems involved in the preparation of Time table.

4.3 School records: Types, Importance and Maintenance.

4.4 Co-curricular Activities: Meaning need and importance, Organization.

4.5 Parent Teacher Association, Alumni Association: Need and Functions.

Mother Teacher Association

16 hours

Assignments: (any one)

1. Prepare and execute a plan for making at least two children and one adult literate from the community.
2. Plan and organize a field trip/excursion to a near by area of educational importance and submit a report.
3. Visit to block or district and divisional educational offices and study their educational Management pattern and submit the report.
4. Prepare one project for institutional planning.
5. Critically Study the working of the one of the parent teacher association in any two secondary schools.
6. A critical survey of co-curricular activities in secondary schools.

Rani Channamma University, Belagavi
Bachelor of Education (B.Ed.) Course
Semester II

Ed2 S2 : Psychology of Teaching and Learning(Compulsory Paper)50 Hours

Objectives : Upon completion of the course, the student-teachers will be able to:

1. Acquire the understanding of meaning and importance of educational psychology and acquire an insight into its methods.
2. Understand stages and aspects of developments, appreciate the role of heredity and environment and become aware of the needs and problems of adolescents.
3. Acquire knowledge regarding the concept, nature and types of human abilities (cognitive, affective, psychomotor) and take measures to enhance human abilities and individual differences.
4. Gain knowledge of theoretical foundations, recent developments and practical educational bearing concerning personality and dynamics of human adjustment.
5. Know the nature and process of learning and to acquire insight into related factors that are influencing on the learning.
6. Familiarise with the students of special ability, children with physical and mental challenge and exceptional children.
7. Acquaint with the view points, approaches and recent developments in the field of motivation with their educational implications.
8. Consider theoretical view points of intelligence and its relationship with creativity with a ability to measure intelligence.
9. Create suitable instructional setting with the knowledge of classroom structure and dynamics
10. Develop practical skills in administering, analyzing and reporting on standardized tests in learning, intelligence, motivation, personality and classroom dynamics.

Unit 1: Personality

- 1.1 Personality: concept, approaches (type, trait, factorial) in analyzing personality
- 1.2 Structure, Development and Dynamics of personality given by the following psychologists
 - 1.2.1 Freud
 - 1.2.2 Rogers
 - 1.2.3 Allport
- 1.3 Measurement of Personality Types:
 - 1.3.1 Projective techniques-TAT
 - 1.3.2 Non-projective technique - Interview method

13 hours

Unit 2: Human Abilities

- 2.1 Human Abilities : Concept, nature, types – cognitive, affective, psychomotor.
- 2.2 Individual Differences in Human Abilities : meaning, characteristics, causes, measures to enhance human abilities and individual differences.
- 2.3 Cognitive Abilities : intelligence – concept, nature, distribution, concept of MA, CA and IQ. Guilford's SI model; Tests of intelligence – Kamat test, Bhatia, RPM, Otis test, Cattell's Culture Fair Intelligence Scale.
- 2.4 Creativity : nature factors measurement, promotion, relationship between creativity and Intelligence

12 hours

Unit 3 : Special Abilities of Children and Group Dynamics:

- 3.1 Gifted Children: meaning, giftedness and creativity, identification, characteristics of gifted children and education of gifted children.
- 3.2 Creative children: meaning, identification, and assessment of creativity, fostering creativity, education of creative children.
- 3.3 Backward children: meaning, types, identification courses, and education of backward children.
- 3.4 Mentally Retarded Children – meaning, special features of mental retardation, causes, and education for mentally retarded children
- 3.5 Group Dynamics: Classroom as a social system, Social Evaluation theory – Cooperation and Competition; Sociometry and Classroom Social Distance Scale as a means of grouping.
- 3.6 Classroom Management and discipline: meaning, influencing on pupil behaviour. **13 hours**

- Unit 4 : Experiments :** i. Division of Attention
ii. Distraction of Attention
iii. Cooperation and Competition in learning

Assignments : (any one)

1. Administration, Scoring and interpretation of TAT/HSPQ/EPQ-R (Eysnecks' Personality Questionnaire)
2. Measuring Creativity using Baquer Mehdi Verbal Test of Creative Thinking
3. Study of the structure of a classroom group using sociometric technique or Classroom Social Distance Scale.
4. Measuring intelligence of children by using Guilford's Tests of intelligence / Bhatia's battery of performance Test of Intelligence.
5. Measuring creativity of secondary school students using Baquer Mehdi's Verbal test of creative thinking.

12 hours

**Rani Channamma University, Belagavi.
Bachelor of Education (B.Ed.) Course
Semester - II**

Ed3 S2 : Educational Administration and Management

(Compulsory Paper)

50 Hours

Objectives : Upon the completion of the course, the student-teacher will be able to:

1. Understand the concept and concerns of educational administration and management.
2. Develop an understanding of the role of the headmaster and the teacher in school management.
3. Understand the educational administration and management at the different levels and their functioning
4. Develop the skill of quality control measures in school management.
5. Develop the healthy school climate in the institution.
6. Learn to maintain school office and records.

Unit 1 : Educational Administration and Management: Conceptual Framework

- 1.1 Concept of Organization, Administration and Management.
- 1.2 Distinction between administration and management.
- 1.3 Nature, objectives and scope of educational management.
- 1.4 System approach: Educational institution as a system. Human beings and other resource(Sub-systems) as inputs, process and outputs(products).

10 hours

Unit 2 Administration of Education at the Centre and State

- 2.1. Centre – State Relationship in Educational Administration and Management.
- 2.2 Administration of Education at the Centre.
 - 2.2.1. Ministry of Human Resource Development Department (MHRD)
 - 2.2.2. Advisory bodies to the Central Government on Education: UGC, NCTE, NCERT, CABE, NUEPA.
- 2.3 Administration of Education in the State.
 - 2.3.1 The administrative structure of education in the State.
 - 2.3.2. Control of school education in the State: Role of D.S.E.R.T.
 - 2.3.3. Managerial functions of the State Government in relation to Primary, Secondary and Higher Education and Grants-in-Aid policy
 - 2.3.4 Functions of the Department of Public Instructions in controlling Secondary Schools
 - 2.3.5 SDMC.
 - 2.3.6 Problems of Secondary schools administration in the State

14 hours

Unit 3: Role and Functions of Head Master

- 3.1 Basic functions of management: planning, organizing, directing and controlling, decision making and communication.
- 3.2 Supervision and Inspection. Concepts and scope(areas) of Educational Supervision. Objectives and Features of Supervision.
- 3.3 Types of Supervision.
- 3.4 Functions of Supervisors.
- 3.5 Defects in the present supervision system in Karnataka
- 3.6 Suggestions for the improvement of supervision

12 hours

Unit 4: Management of Resources:

- 4.1 Concept, importance and Scope of School administration.
- 4.2. Mobilizing the community resources.
- 4.3 Managements of human resources.
- 4.4 Management of material resource including establishment.
- 4.5 Classroom management.
- 4.6 Personnel management: Duties of Head Master and Staff.

4.7 Total Quality Management: Role of Head Master and Teachers in promoting total quality of school affairs: Admission, Teaching, Examination, Promotions, Library, Cocurricular activities etc. **14 hours**

Assignment: (Any one)

Survey and write report on:

1. School Plant and its maintenance.
2. Development of Evaluation proforma for supervision.
3. A critical study on effectiveness of SDMC in Secondary Schools.
4. A critical Study of the present supervision system.

Rani Channamma University, Belagavi.
Bachelor of Education (B.Ed.) Course
II Semester

Ed4 S4: Educational Measurement, Evaluation and Statistics

(Compulsory Paper)

50 Hours

Objectives:

Upon the completion of the course the student teachers will be able to:

1. Get acquainted with the basic scientific concepts and practices in the educational and mental measurement.
2. Be aware about examination reforms for improving the present day
3. Examination.
4. Develop an understanding of the concepts of validity, reliability, objectivity and usability of a test.
5. Develop the skills in statistical analysis and interpretation of school
6. Examination results.
7. Develop skills and competencies for the administration, analysis and
8. Interpretation of psychological tests.

Unit 1 : Measurement and Evaluation

- 1.1 Measurement and Evaluation –concept, importance and differences.
- 1.2 Types of Evaluation – Formative and summative evaluation; Norm – referenced and Criterion – referenced evaluation : concept and differences.
- 1.3 Tri-polar relationship among objectives, learning experiences and evaluation **10 hours**

Unit-2: Characteristics of a Good Measuring Instrument

- 2.1 Concept of validity, reliability, objectivity, norms, usability of test
- 2.2 Types of Validity:
 - 2.2.1 Content validity
 - 2.2.2 Criterion related validity: Concurrent and predictive Validity
 - 2.2.3 Construct Validity
 - 2.2.4 Face Validity
 - 2.2.5 Factorial Validity
- 2.2 Types of Reliability:
 - 2.3.1 Test Retest Reliability
 - 2.3.2 Split Half Reliability
 - 2.3.3 Equivalent form Reliability
 - 2.3.4 Kuder Richardson Reliability

12 hours

Unit 3 : Tools and Techniques of Evaluation

- 3.1 Cognitive tests : Achievement Test.
 - 3.1.1. Planning the test.
 - 3.1.2. Construction of a blue – print.
 - 3.1.3. Writing good test items – essay, short items, and different types of objective test items, scoring keys/ guides.
 - 3.1.4. Administration, scoring, item analysis and improving test items.
 - 3.1.5. Interpretation of test results.
 - 3.1.6. Differences between teacher made and standardized tests.
- 1.2 Non-cognitive techniques
 - 3.2.1. Sociometry-administration, scoring, interpretation and context of use
 - 3.2.2 Problem checklist (Adjustment)
(3.2.1 and 3.2.2 to be discussed with respect to description, administration, scoring, interpretation and context of use)
- 3.3 Development of Question Bank – meaning and importance – categories under which a test item is coded (objectives, content, types of test items and scoring). **14 hours**

Unit 4 : Educational Statistics

- 4.1 Meaning and important of educational statistics.
- 4.2 Scores – discreet and continuous series, meaning of score, ungrouped and grouped data.
- 4.3 Steps followed in preparing frequency distribution table.
- 4.4 Graphical representation of data: frequency polygon, histogram and pie diagram.
- 4.5 Measures of central tendency – mean, median and mode – computation for both grouped and ungrouped data, interpretation and uses.
- 4.6 Measures of variability – range, quartile deviation and standard deviation – computation for both grouped and ungrouped data, interpretation and uses.

Assignments: (any One)

1. Administering and interpreting the results of one standardized test.
2. Compare the results of two subjects of any class of the Secondary/Higher Secondary School and find the correlation and interpret it.
3. Take 5 items of statistics and administer them on 30 or more students and do their item analysis.
4. Graphical representation of data – all the three types of graphs.
5. Development of specification cards for Question Bank for 20 test items.

Rani Channamma University, Belagavi
Bachelor of Education (B.Ed) Course
Semester – II
Optional Subject

Eds OPT.: Health and Physical Education

50 Hours

Objectives : Upon completion of the course the student–teacher will be able to :

1. Understand the significance of Health Education for the all-round development.
2. Maintain and promote good health
3. Develop the understanding of physical education and its related fields.
4. Acquire the knowledge about the teaching methods of physical education and its activities.
5. Know about the effective organization of physical education activities.

Unit 1 : Health and Physical Education

- 1.1 Health : Meaning, Aims and Objectives, Importance and Scope
- 1.2 Physical Education : Meaning, Aims and Objectives, Importance and Scope
- 1.3 Related fields – Recreation, Health Education and Education
- 1.4 National and Emotional Integration through Sports and Physical Education
- 1.5 Yoga – Meaning – Astanga Yoga – Significance in Modern Society. **10 hours**

Unit 2 : Health Service and Supervision

- 2.1 Medical Inspection – Meaning, Procedure and Importance
- 2.2 Personal Care – Skin, Eyes, Ears and Teeth
- 2.3 Safety Education – Meaning and Significance, Safety in Classrooms, Play field, Gymnasium, Roads and Homes.
- 2.4 First Aid – Meaning, Significance, principles of giving first aid
- 2.5 Fatigue – Meaning, Causes and Remedies.
- 2.6 Balanced DIET – Meaning and Benefits. **16 hours**

Unit 3 : Leadership, Discipline, Incentives and Awards

- 3.1 Leadership
 - 3.1.1 Qualities of good leader in physical education
 - 3.1.2 Teacher leadership
 - 3.1.3 Student leadership
- 3.2 Discipline
 - 3.2.1 Meaning
 - 3.2.2 Common forms of indiscipline in schools
 - 3.2.3 Causes for indiscipline
 - 3.2.4 Steps to check indiscipline
 - 3.2.5 Rewards and discipline
 - 3.2.6 Punishment and discipline
- 3.3 Incentives and Awards
 - 3.3.1 Letter – Crest
 - 3.3.2 Cup
 - 3.3.3 Trophy
 - 3.3.4 Medal
 - 3.3.5 Honour Board

3.3.6 Scholarship

3.3.7 Certificate

3.3.8 Cash prize – based on the Player's Performance

16 hours

Unit 4 : Organization of Physical Education Activities

4.1 Intramural and Extramural Competitions: Meaning, Organization, Benefits

4.2 Tournaments : Meaning, Types – Knock-out and league, Benefits.

4.3 Sports meet : Meaning, Organization, Benefits.

4.4 Camps and Hikes : Meaning, Organization, Benefits.

8 hours

Assignments: (any one)

1. Participation in any one major game and one sports item.

2. Ground marking for selected games and sports.

3. Commands, line formation and marching, ceremonial parade.

4. Participation in two National festival programmes for flag hoisting.

Rani Channamma University, Belagavi

Bachelor of Education (B.Ed) Course

Semester – II

Optional Subject

Eds OPT: Environmental Education

50 Hours

Objectives : Upon completion of the course, the student-teacher will be able to :

1. Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.

2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.

3. Interpret the environmental legislations in conservation and protection of the environment.

4. Understand the role of governmental and non-governmental agencies in environmental education.

5. Apply the methods of teaching and evaluation in environmental education.

Unit 1 : Introduction to Environmental Education

1.1 Environmental Education – Concept , Importance and Scope

1.2 Objectives and Principles of Environmental Education.

1.3 Basic Concepts in Environmental Education

1.3.1 Ecology

1.3.2 Eco-System

1.3.3 Ecological Balance

1.3.4 Food Chain

1.3.5 Pollution and Pollutants

1.3.6 Natural Resources

1.3.7 Green House Effect

1.3.8 Bio-degradable and Non-degradable Materials.

1.3.9 Bio-sphere – Bio-Diversity

1.4 National Environment Awareness Campaign (NEAC)

1.5 Environmental Orientation for School Education (EOSE)

1.6 Environmental Information System (ENVIS).

10 hours

Unit 2 : Environment and Pollution

2.1 Meaning of Environment.

2.2 Types of Environment

2.3 Types of Environmental Pollution

2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981.

Water Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act – 1977

2.3.2 Soil Pollution : Meaning, causes, Remedies

2.3.3 Sound Pollution : Meaning, causes , Remedies

2.4 Ecological Imbalances

2.4.1 Deforestation

2.4.2 Soil Erosion

2.4.3 Extinction of Wild life

2.4.4 Depletion of Ozone layer

2.5 Life and Contributions of Environmental Activists.

2.5.1 Mahesh Chandra Mehta

- 2.5.2 Sunderlal Bahuguna
- 2.5.3 Vandana Shiva
- 2.5.4 Maneka Gandhi
- 2.5.5 Shivaram Karanth

14 hours

Unit 3 : Agencies in Environmental Education

- 3.1 United Nations Environment Programme (UNEP)
- 3.2 International Union for Conservation of Nature and Natural Resources (IUCN).
- 3.3 Union Ministry of Environment and Forests.
- 3.4 Central Pollution Control Board (CPCB).
- 3.5 Centre for Environment Education (CEE).
- 3.6 National Afforestation and Eco-Development Board (NAEB)
- 3.7 Environment Protection Movements in India.
 - 3.7.1 Chipko Movement
 - 3.7.2 Appiko Movement
 - 3.7.3 Narmada Bachao Andolan (NBA).
 - 3.7.4 Western Ghats Protection Movement

12 hours

Unit 4: Methods of Teaching Environmental Education

- 4.1 Direct (Specialized) Approach
- 4.2 Integrated (Multi-Disciplinary) Approach
- 4.3 Incidental Approach
- 4.4 Co-curricular and Extra-Curricular activities.
 - 4.4.1 Project Work.
 - 4.4.2 Intellectual Meets – Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming.
 - 4.4.3 Field Outreach and Extension Activities.
 - 4.4.4 Eco-Clubs / Nature Clubs.
 - 4.4.5 Problem Solving Activities related to Burning Ecological Problems.
 - 4.4.6 Quiz, Poster Making, Models Making and Exhibitions.
- 4.5 Evaluation in Environmental Education
 - 4.5.1 Formative Evaluation
 - 4.5.2 Summative Evaluation.

14 hours

Assignments (any one)

1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities
 - 1. District Environment office
 - 2. Paryavaran Vahini
 - 3. Eco-clubs /Nature clubs
2. Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them.
3. Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the activities of any three individuals and three institutions.
4. Collect Twenty Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints.
5. Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, Environmental Education.
6. Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about Environmental Science, Environment Education and Ecology, Environment Engineering etc.
7. Create a Garden in your college and document your experiences.
8. Organizing environment education activities for school students (any two) Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing competitions.
9. Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families.

Rani Channamma University, Belagavi
Bachelor of Education (B.Ed) course
Semester – II

Methods of Teaching (MOT) : Mathematics

40 Hours

Objectives: Upon completion of this course student teachers will be able to-

1. Recall the meaning, nature and scope of mathematics.
2. Acquaint aims and objectives of teaching mathematics in secondary school level.
3. Plan teaching in mathematics at micro and macro level.
4. Prepare unit plans, resource unit and organize lesson to meet at different class room situations.
5. Analyse and evaluate the curriculum of mathematics at secondary school level.
6. Apply different approaches and methods of teaching mathematics in classroom situations.
7. Prepare and use instructional materials in teaching mathematics.
8. Prepare different kinds of test and understand the comprehensive evaluation.
9. Participate and organize the different co-curricular activities in mathematics.
10. Understand the professional competencies, commitments and expectations of mathematics teacher.

Unit 1: Curriculum Design in Mathematics

- 1.1 Concept of Curriculum
 - 1.1.1 Principles of Curriculum Construction
 - 1.1.2 Organisation of content of the curriculum
 - 1.1.3 Psychological and Logical
 - 1.1.4 Spiral and Topical
 - 1.1.5 Comparing CBSE, ICSE and KSSEB curriculum
 - 1.1.6 Revising Mathematics curriculum
 - 1.1.7 Critical analysis of Karnataka State Secondary School Mathematics Curriculum keeping in view the curriculum principles
- 1.2 New trends of Mathematics Curriculum in India
 - 1.2.1 School Mathematics Study Group (MSG)
 - 1.2.2 National Council for Educational Research and Training (NCERT)
 - 1.2.3 National Educational Policy (NEP) – 1986
 - 1.2.4 National Curriculum Framework-2009
- 1.3 Correlation in Mathematics
 - 1.3.1 Relationship of Mathematics with other disciplines
 - 1.3.2 Relationship among different branches of Mathematics
 - 1.3.3 Relationship among different units, in the same branch of Mathematics
 - 1.3.4 Relationship of Mathematics with day to day life
- 1.4 Co-curricular Activities in Mathematics :
 - 1.4.1 Mathematics Club : Objectives of Maths club, organisation and activities
 - 1.4.2 Mathematics Olympiads : objectives and importance
 - 1.4.3 Mathematics Quiz : Organisation and importance
 - 1.4.4 Mathematics Museum : Organisation and importance
 - 1.4.5 Mathematics Fair : Organisation and importance
 - 1.4.6 Mathematics Laboratory : Objective, importance and uses
 - 1.4.7 Recreational activities in mathematics : Games, Puzzles, Riddles, etc.,
 - 1.4.8 Ethno Mathematics

12 hours

Unit 2: Instructional Materials in Teaching Mathematics

- 2.1 Text Book
 - 2.1.1 Meaning of Text Book
 - 2.1.2 Characteristics of a good Mathematics Text Book
 - 2.1.3 Importance of Text Book
 - 2.1.4 Critical study of secondary school Mathematics textbook of Karnataka State using a format
- 2.2 Work Book
 - 2.2.1 Concept of work book
 - 2.2.2 Guidelines for preparing work book, Hand book in Mathematics – meaning, need and importance – Teachers' Manual
- 2.3 Reference books – meaning, need and uses
- 2.4 Hardwares and Softwares
 - 2.4.1 Hardwares- OHP, LCD, Digital Board, Slide projector, Television, Computer etc.,
 - 2.4.2 Softwares- Charts, Models, Pictures, CD-ROMs, etc.,
- 2.5 Geometrical Instruments – types and importance

12 hours

Unit 3 : The Mathematics Teacher

- 3.1 Professional Competencies and responsibilities
- 3.2 Inservice education and training
- 3.3 Orientation
- 3.4 Content enrichment programme
- 3.5 Mathematics Teacher Association – State, National and International level
 - i. Need and Importance
 - ii. Activities, commitment and expectation
- 3.6 Problems of Mathematics Teacher
- 3.7 Role of NCERT, DSERT, CTE & IASE in continuing education for mathematicsteacher
- 3.8 Fostering and Maintaining interest in Mathematics
- 3.9 Teaching mathematics to gifted, slow learner and under achiever **10 hours**

Unit 4 : Evaluation in Mathematics

- 4.1 Concept of Evaluation
 - 4.1.1 Evaluation procedures used in evaluating students performance in mathematics
- 4.2 Classification of test and test items
- 4.3 Unit Test in Mathematics
 - 4.3.1 Meaning
 - 4.3.2 Importance
 - 4.3.3 Steps for construction
 - 4.3.4 A sample Unit Test in Mathematics
 - 4.3.5 Format of well balanced Question paper
 - 4.3.6 Objective based test items
 - 4.3.7 Question bank in mathematics – meaning, construction and importance
- 4.4 Diagnosis in Mathematics
 - 4.4.1 Diagnostic Test in Mathematics – its types and uses
 - 4.4.2 Construction of Diagnostic Test in Mathematics
 - 4.4.3 Identification of difficulties/error in mathematics made by students
- 4.5 Remedial Instruction
 - 4.5.1 Meaning of remedial teaching
 - 4.5.2 Importance of remedial teaching
 - 4.5.3 Follow up work **10 hours**

Assignments :(any one)

1. Preparing self programmed learning material on any one topic in Mathematics
2. Preparation of diagnostic test
3. Preparation of question bank
4. Report on mathematics club activities
5. Analysis of secondary school Mathematics Question paper

Rani Channamma University, Belagavi
Bachelor of Education (B.Ed) course
Semester-II

Methods of Teaching (MOT): Physical Science 40 Hours

Objectives: Upon completion of the course, the student teacher will be able to:

- 1) Understand the nature, scope and importance of physical science with special reference to secondary school content.
- 2) Understand the aims and objectives of teaching physical science.
- 3) State the specific behavioral changes under each objective.
- 4) Understand and make use of different approaches & methods of teaching physical science.
- 5) Prepare objective based lesson plans and use them in their practice teaching.
- 6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- 7) Plan, use and maintain the physical science laboratory systematically.
- 8) Understand the principles of text-book construction.
- 9) Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching physical science and use them by preparing/selecting them in their practice teaching.
- 10) Understand the importance of principles of curriculum construction in the organisation of physical science contact.

- 11) Get mastery in physical science content and imbibe the special qualities of physical science teacher.
- 12) Prepare and use different tools of evaluation to assess the achievements of students in physical science.
- 13) Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.
- 14) Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.
- 15) Apply the knowledge of physical science to develop scientific thinking and scientific out look.
- 16) Develop skills in analyzing the content in terms of concepts and in learning experiences.
- 17) Construct and administer unit test, conduct experiments improves teaching aids.

Unit 1: Curriculum and Instructional Materials in Teaching Physical Science

- 1.1 Meaning, definition and importance of physical science curriculum
- 1.2 Principles of physical science curriculum construction;
- 1.3 Organisation of content of the curriculum; Topical Logical and Psychological arrangements.
- 1.4 Co-relation of physical science with other school subjects - meaning, importance types and examples.
- 1.5 Study of the principles, design and materials produced in some well known curricula such as PSSC, CHEM study and NUFFIELD, NCERT Curricular Framework (2000)
 - 1.5.1 Physical Science Textbooks;
 - i. Importance of physical science text book;
 - ii Functions of physical science text book;
 - iii Characteristics of a good physical science text book;
 - iv Use of proforma in the evaluation of text-book; a) Hunters score card; b) Voget's check list ; c) Reviewer's Form.
 - 1.5.2 Work books;
 - i Teachers Manuals
 - ii Laboratory manuals;
 - iii Supplementary reading materials;
 - iv Reference materials - Meaning, Characteristics and uses.
 - 1.5.3 Audio-Visual Aids (Preparation and Use)
 - i Charts;
 - ii Models;
 - iii OHP transparencies;
 - iv Filmstrips;
 - v slides;
 - vi Video tapes;
 - vii Films;
 - viii Educational C.D.'s
 - 1.5.4 Mass Media –
 - i Television (T.V.);
 - ii Radio - Meaning and importance.
 - 1.5.5 Community Resources and Self learning materials –
 - i Meaning and importance.
- 1.6 Physical Science Library;
 - 1.6.1 Importance & organizing of physical science library;
 - 1.6.2 Sections of science library;
 - 1.6.3 Choice of book for science library.

11 hours

Unit 2: Uses and Management of Science Laboratory

- 2.1 Need and importance of physical science laboratory;
- 2.2 Characteristics of an Ideal physical science laboratory ;
- 2.3 Importance of Laboratory work;
- 2.4 Planning of physical science Laboratory,
- 2.5 Surroundings of the Laboratory;
- 2.6 Procurement and maintenance of Laboratory equipments;
- 2.7 Storage of physical science materials;
- 2.8 Management of Safety; Laboratory & Students ;
- 2.9 Laboratory records;
- 2.10 Preparation of Lab work timetable;

9 hours

Unit 3: Co-Curricular Activities in Science

- 3.1 Physical Science club - i) Importance; ii) Aims; iii) Organisation; and iv) activities; v) Science club and classroom teaching; vi) Projects of the science club. Importance; Organizations and evaluation of field trips/visits;
- 3.2 Physical science museums ,Science Exhibitions and fairs and Film shows;
- 3.3 Guest Lectures and Seminars;
- 3.4 Physical Science based hobby clubs; i) Scientific hobbies; ii) Need and Importance; iii) Some useful and interesting hobbies like sky watching etc.
- 3.5 Art activities for physical Science Teaching- importance and use.
- 3.6 Characteristics of an ideal physical science teacher;
- 3.7 Responsibility of a physical science teacher -Supervision and Inspection of Phy. science department
- 3.8 Role of physical science teacher i) Discriminator of Information ii) Script writer and Presenter for Radio and TV Programmes; iii) Quiz master; iv) Propagating concerned for Environments – sustainable development – green house effect, Acid rain, Ozone Depredation, Fain Failure, Sea Erosion etc.,
- 3.9 General problems of physical science teacher in Karnataka state;
- 3.10 Nurturing creativity of students in Secondary schools
- 3.11 Avenues for Professional development of Science Teacher
- 3.12 Role of Physical Science Teacher – National Science Talent Search Scheme **12 hours**

Unit 4: Concepts and Importance of Evaluation in Physical Science

- 4.1 Meaning and definitions of Evaluation;
- 4.1.1 Techniques of assessment of Theory and practicals in Physical science;
- 3.4 Preparation of Unit test in physical science preparation and blueprint; Writing test items;
- 3.5 Diagnostic use of test data; Remedial planning - meaning, planning and uses;
- 4.3.1 Evaluation of Practical work in physical science - planning and uses;
- 4.3.2 Construction of a well balanced question paper in physical science;
- 4.3.3 Critical Evaluation of “present the evaluation system” in physical science. **10 hours**

Assignments: (any one)

- 1) Preparation of a model question paper for a class.
- 2) Physical Science and environment - preparation of exhibits/ albums.
- 3) Preparation of a diagnostic test.
- 4) Organization planning and Evaluation of field trip.
- 5) Critical study, analysis and evaluation of existing secondary school science curriculum in Karnataka.
- 6) Recommendations of NPE 1986 regarding science curriculum at secondary stage.
- 7) Physical science education in India – Mudaliar and Kothari Commissions recommendations.

Rani Channamma University, Belagavi Bachelor of Education (B.Ed) course Semester – II

Methods of Teaching (MOT) :Biological Science

40 Hours

Objectives: - On completion of the course the student teacher will be able to:

- 1. Understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio-Sciences.
- 2. Understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms
- 3. Acquaint with the Resources for teaching Biology & their effective Utilization.
- 4. Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.
- 5. Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision
- 6. Be introduced to various methods, approaches & models of teaching Biological Science and implement them in their teaching practice.
- 7. Understand and prepare the different types of test items for the Evaluation of students performance in Biology.
- 8. Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.
- 9. Plan & execute various curricular & co-curricular activities related to teaching of Bio-Science.

Unit 1: Curriculum

1.1 Principles of Biology Curriculum Construction

1.2 Organisation of Content:

1.2.1 Psychological

1.2.2 Spiral

1.3 Trends in Biology curriculum construction

1.3.1 B.S.C.S

1.3.2 Nuffield

1.3.3 NCERT Curriculum Framework – 2000

1.3.4 NEP (1986) and POA (1992)

1.4 Correlation of Biology with other school subjects

8 hours

Unit 2: Co-curricular Activities and Resources in Teaching Biological Science

2.1 Bio Science laboratory - Need and importance, equipping, Bio-lab, Organizing the practical Work

2.2 Project Activities: Aquarium, Viverium, Terrariums, Museum, School garden,

2.3 Preservation of specimen through plastination-Meaning, Importance and Steps.

2.4 Meaning, importance and Organization of Co-Curricular Activities

2.4.1 Bio-Science Club – organisation & its activities

2.4.2 Bio Science Exhibition

2.4.3 Field trips

2.4.4 Bio-Science Quiz

2.4.5 Nature Study

2.4.6 Bird watching

2.4.7 Collection & Preservation of Specimens-Plants and Animals

2.5 Resources for Teaching Biological Science:

i. Text books - Importance, Characteristics

ii. Audio - Visual Aids - Need & importance

iii. Audio Aids - Audio CDs

iv. Visual Aids- Charts, Models Specimens, OHP, Slide Projector

v. Audio Visual Aids - T.V., Computers (Multimedia), V.C.D., LCD

vi. Projector, Laboratory Manual

vii. Improvised Apparatus – meaning, importance and preparation

viii. Self Instructional Material – meaning and importance

12 hours

Unit 3: Biological Science Teacher

3.1 Professional competencies & IT skills -use of Internet, using softwares & CDs, power point- presentation, use of multimedia of computers

3.2 Academic problems of Biology Teacher

3.3 Opportunities for professional growth - Seminars, Conferences, workshop, refreshes and orientation courses

3.4 Commitments - Learner, Professional excellence, Community

8 hours

Unit 4: Evaluation in Biological Science

4.1 Concept of Evaluation - continuous and comprehension and competency based evaluation in Biology

4.2 Types of tests: Essay type, short answer and objective type

4.2.1 Unit Test / Achievement Test - Meaning and steps

4.2.2 Construction of Unit Test - Preparation of blue print

4.2.3 Administration and analysis of Unit Test

4.2.4 Diagnostic testing and remedial measures

4.2.5 National Talent Search Programme.

12 hours

Assignments (any one)

1. Organize Bio-Science - Club and prepare a report of the activities undertaken.

2. Preparing a SIM as a support material for a selected Unit in Biology.

3. Setting up Aquarium.

4. Setting up Biology Museum.

5. Collection of specimens and preservation of specimens.

Rani Channamma University, Belagavi
Bachelor of Education (B.Ed) course
Semester – II

Methods of Teaching (MOT) : History and Civics

40 hours

Objectives: Upon completion of the course the student-teacher will be able to:

1. Understand meaning, scope and importance of History and civics in the school curriculum.
2. Acquire content knowledge of methods of history and civics.
3. Acquire knowledge of aims and instructional objectives of teaching history and civics
4. Acquire skills in planning lessons in History and civics
5. Understand and apply the principles of organizing content in the teaching history and civics.
6. Acquire knowledge about Local, Regional National, and World History.
7. Acquire the knowledge of Instructional Material and resources in teaching History and Civics
8. Preparing suitable teaching devices & using them & organizing field trips.
9. Proficiency in correlating History and civics with other school subjects.
10. Cultivate the qualities of a good History and civics teacher
11. Acquire the knowledge of content of History and civics for viii to xth standard in Karnataka
12. Evaluate History and civics text books and prescribed courses
13. Develop necessary skills in the application of methods and techniques in the classroom

Unit 1: Curriculum in History and Civics

- 1.1 Selection of content in History
- 1.2 Principles of selection of content,
- 1.3 Organization of the content approaches.
 - 1.3.1 Chronological plan.
 - 1.3.2 Concentric plan.
 - 1.3.3 Biographical plan.

10 hours

Unit 2: Correlation of History with other School Subject

- 2.1 Meaning and Importance of correlation
- 2.2 Types of correlation.
- 2.3 Correlation of History with Geography, Economics, Literature
- 2.4 Co curricular /Activities in History and Civics
 - 2.4.1 Importance of organization of field trips, visits.
 - 2.4.2 History and civics based hobby clubs, societies

9 hours

Unit 3: Teacher of History and Civics

- 3.1 Qualification, Qualities and competencies of History and civics teacher
- 3.2 Professional growth- Seminars, workshops, orientation, refresher course, in service training, talent search, membership of history clubs, reading, research, journals magazines, newspaper etc.,
- 3.3 Relationship of History and Civics teacher with – students, co-workers, Headmaster and Communities

9 hours

Unit 4: Evaluation in History and Civics

- 4.1 Meaning and Importance of Evaluation.
- 4.2 Design of unit test- Construction of objective based test Items
- 4.3 A critical study of present Secondary School History and civics syllabus and text books.

12 hour

Assignments: (any one)

1. Preparation of models of History and civics
2. Preparation of Self Instructional materials
3. A critical study of present Secondary School History and civics textbooks 8th ,9th , 10th Standard
4. Conducting of model parliament (mock) and submission of report.
5. Preparation of software on historical events.
6. Analysis of a question paper of History and Civics of X Standard
7. Student is also allowed to do his own interested practical work pertaining to the syllabus.

Rani Channamma University, Belagavi
Bachelor of Education (B.Ed) course
Semester -II

Methods of Teaching (MoT) : Geography and Economics

40 Hours

Objectives: Upon completion of the course the student teacher will be able to

1. know and understand importance of methods of teaching Geography and Economics
2. acquire knowledge about the content of textbook of Geography and Economics
3. acquire knowledge about the weather, climate, natural resources, Human resources and basic concept of Indian Economy.
4. acquire the qualities of good teacher
5. comprehend the tools and techniques of evaluation
6. know about content of secondary school geography and its critical study of text book

Unit 1 : Curriculum and co-curriculum activities in Geography

- 1.1 Principles of curriculum construction
- 1.2 Organisation of content of the Curriculum – physiological, logical, spiral, special and local environment
- 1.3 Co-relation of Geography with History, Science – Mathematics and languages
- 1.4 Trends in Geography Education
 - 1.4.1 Importance and Organization of Field trips, Visits
 - 1.4.2 Geography based hobby clubs / societies (National geography specials)
- 1.5 Study of Local and Regional Geography:
 - 1.5.1 Local Geography – aims of studying local Geography, Local – Geographical conditions around the school
 - 1.5.2 Regional Geography – meaning of weather and climate; Natural regions of India and important rivers, distribution of rainfall important crops, like rice, wheat, sugarcane and cotton and minerals like coal, iron, bauxite

11 hours

Unit 2 : Instructional Material in Geography

- 2.1 Need and Characteristics of Text books in Geography
- 2.2 Audio-visual aids, software, charts, maps, pictures, models, film projector, OHP, TV
- 2.3 Geography Museum its importance and need equipments, arrangement.
- 2.4 Geography Room – Size, living- laboratory, planning, equipments and arrangement
- 2.5 Geography library and its importance

10 hours

Unit 3 : Geography Teacher

- 3.1 Qualification and qualities of a Geography Teacher – His training and practical experiences
- 3.2 Competencies and skills of a Geography Teacher – Organisation for academic and professional growth
- 3.3 Problems of Geography Teacher rural/Urban his attainments

7 hours

Unit 4 : Evaluation in Geography

- 4.1 Meaning and importance of Evaluation
- 4.2 Types of Evaluation – Essay type Short answer type and objective type
- 4.3 Preparation of Unit Test- Construction of Test items. Diagnostic test data and remedial teaching
- 4.4 Preparation of Model Test papers – administering the question paper
- 4.5 Critical study of present Evaluation system in Geography Critical study of Geography textbook of 8th to 10th standard of Karnataka state

12 hours

Assignments: (any one)

1. Preparation of unit test along with scheme of evaluation
2. Preparation of album of different countries – flags, stamps, currency and human race.
3. Preparation of software on Geographical events
4. A critical study of present evaluation system in Geography
5. Preparation of maps – local and regional geographical areas.
6. Development of CRT
7. Simple survey of local place, physical features and natural resources.
8. A survey/ visit to a factory, cultivated land or Agricultural farm near by.
9. Collection of natural specimens like rocks, minerals, soil, wood and crops.
10. Collection of newspaper based information about earth quakes, floods, town plant etc.

Semester - II Methods of Teaching (MOT) : English

40 Hours

Objectives: upon completion of the course the student teacher will be able to:

1. To master the different techniques, devices of the second language structure, sounds and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language learning.
5. Plan and execute of different types of lessons in prose, poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio -visual aids in class room situations.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

Unit 1 : Curriculum Development

- 1.1 Meaning of Curriculum Development
- 1.2 Scope of English Curriculum
- 1.3 Organization of English Content – psychological, logical, topical and spiral arrangements.
- 1.4 Views of National Curriculum Framework on English Language **10 hours**

Unit 2 : Instructional materials in Teaching English

- 2.1 Teaching aids - Importance - different types of Audio Visual aids and occasion for their use - Language Laboratory.
- 2.2 Language club- Need – meaning-activities for its use for development linguistic abilities
- 2.3 Need for Co-curricular activities and types Co-curricular activities. **9 hours**

Unit 3 : Teacher of English Language

- 3.1 The teacher of English language – qualities and qualifications –
- 3.2 Role of teacher as an innovator
- 3.3 Need and ways of growing professionally. **9 hours**

Unit 4 : Evaluation in English Language

- 4.1 Evaluation - Propose and principles of Evaluation in English
- 4.2 Types of Evaluation
- 4.3 Construction of Objective based tests for Evaluation of different linguistic skills unit test and diagnostic test. **12 hours**

Assignment: (Any two)

1. Preparation of a Manuscript Magazine in a practicing school.
2. Conducting Debates / Elocution competitions or dramatics in a practicing school and maintaining a record.
3. Preparation of CRT.
4. Preparation of Diagnostic test.
5. Report on language club activities.

Rani Channamma University, Belagavi
Bachelor of Education (B.Ed.) Course

Semester- II

Methods of Teaching (MOT) : Hindi

40 Hours

Objectives : Upon completion of the course, the students-teachers will be able to:

- 1) Understand the common grammatical points in comparison with other relative language.
- 2) Know the technique of critical revision of Text-Book of Hindi.
- 3) Comprehend the process of Translation from Hindi to mother tongue other languages and vice-versa.
- 4) Study the effective means of Evaluation/ Assessment work pertaining to Hindi at varied stages.
- 5) Make them a realization of their responsibilities as a language Teacher and to pursue towards professional growth.
- 6) Develop insight for love for Hindi Teaching and energizing aesthetic sense of Hindi.

Unit 1: Methods, Models and Techniques of Teaching

- 1.1 Meaning and importance of different methods of teaching Hindi.
- 1.2 Brief introduction to
 - 1.2.1 Dr. West's method
 - 1.2.2 Substitution method
 - 1.2.3 Oral method
 - 1.2.4 Direct method.
 - 1.2.5 Bilingual Method
- 1.3 Meaning and importance of grammar and translation Method .
- 1.4 Comparison and contrast between structural approach and communication approach.
- 1.5 Micro-teaching and programmed – instruction, application of these in Hindi teaching.

9 hours

Unit 2: Instructional Materials, Language Laboratory

- 2.1 Meaning , Importance, types of teaching aids and their effective uses.
- 2.2 Computer applications – Software production only a sample study and Language Laboratory.
- 2.3 Text Book – Detailed and Non detailed, Distinction in between two books and their use purpose , implications.
- 2.4 Role of reference , multimedia communication, concept of Aerial Schools.
- 2.5 Resource unit, Unit approach Drill, review, demonstrations and critical evaluations of Vth to X standard Text-Books.

9 hours

Unit 3: Evaluation

- 3.1 Purpose and process of Evaluation work in teaching and learning Hindi.
- 3.2 Types of Evaluation – Essay type short answer and objective type tests.
- 3.3 Construction of test, item analysis application, collection of data and analysis.
- 3.4 A detailed study of Unit Test / Diagnostic tests and also a remedial teaching.
- 3.5 Format of Grading – System as a new experience in teaching learning Hindi [Oral skills and writing skills].

6 hours

Unit 4: Co-curricular Activities

- 4.1 The Place of co-curricular activities in teaching Hindi
- 4.2 Types of co-curricular activities which promotes Hindi
- 4.3 Role of a teacher and functioning of co-curricular activities in middle and secondary schools
- 4.4 Language club – antaksharies, debates, group discussion, creative writings
- 4.5 Distinction between co-curricular and extra curricular activities in teaching Hindi

8 hours

Unit 5 The Teacher Teaching Hindi

- 5.1 Qualities and qualifications of a Hindi Teacher.
- 5.2 Competencies of Hindi Teacher i.e. academic and professional.
- 5.3 His attainments, innovative practices, curricular – Co-curricular – and extra –curricular activities.
- 5.4 Problems of Hindi Teacher – Rural – School –moral education – Constitutional Study practices of core elements.
- 5.5 Hindi Teacher's training, interests and aptitudes.

8 hours

Assignments: (any one)

1. Diagnostic Test, Construction and Administration.
2. Spelling – V to VII standard Completion test.
3. Influence of mother tongue in Hindi expressions.
4. Preparation of manuscript magazine in schools.
5. Organization of projects / action – research in Hindi.
6. Special abilities needed for Hindi teacher of Non-Hindi Speaking areas.
7. Practicing new method or correlative study of two methods of teaching Hindi.
8. Revolutionary impact of Mass-Media on the teaching and learning Hindi

Rani Channamma University, Belagavi

Bachelor of Education (B.Ed) course

Semester – II

Methods of Teaching (MOT) : Marathi 40 Hours

Unit 1 : Methods of Teaching Prose & Poetry

- 1.1 Importance of Methods of teaching for Prose and Poetry
- 1.2 Modern methods of teaching
 - a) Project Method
 - b) Play way Method
 - c) Supervised study method
- 1.3 Traditional Methods of teaching

- a) Lecture Method
- b) Text-Book Method
- c) Question Answer Method
- d) Inductive and Deductive Method

10 hours

Unit 2 : Use of Audio-visual Materials

2. Instructional materiel – Language, Laboratory etc

2.1 Language laboratory

2.1.1 Printed materials - Text-Book dictionary encyclopedia

2.1.2 Audio materials - Radio Tape-Recorder

2.1.3 Visual material – Black board, Pictures, OHP, Flash cards

2.1.4 Mass Media – Radio, TV, Newspaper and cinema

2.2 Direct Experience – Study tour, Interview

Literary Excursion and Dramatization etc

10 hours

Unit 3 : Evaluation

3.1 Need and importance of evaluation

3.2 Difference between Evaluation and Examination

3.3 Different types of Test

Diagnostic Test, Remedial Test

3.4. Tools and Techniques of Evaluation Oral test, Recitation, Essay type test, Short answer type test and objective type of test

7 hours

Unit 4 : Co-curricular Activities

4.1 Importance of Co-curricular activities

4.2 Different types of Co-curricular activities – Literary club, Hand writing, Singing, Reading, Essay and prepared Speech Drama, Recitation competitions. Thought for the day, Daily Bulletin Board, Study Tour, Literary excursion, Celebration of Important days, Connected to personality development

7 hours

Unit 5 : Competencies of Teacher Teaching Marathi

5.1 Academic and Professional Pre service and In service training

Love for language and Marathi literature

5.2 Organization of Co-curricular activities

5.3 Relationship with Colleagues, Students and Parents

6 hours

Assignments: (any one)

1. Visit to the libraries and collect information about marathi literature.

2. Preparation of one teaching aid based on one sub unit.

3. Preparation of one co-curricular activity which promote learning Marathi.

4. Preparation of diagnostic test.

5. Preparation of work book on a topic.

Rani Channamma University, Belagavi

Bachelor of Education (B.Ed) course

Semester-II

Methods of Teaching (MOT) : Urdu

40 Hours

Unit 1 : Teaching of Grammar

1.1 Aims and Objectives

1.2 Formal and Functional Methods of teaching Grammar

10 hours

Unit 2 : Teaching of Urdu Literature

2.1 Teaching of Prose and Poetry

2.2 Objectives – Mastery over Language. Vocabulary building, comprehension appreciation, (Criticism) Recitation, Summarizing Methods of teaching Prose Essay, story, Play, detailed Prose (Text) Poetry, traditional and Modern Methods Lecture, Method text book Method, deductive and Inductive Methods , questions and answers Method, Project Method, Supervised study, evolving an eclectic methods, Biography of famous authors and posts (Dr Mohammed Iqbal, Mirza Galib, Altaf Hussein Hali, Firaq Gorakpuri, Sir Sayed Ahmed Khan, Moulana Abul Kalam Azad)

10 hours

Unit 3 : Evaluation in Urdu Language, Concept, Importance, Examination

3.1 Different types of tests (Essay type, short answer type and objective type)

3.2 Tests to evaluate, pupils linguistic abilities, Unit test, Diagnostic tests)

7 hours

Unit 4 : Urdu Textbook

4.1 Importance, detailed text book

4.2 Principles of text book – construction

4.3 Characteristics of Good text book. A critical evaluation of the current text book for VIII, IX and X standards

4.4 The Qualities of a Urdu Teacher

7 hours

Unit 5 : Context Study

5.1 An overview of the Current Syllabus in Urdu for V and X Standards

5.2 A Study of Critics Grammar Portion, Prescribed for the V to X standards

6 hours

Assignments: (any one)

1. A critical study of Urdu textbook prescribed for IX Standard.
2. Study of an Author / poet in Urdu.

Rani Channama University, Belagavi
Bachelor of Education (B.Ed) Course
Semester – I

ಕನ್ನಡ ಬೋಧನಾ ಪದ್ಧತಿ (MOT)

40 Hours

ಗುರಿಗಳು : ಈ ತರಬೇತಿ ಹೊಂದಿದ ನಂತರ ಶಿಕ್ಷಕ ವಿದ್ಯಾರ್ಥಿಯು,

೧. ಮಾತೃಭಾಷಾ(ಪ್ರಥಮ ಭಾಷಾ) ಬೋಧನೆಯ ಮಹತ್ವ ಅರಿಯುವನು ಮತ್ತು ಅದರ ಬೋಧನೆಯ ಗುರಿ ಮತ್ತು ಉದ್ದೇಶಗಳನ್ನು ನಿರೂಪಿಸುವನು.
೨. ಭಾಷಾ ಕೌಶಲ್ಯಗಳನ್ನು ಅರಿತು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಅವುಗಳನ್ನು ಬೆಳೆಸುವ ವಿಧಾನಗಳನ್ನು ಉಪಯೋಗಿಸುವನು.
೩. ಸಾಹಿತ್ಯದ ವಿವಿಧ ಪ್ರಕಾರಗಳನ್ನು ಬೋಧಿಸುವ ಪದ್ಧತಿಗಳನ್ನು ಅರಿತು ತನ್ನ ರೂಢಿ ಪಾಠಗಳಲ್ಲಿ ಅವನ್ನು ಅನುಷ್ಠಾನಕ್ಕೆ ತರುವನು.
೪. ಗುರಿನಿಷ್ಠ ಪಾಠ ಯೋಜನೆ ತಯಾರಿಸಿ ನೀಡುವನು.
೫. ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಸೂಕ್ತ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳ ಮಹತ್ವ ಅರಿತು ತಯಾರಿಸಿ ಆಯ್ಕೆ ಮಾಡಿ, ಉಪಯೋಗಿಸುವನು.
೬. ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನು ಅರಿಯುವನು.
೭. ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯ ಸಾಧನೆಗಳನ್ನು ಅಳೆಯುವ ವಿವಿಧ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳನ್ನು ರಚಿಸಿ ಉಪಯೋಗಿಸುವನು.
೮. ಪ್ರಚಲಿತ ೫ ರಿಂದ ೧೧ ನೆಯ ಕನ್ನಡ ಪಠ್ಯಕ್ರಮದ ಸಂಪೂರ್ಣ ಜ್ಞಾನ ಹೊಂದಿರುವನು.
೯. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಣ ವಿಶೇಷ ಅರ್ಜಗಳನ್ನು ಮೈಗೂಡಿಸಿಕೊಳ್ಳುವನು.

ಘಟಕ ೧. ಭಾಷೆ (ಅ) ೮ ಹಾಸು

- ೧.೧ ಅದರ ಅರ್ಥ, ಮತ್ತು ವ್ಯಾಖ್ಯೆಗಳು. ✓
- ೧.೨ ಭಾಷೆಯ ಸ್ವರೂಪ ಮತ್ತು ವೈಶಿಷ್ಟ್ಯ.
- ೧.೩ ಭಾಷೆಯ ಉಗಮದ ಸಿದ್ಧಾಂತಗಳು. ✓
 - ೧.೩.೧ ದೈವವಾದ. ✓
 - ೧.೩.೨ ಮಾನವ ನಿರ್ಮಿತ ವಾದ.

- ✓ (ಬಿ) ಮಾತೃ ಭಾಷೆ
 - ೧.೪ ಕನ್ನಡ ಭಾಷೆಯ ವೈಶಿಷ್ಟ್ಯಗಳು.
 - ೧.೫ ಶಿಕ್ಷಣದಲ್ಲಿ ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ, ಶಿಕ್ಷಣ ಮಾಧ್ಯಮವಾಗಿ ಮತ್ತು ಸಂಪರ್ಕ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ.
 - ೧.೬ ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿ ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ.

ಘಟಕ ೨. (ಆ) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಗುರಿಗಳು ಮತ್ತು ಉದ್ದೇಶಗಳು ೧೦ ಹಾಸು

- ೨.೧ ಭಾಷಾ ಗುರಿಗಳು.
 - ೨.೧.೧ ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ ✓
 - ೨.೧.೨ ದ್ವಿತೀಯ ಭಾಷೆಯಾಗಿ
 - ೨.೧.೩ ತೃತೀಯ ಭಾಷೆಯಾಗಿ
- ೨.೨ ವ್ಯಾವಹಾರಿಕ ಗುಣಗಳು.
 - ೨.೨.೧ ಸಾಂಸ್ಕೃತಿಕ ಗುರಿಗಳು. ✓
 - ೨.೨.೨ ಶೈಕ್ಷಣಿಕ ಗುರಿಗಳು.
- (ಬಿ) ಮಾತೃ ಭಾಷೆಯ ಘಟಕಗಳ ಬೋಧನೆ.
 - ೨.೩ ಪದ(word) ಪದಗಳನ್ನು ಗುರುತಿಸುವ ಕ್ರಮ, ಪದದ ಪರಿಕಲ್ಪನೆ, ಪದ ಮತ್ತು ಶಬ್ದ ಸಂಪತ್ತು ಶಬ್ದ ಸಂಪತ್ತಿನ ಪ್ರಕಾರಗಳು, ಪದ ಬೋಧನಾ ವಿಧಾನಗಳು.

ಘಟಕ ೩. ಬೋಧನಾ ವಿನ್ಯಾಸಗಳು : ೧೦ ಹಾಸು

- ೩.೧ ವರ್ತನೆಯ ಸಂಭಾಷೆಯಲ್ಲಿ ನಿರೀಕ್ಷಿಸಬಹುದಾದ ಗುರಿಗಳ ರಚನೆ.

- ೩.೨ ಗದ್ಯ ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣ ಪಾಠ ಯೋಜನೆಗಳು.
- ೩.೩ ಅನು ಪಾಠ ಯೋಜನೆ ರಚನೆ ಮತ್ತು ರೂಢಿಗಳ ಮಹತ್ವ.
- ೩.೪ ಘಟಕ ಯೋಜನೆ ತಯಾರಿಕೆ, ಭಾಷಾ ಬೋಧಕನಿಗೆ ಅದರ ಮಹತ್ವ.
- ೩.೫ ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ ಮತ್ತು ರಚಿಸುವ ಕ್ರಮ.
- ೩.೬ ವಿಮರ್ಶಾತ್ಮಕ ಪಾಠದ ಅಗತ್ಯತೆ.

ಘಟಕ ೪.

ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳು ಹಾಗೂ ಕೌಶಲಗಳು

೦೨
ತಾಸು

೪.೧ ಪದ್ಯತಿಯ ಅರ್ಥ, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಬೋಧನೆಯಲ್ಲಿ ಅದರ ಮಹತ್ವ.
ಗದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಸಾಂಪ್ರದಾಯಿಕ ಹಾಗೂ ನವೀನ ಬೋಧನಾ
ವಿಧಾನಗಳ ಸಮನ್ವಯ.

೪.೨ ಪದ್ಯ ಬೋಧನಾ ವಿಧಾನಗಳು.

೪.೨.೧ ಒಂದೆ ವಿಧಾನ, ಅಬಂದ ವಿಧಾನ ಮತ್ತು ಸಮನ್ವಯ ವಿಧಾನಗಳು.

೪.೨.೨ ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆಗಳ
ಮಹತ್ವ.

೪.೨.೩ ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದಗಳ ಮಹತ್ವ

೪.೩ ಬೋಧನಾ ಪದ್ಧತಿಗಳು

೪.೩.೧ ಸಾಂಪ್ರದಾಯಿಕ/ಪರಂಪರಾಗತ ಬೋಧನಾ ಪದ್ಧತಿಗಳು : ಉಪನ್ಯಾಸ
ಪದ್ಧತಿ, ಪಠ್ಯಪುಸ್ತಕ ಪದ್ಧತಿ.

೪.೩.೨ ನವೀನ/ಆಧುನಿಕ ಬೋಧನಾ ಪದ್ಧತಿಗಳು : ಕ್ರೀಡಾ ಪದ್ಧತಿ,
ಯೋಜನಾ ಪದ್ಧತಿ ಮತ್ತು ಮೇಲ್ವಿಚರಣೆ ಅಧ್ಯಯನ.

೪.೩.೩ ಬೋಧನೆಗೆ ಅನುಕೂಲವಗುಂಪಂತೆ ಬೋಧನಾ ವಿಧಾನಗಳ
ಸಮನ್ವಯ ಮತ್ತು ಮಾರ್ಪಾಡು.

೪.೪ ವ್ಯಾಕರಣ ಬೋಧನೆ :

೪.೪.೧ ವ್ಯಾಕರಣ ಬೋಧನೆಯ ಪ್ರಕಾರಗಳು ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ
ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ (Traditional Grammer)

ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ (Functional Grammer)

೪.೪.೨ ವ್ಯಾಕರಣ ಬೋಧನಾ ಪದ್ಧತಿಗಳು

ಅನುಗಮನ ಪದ್ಧತಿ ✓

ನಿಗಮನ ಪದ್ಧತಿ

ಸಂಪೂರ್ಣ (ಸಮನ್ವಯ) ಪದ್ಧತಿ ✓

೪.೫ ಭಾಷಾ ಕೌಶಲಗಳ ಅಭಿವೃದ್ಧಿ.

(ಅ) ಅಲಿಸುವಿಕೆ.

- ಅರ್ಥ.
- ಅಲಿಸುವಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.
- ಅಲಿಸುವಿಕೆಯ ಅಭಿವೃದ್ಧಿಗಾಗಿ ಕೈಗೊಳ್ಳುವ ಚಟುವಟಿಕೆಗಳು.

(ಬಿ) ಮಾತುಗಾರಿಕೆ.

- ಮಾತುಗಾರಿಕೆಯ ಮಹತ್ವ.
- ಮಾತುಗಾರಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು.
- ಮಾತುಗಾರಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು.
 - ಬಾಯ್ತೆರೆ.
 - ಸಂಭಾಷಣೆ.
 - ವರ್ಣನೆ ಮತ್ತು ವಿವರಣೆ.

(ಕ) ಓದುಗಾರಿಕೆ.

- ಓದುಗಾರಿಕೆಯ ಅರ್ಥ.
- ಓದುಗಾರಿಕೆಯ ಉದ್ದೇಶಗಳು.
- ಓದುಗಾರಿಕೆಯನ್ನು ಬೋಧಿಸುವ ವಿಧಾನಗಳು.
- ಓದಿನ ಪ್ರಕಾರಗಳು - ಬಾಯೋದು, ಪಠೋದು, ಅರ್ಥಗ್ರಹಣೆ ಓದು,

ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರ, ಅನಂದಕಾಗರಿ ಕ್ಷೇತ್ರ ಮುಖಾಂತರವು.

(ದ) ಬರಹ.

- ಮಹತ್ವ.
- ಉತ್ತಮ ಬರಹದ ಲಕ್ಷಣಗಳು.
- ಕನ್ನಡ ಅಕ್ಷರಗಳ ರಚನೆಯ ಕಲ್ಪನೆ.
- ಬರಹ ಕಲಿಸುವ ವಿಧಾನಗಳು.
 - ಕೇಳಿ ಬರಹ.
 - ನೋಡಿ ಬರಹ.
 - ತಿಳಿದಿ ಬರಹ.

(ಈ) ಪ್ರಬಂಧ ಬೋಧನೆ : ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ, ಉದ್ದೇಶಗಳು ಪ್ರಕಾರಗಳು -
ಮೌಖಿಕ, ಲಿಖಿತ ಮತ್ತು ಚಿತ್ರ ನಿರ್ದೇಶಿತ ಪ್ರಬಂಧ, ಪ್ರಬಂಧ ಪಾಠದ ಹೆಜ್ಜೆಗಳು /
ಹಂತಗಳು, ಪ್ರಬಂಧ ತಿದ್ದುವ ಕ್ರಮ.

ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್‌ಗಳ ಮೌಲ್ಯಮಾಪನ
Scheme of Assessment for I and II Semester

ಅ.ನಂ.	(ವಿಷಯ)	ಆಂತರಿಕ ಅಂಕಗಳು	ಬಾಹ್ಯ ಅಂಕಗಳು	ಒಟ್ಟು ಅಂಕಗಳು
1	Test (ಕಿರು ಪರೀಕ್ಷೆ)	10	-	10
2	Assignment ದತ್ತ ಕಾರ್ಯ	10	-	10
3	Practical ಪ್ರಾಯೋಗಿಕ ಕೆಲಸ	5	-	5
4	University Exam (ವಿಶ್ವವಿದ್ಯಾಲಯ ಪರೀಕ್ಷೆ)	-	50	50
		25	50	75

ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್‌ಗಳ ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯ
Scheme of Assessment for Practical (both for I and II Semester)

ಅ.ನಂ	(ವಿಷಯ)	ಅಂಕಗಳು
1	Objectives (ಉದ್ದೇಶಗಳು)	1
2	Procedure (ಕಾರ್ಯವಿಧಾನ)	1
3	Tools for Collecting Data (ದತ್ತಾಂಶ ಸಂಗ್ರಹಣೆಯ ಸಾಧನ)	3
4	Analysis and Interpretation (ವಿಶ್ಲೇಷಣೆ ಮತ್ತು ವಿವರಣೆ)	3
5	Report Writing (ಪರದಿ ರಚನೆ)	2
		10

ಆಕರ ಸ್ತಂಭಗಳು:

- 1. ಪ್ಲೇಫುಂಡಿ ಬಿ.ಬಿ. (೨೦೦೪) ಕನ್ನಡ ಬೋಧನಾ ಯೋಜನೆಗಳು. ಗದಗ : ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ.
- 2. ದಾರವಾಡಕರ ರಾ.ಮ. (೧೯೫೦) ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ. ಮೈಸೂರು : ಗೀತಾಬುಕ್ ಹೌಸ್ ಪ್ರಕಾಶಕರು (೨೬೦೦೦೦).
- 3. ರಮಣ್ ಬಿ.ವಿ. (೧೯೬೯) ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ. ಮೀರಣ ಪೇಟೆ : ಸರ್ವೋದಯ ಬುಕ್ ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್, ಚಿಕ್ಕಪೇಟೆ.
- 4. ಅನಂತರಾಮ. ರಾ. (೧೯೮೩) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ. ಮೈಸೂರು : ಭಾರತೀ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿ ಪುರಂ - ೫೬೦೦೦೯.
- 5. Ryburn, W.M. (1963) *The Teaching of Mother Tongue*. Oxford University Press.

- ❏ ಪಂಡಿತ ಸಿ. ಕೃಷ್ಣ (೧೯೯೦) ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ. ಮೈಸೂರು : ಗೀತಾ ಬುಕ್ ಹೌಸ್ : ಪ್ರಕಾಶಕರು
- ❏ ಕೃಷ್ಣಪ್ಪ, ಎಸ್. (೧೯೮೩), ಕನ್ನಡ ಬೋಧನೆ. ಕನ್ನಡ ಅಭ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ.
- ❏ ಚಿದಾನಂದ ಮೂರ್ತಿ ಎಂ.ಡಾ. (೧೯೮೬) ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು. ಡಿ.ಬ್ಲಿ.ಕೆ. ಮೂರ್ತಿ, ಕೃಷ್ಣ ಮೂರ್ತಿಪುರಂ : ಮೈಸೂರು-೫೬೦೦೦೪.
- ❏ Billows, F.L. (1967) *The Techniques of Language Teaching*. Longmans, Green and Co., Ltd., 48 Grosvenor Street, London.
- ❏ Passi, B.K. (1976) *Becoming Better Teacher*. Salitya Mudranalaya, City Mill Compound, Kanakeri Road, Ahmadabad – 380022.
- ❏ Jahangira, N.K. and Singh Ajit, (1982) *Core Teaching Skills : Micro Teaching Approach*. Published by NCERT.
- ❏ ಪಟ್ಟಣಶೆಟ್ಟಿ ಎಂ.ಎಂ. ಡಾ. (೨೦೦೨) ಶಾಲಾ ಶಾಲೆಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾದ ಬೋಧನೆಗೆ ಅಣ್ಣ ಬೋಧನೆ. ಯು ಎಚ್ ಪಬ್ಲಿಕೇಶನ್ಸ್, ೧೬೬೦/೨೪, ೧೧ನೇ ಚಿರಂವು, ತರಳುಬಾಳು ಬಡಾವಣೆ, ದಾವಣಗೆರೆ-೫೬೬೦೦೫.

2012-13

Rani Channama University, Belagavi
Bachelor of Education (B.Ed) Course

Semester - II

ಕನ್ನಡ ಬೋಧನಾ ಪದ್ಧತಿ (MOT)

40 Hours

ಘಟಕ ನಂ.	ಪಠ್ಯ ಕ್ರಮ:	ಛ ತಾಸು
ಘಟಕ ೧.	<p>ಪಠ್ಯ ಕ್ರಮ:</p> <p>೧.೧ ಭಾಷಾ ಪಠ್ಯ ಕ್ರಮದ- ಅರ್ಥ, ಸ್ಮರಣ ಮತ್ತು ಮಹತ್ವ.</p> <p>೧.೨ ಭಾಷಾ ಪಠ್ಯ ಕ್ರಮ ರಚನಾ ತತ್ವಗಳು.</p> <p>೧.೩ ಭಾಷಾ ವಿಷಯವಸ್ತುವಿನ ಸಂಘಟನೆ:</p> <p>ತಾರ್ಕಿಕ, ವಿಷಯವಾರು, ಸುರುಳಿರೂಪ, ಮನೋವೈಜ್ಞಾನಿಕ ವ್ಯವಸ್ಥೆಗಳು</p> <p>೧.೪ ಈಗಿನ ಮಾಧ್ಯಮಿಕ ಶಾಲಾ ಪಠ್ಯಕ್ರಮದ ವಿಮರ್ಶೆಗಳು</p>	೮ ತಾಸು
ಘಟಕ ೨.	<p>ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು ಮತ್ತು ಮೌಲ್ಯಮಾಪನ</p> <p>೨.೧ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ.</p> <p>೨.೨ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು:</p> <p>ಪಠ್ಯಪುಸ್ತಕ / ಅರ್ಥ, ಸ್ಮರಣ, ಮತ್ತು ಮಹತ್ವ.</p> <p>೨.೩ ಭಾಷಾ ಪಠ್ಯ ಪುಸ್ತಕದ ಉತ್ತಮ ಗುಣಲಕ್ಷಣಗಳು.</p> <p>೨.೪ ಅಭ್ಯಾಸ ಪುಸ್ತಕ / ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ, ಅಧಾರ ಗ್ರಂಥಗಳು, ವಿಶ್ವಕೋಶ, ನಿಘಂಟು/ಶಬ್ದಕೋಶ</p> <p>೨.೫ ದೈಕ್, ಶ್ರವಣ ಮತ್ತು ದೈಕ್ ಶ್ರವಣ ಸಂಪನ್ಮೂಲಗಳು.</p> <p>೨.೬ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ.</p> <p>೨.೭ ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಈಡೇರಿಸುವಲ್ಲಿ ಪ್ರತಿಯೊಂದರ ಮಹತ್ವ.</p> <p>೨.೮ ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಯಾಗಿ ಶಿಕ್ಷಕ.</p> <p>೨.೯ ಮೌಲ್ಯಮಾಪನ:</p> <p>೨.೯.೧ ಮೌಲ್ಯಮಾಪನದ ಪರಿಕಲ್ಪನೆ.</p> <p>೨.೯.೨ ನಿರ್ದಿಷ್ಟ ಗುರಿಗಳ ಮೌಲ್ಯಮಾಪನ.</p> <p>೨.೯.೩ ಭಾಷಾ ಬೋಧನೆ ಮತ್ತು ಭಾಷಾ ಪರಿಷ್ಕೆ.</p> <p>೨.೯.೪ ಭಾಷಾ ಪರಿಷ್ಕೆಯ ರಚನೆಯ ಸಾಮಾನ್ಯ ತತ್ವಗಳು.</p> <p>೨.೯.೫ ಭಾಷಾ ಸಾಮರ್ಥ್ಯ ಅಳೆಯುವ ತಂತ್ರಗಳು.</p>	೧೪ ತಾಸು
ಘಟಕ ೩.	<p>ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು.</p> <p>೩.೧ ಕವಿ ಜಯಂತಿ ಆಚರಣೆ ಮತ್ತು ಅದರ ಉದ್ದೇಶಗಳು.</p> <p>೩.೨ ಕವಿಗೋಷ್ಠಿಗಳು.</p> <p>೩.೩ ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಳಗಗಳು.</p> <p>೩.೪ ಚರ್ಚಾ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಅಶುಭಾಚಾರ, ಕಂಠಪಾಠ ಸ್ಪರ್ಧೆ, ಹಾಡಿನ ಸ್ಪರ್ಧೆ ಮುಂತಾದವುಗಳನ್ನು ವಿವರಿಸುವುದು.</p> <p>೩.೫ ಅಭಿವ್ಯಕ್ತಿಯಲ್ಲಿ ಭಾವಾಭಿನಯದ ಮೂಕಾಭಿನಯಗಳ ಪಾತ್ರ.</p>	೧೦ ತಾಸು
ಘಟಕ ೪.	<p>ಕನ್ನಡ ಬೋಧಕ</p> <p>೪.೧ ಅವನ ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು.</p> <p>೪.೨ ಕನ್ನಡ ಬೋಧಕನಲ್ಲಿರಬೇಕಾದ ವಿಶೇಷ ಅರ್ಹತೆಗಳು.</p> <p>೪.೩ ಸಹಾಯೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ.</p> <p>೪.೪ ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ.</p> <p>೪.೫ ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ.</p>	೮ ತಾಸು

ಹಂಚಿಕೆಗಳು (Assignment)

I Semester

- ೧. ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಯ ಸಮೀಕ್ಷೆ ಮತ್ತು ವಿಶ್ಲೇಷಣೆ(ಈಗಿನ ಲೇಖನದ ತರಗತಿಯ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಗಳು).
- ೨. ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳ ತಯಾರಿಕೆ.

II Semester

- ಶೈಕ್ಷಣಿಕ ಮತ್ತು ಭಾಷಾ ಮಾಸಿಕ ಸಂಚಿಕೆಗಳ ಅಧ್ಯಯನ ಮತ್ತು ಭಾಷೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ವರದಿ.
- ಲಠಿ ತರಗತಿಗೆ ಭಾಷಾ ದೃಷ್ಟಿಯಿಂದ ಹಿಂದುಳಿದ ಮಕ್ಕಳಿಗೆ, ಪರಿಹಾರಾತ್ಮಕ ಬೋಧನೆ.
- ಕಾರ್ಯ ಚಟುವಟಿಕೆ ಪುಸ್ತಕ (work book) ಈಗಿನ ಲ, ಕ ನೇಯ ತರಗತಿಯ ಅಭ್ಯಾಸ ಚಟುವಟಿಕೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿ ಕಾರ್ಯ ಚಟುವಟಿಕೆ ತಯಾರಿಕೆ.

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು

- ಸ್ಥಳೀಯ ಸಾಹಿತಿಗಳ ಇಲ್ಲವೆ ಸಾಹಿತ್ಯ ಸಂಘಗಳ ಅಥವಾ ಬಳಗಗಳ ಸರ್ವೇಕ್ಷಣೆ
- ಒಳ್ಳೆಯ ಪಾಠಗಾರರೊಂದ ಪಠ್ಯದಲ್ಲಿರುವ ಪದ್ಯಗಳನ್ನು ಹಾಡಿಸಿ ವಿದಿಯೋ ಮಾಡಿಸಿ ಪಾಠಗಾರಿಕೆಯ ಪರಿಣಾಮವನ್ನು ತಿಳಿಯುವುದು
- ಸ್ಥಳೀಯ ಇಲ್ಲವೇ ಗ್ರಾಮೀಣ ಜನರಲ್ಲಿ ಇರುವ ಗ್ರಾಮಪದಗಳ ಪದಕೋಶ ತಯಾರಿಸುವುದು(ಕನಿಷ್ಠ ೨೦೦ ರಿಂದ ೩೦೦ ಪದಗಳ ವರೆಗೆ)
- ರೇಡಿಯೋ ಟಿ.ವಿ. ಹಾಗೂ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳಿಂದ ಪ್ರಸಾರವಾಗುವ 'ಭಾಷಾ' ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ವೀಕ್ಷಿಸಿ ವರದಿಯನ್ನು ಸಲ್ಲಿಸುವುದು
- Development of CRT.
- ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು.

**ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮೆಸ್ಟರ್‌ಗಳ ಮೌಲ್ಯಮಾಪನ
Scheme of Assessment for I and II Semester**

ಅ.ನಂ.	(ವಿಷಯ)	ಆಂತರಿಕ ಅಂಕಗಳು	ಬಾಹ್ಯ ಅಂಕಗಳು	ಒಟ್ಟು ಅಂಕಗಳು
1	Test (ಕಿರು ಪರೀಕ್ಷೆ)	10	-	10
2	Assignment ದತ್ತ ಕಾರ್ಯ	10	-	10
3	Practical ಪ್ರಾಯೋಗಿಕ ಕೆಲಸ	5	-	5
4	University Exam (ವಿಶ್ವವಿದ್ಯಾಲಯ ಪರೀಕ್ಷೆ)	-	50	50
		25	50	75

**ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮೆಸ್ಟರ್‌ಗಳ ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯ
Scheme of Assessment for Practical (both for I and II Semester)**

ಅ.ನಂ	(ವಿಷಯ)	ಅಂಕಗಳು
1	Objectives (ಉದ್ದೇಶಗಳು)	1
2	Procedure (ಕಾರ್ಯ ವಿಧಾನ)	1
3	Tools for Collecting Data (ದತ್ತಾಂಶ ಸಂಗ್ರಹಣೆಯ ಸಾಧನ)	3
4	Analysis and Interpretation (ವಿಶ್ಲೇಷಣೆ ಮತ್ತು ವಿವರಣೆ)	3
5	Report Writing (ವರದಿ ರಚನೆ)	2
		10

ಅಕರ ಗ್ರಂಥಗಳು:

- 1. ಪೋಲಗುಂದಿ ಬಿ.ಬಿ. (೨೦೦೪) ಕನ್ನಡ ಬೋಧನಾ ಯೋಜನೆಗಳು. ಗದಗ : ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ.
- 2. ದಾರವಾಡಕರ ರಾ.ಮ. (೧೯೫೦) ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ. ಮೈಸೂರು : ಗೀತಾಬುಕ್ ಹೌಸ್ ಪ್ರಕಾಶಕರು (೫೨೦೦೦).
- 3. ರಮಣ್ ಬಿ.ಬಿ. (೧೯೭೯) ಕನ್ನಡ ಸುಡಿ ಬೋಧನೆ. ದೀರಜ ಪೇಟೆ : ಸರ್ವೋದಯ ಬುಕ್ ಡಿಪೋ, ಚಿಕ್ಕಪೇಟೆ.
- 4. ಅನಂತರಾಮ. ರಾ. (೧೯೮೩) ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ. ಮೈಸೂರು : ಭಾರತೀ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿ ಪುರಂ - ೫೨೦೦೦೯.
- 5. Ryburn, W.M. (1963) *The Teaching of Mother Tongue*. Oxford University Press.
- 6. ಪಂಡಿತ ಸಿ. ಕೃಷ್ಣ (೧೯೯೦) ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ. ಮೈಸೂರು : ಗೀತಾ ಬುಕ್ ಹೌಸ್ : ಪ್ರಕಾಶಕರು
- 7. ಕೃಷ್ಣಪ್ಪ, ಎನ್. (೧೯೮೩), ಕನ್ನಡ ಬೋಧನೆ. ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ.
- 8. ಚಿದಾನಂದ ಮೂರ್ತಿ ಎಂ.ಡಾ. (೧೯೮೩) ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು. ಡಿ.ಬಿ.ಕೆ. ಮೂರ್ತಿ, ಕೃಷ್ಣ ಮೂರ್ತಿಪುರಂ : ಮೈಸೂರು-೫೨೦೦೦೪.
- 9. Billows, F.L. (1967) *The Techniques of Language Teaching*. Longmans, Green and Co., Ltd., 48 Grosvenor Street, London.
- 10. Passi, B.K. (1976) *Becoming Better Teacher*. Salitya Mudranalaya, City Mill Compound, Kanakeri Road, Ahmadabad - 380022.
- 11. Jahangira, N.K. and Singh Ajit, (1982) *Core Teaching Skills : Micro Teaching Approach*. Published by NCERT.
- 12. ಮೈಸೂರಿಟ್ಟಿ ಎಂ.ಎಂ. ಡಾ. (೨೦೦೨) ಶಾಲಾ ಶಾಲೆಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾದ ಬೋಧನೆಗೆ ಅಗಲ ಬೋಧನೆ. ಯು ನೀಡ ಪ್ರಕಾಶನ, ೧೬೬೦/೨೪, ೧೧ನೇ ಚಿರಂಜಿವ, ತರಳುಬಾಳು ಬಹಾವಳಿ, ದಾವಣಗೆರೆ-೫೭೨೦೦೫.

K.R.C.E.S's COLLEGE OF EDUCATION, BAILHONGAL.						
1st Semester Time Table 2013-14						
DayTime	MON	TUE	WED	THU	FRI	SAT
10.00-10.15	Prayer, Attendance, News Reading and Thought for the day					
10.15-11.10	Education-1 M.S.G	Education-2 M.B.T	Education-4 P.M.A	Education-3 B.M.K	Education-2 B.M.K	Phy.Edn. Activi B.C.H
11.10-12.05	Education-2 M.B.T	Education-1 P.B.H	Education-3 B.M.K	Education-5 S.B.K	Education-3 B.N.M	Education-4 M.S.G
12.05-12.20	Short Break					
12.20-01.15	Education-3 B.N.M	Education-5 S.B.K	Education-1 P.B.H	Education-4 P.M.A	Education-1 M.S.G	Education-2 B.M.K
1.15-2.00	Lunch Break					
2.00-2.05	Attendance					
2.05-3.00	Education-5 S.B.K	Education-4 M.S.G	Education-5 S.B.K	History/Phy.Sci P.B.H/S.B.K	Kan/Phy.Sci B.N.M/S.B.K	History/Bio.Sci P.B.H/M.B.T
3.0-3.45	History/Maths/Bio P.B.H/M.B.T/P.M.A	Eng/Phy.Sci B.M.K/S.B.K	Kan/Maths/Hindi B.N.M/P.M.A/S.M.Y	Kan/Geo/Maths B.N.M/M.S.G/P.M.A	Geo/Maths M.S.G/P.M.A	Geo/Hindi M.S.G/S.M.Y
3.45-4.30	Eng/Hindi B.M.K/S.M.Y	Kan/Geo/Hindi B.N.M/M.S.G/S.M.Y	History/Phy.Sci P.B.H/S.B.K	Eng/Bio.Sci B.M.K/M.B.T	Eng/Bio.Sci B.M.K/M.B.T	Tutorial
4.30-5.15	Sports & Games Library Work	Sports & Games Library Work	Club Activities/ Sports & Games	Library Work	Tutorial	Cultural
5.15-6.00	Sports & Games Library Work	Sports & Games Library Work	Club Activities/ Sports & Games	Litrary Activities	Intramural Competitions	Cultural

Place: Bailhongal

Date:

K.R.C.E.S's COLLEGE OF EDUCATION, BAILHONGAL.						
2nd Semester Time Table 2013-14						
DayTime	MON	TUE	WED	THU	FRI	SAT
10.00-10.15	Prayer, Attendance, News Reading and Thout for the day					
10.15-11.10	Education-1 P.B.H	Education-3 B.N.M	Education-1 M.S.G	Education-4 P.M.A	Education-4 P.M.A	Phy.Edn. Activi B.C.H
11.10-12.05	Education-2 B.M.K	Education-1 P.B.H	Education-3 B.N.M	Education-3 S.B.K	Education-2 M.B.T	Education-2 M.B.T
12.05-12.20	Short Break					
12.20-1.15	Education-4 P.M.A	Education-2 B.M.K	Education-4 P.M.A	Education-1 M.S.G	H.P.Ed/Env.Edn B.C.H/B.M.K	Phy.Sci/Hist SBK/PBH
1.15-2.00	Lunch Break					
2.00-2.05	Attendance					
2.05-3.00	Education-3 S.B.K	H.P.Ed/Env.Edn B.C.H/S.B.K	H.P.Ed/Env.Edn B.C.H/S.B.K	H.P.Ed/Env.Edn B.C.H/B.M.K	Kan/Maths B.N.M/P.M.A	Kannad/Bio.Sci B.N.M/M.B.T
3.00-3.45	Kan/Maths/Bio BNM/PMA/MBT	Kan/Maths/Bio BNM/PMA/MBT	History PBH	Hist/Maths/Bio PBH/PMA/MBT	Phy.Sci/Hist SBK/PBH	Geography M.S.G
3.45-4.30	Eng/Hindi/Phy.Sci B.M.K/S.M.Y/SBK	Geo/Phy.Sci M.S.G/S.B.K	Geo/Maths/English MSG/PMA/BMK	Eng/Hindi B.M.K/SMY	Geo/Hindi MSG/SMY	Tutorial
4.30-5.15	Sports & Games Library Work	Sports & Games Library Work	Club Activities/ Sports & Games	Library Work/SUPW	Tutorial	SUPW
5.15-6.00	Sports & Games Library Work	Sports & Games Library Work	Club Activities/ SUPW/ Sports & Games	Litrary Activities	Intramural Competitions	Cultural

Place: Bailhongal

Date:

K.R.C.E.S's COLLEGE OF EDUCATION, BAILHONGAL.								
1st Semester Time Table 2013-14								
DayTime	MON	TUE	WED	THU	FRI	SAT	Time	
10.00-10.15	Prayer, Attendance, News Reading and Thought for the day							8:15 - 8:30
10.15-11.10	Education-1 M.S.G	Education-2 B.M.K	Education-4 P.M.A	Education-3 B.N.M	Education-2 M.B.T	Phy.Edn. Activi B.C.H	8:30 - 9:15	
11.10-12.05	Education-2 B.M.K	Education-1 P.B.H	Education-3 B.N.M	Education-5 S.B.K	Education-3 B.N.M	Education-4 M.S.G	9:15 - 10:00	
12.05-12.20	Short Break						10:00 - 10:20	
12.20-01.15	Education-3 B.N.M	Education-5 S.B.K	Education-1 P.B.H	Education-4 P.M.A	Education-1 M.S.G	Education-2 M.B.T	10:20 - 11:05	
1.15-2.00	Lunch Break							
2.00-2.05	Attendance							
2.05-3.00	Education-5 S.B.K	Education-4 M.S.G	Education-5 S.B.K	History/Phy.Sci P.B.H/S.B.K	Kan/Phy.Sci B.N.M/S.B.K	History/Bio.Sci P.B.H/M.B.T	11:05 - 11:50	
3.0-3.45	History/Maths/Bio P.B.H/PMA/MBT	Eng/Kan/Hindi B.M.K/B.N.M/S.M.Y	Kan/Maths/Hindi B.N.M/P.M.A/S.M.Y	Geo/Maths M.S.G/P.M.A	Geo/Maths M.S.G/P.M.A	Geo M.S.G	11:50 - 12:35	
3.45-4.30	Eng/Hindi B.M.K/S.M.Y	Geo/Phy.Sci M.S.G/S.B.K	History/Phy.Sci P.B.H/S.B.K	Eng/Bio.Sci/Kan B.M.K/MBT/BNM	Eng/BioSci/Hind BMK/MBT/SMY	Tutorial	12:35 - 1:20	
4.30-5.15	Sports & Games Library Work	Sports & Games Library Work	Club Activities/ Sports & Games	Library Work	Tutorial	Cultural		
5.15-6.00	Sports & Games Library Work	Sports & Games Library Work	Club Activities/ Sports & Games	Litrary Activities	Intramural Competitions	Cultural		

Place: Bailhongal

Date: 04-03-2014

KITTUR RANI CHANNAMMA EDUCATION SOCIETY'S, COLLEGE OF EDUCATION BAILHONGAL.

WORKSHOP ON MICRO TEACHING.

From 18/03/2014 To 19/03/2014

DATE	TIME	SUBJECT	RESOURCE PERSON
18/03/2014	10:30 TO 12:30	INAUGURAL FUNCTION & CONCEPT OF MICRO TEACHING	Smt. Bhikaje R.R K.S.R.College of Education, Belagavi
	12.30 to 12.45 SHORT RECESS		
	12:45 TO 1:45	SKILL OF WRITING INSTRUCTIONAL OBJECTIVES & DISCUSSION	Smt. S.B.Karadiguddi
	1:45 TO 2:30 LUNCH BREAK		
	2:30 TO 3:00	SKILL OF WRITING INSTRUCTIONAL OBJECTIVES & DISCUSSION	Smt. S.B.Karadiguddi
	3:00 TO 4:00	SKILL OF INTRODUCING THE LESSON. DEMONSTRATION LESSON ON SKILL & DISCUSSION	MISS. M.B.TALLUR
	4.00 TO 5.00	SKILL OF EXPLANATION DEMONSTRATION LESSON ON SKILL & DISCUSSION	SHRI. M.S GADENNAVAR
19/03/2014	10:30 TO 11:30	SKILL OF FLUENCY IN QUESTIONING DEMONSTRATION LESSON ON SKILL & DISCUSSION	MISS. M.B.TALLUR
	11.30 TO 12.30	SKILL OF PROBING QUESTIONS. DEMONSTRATION LESSON ON SKILL & DISCUSSION	SHRI. P.M.AYACHIT
	12.30 to 12.45 SHORT RECESS		
	12:45 TO 1:45	SKILL OF ILLUSTRATING WITH EXAMPLES DEMONSTRATION LESSON ON SKILL & DISCUSSION	Smt. S.B.Karadiguddi
	1:45 TO 2:30 LUNCH BREAK		
	2:30 TO 4:00	SKILL OF USING BLACKBOARD DEMONSTRATION LESSON ON SKILL & DISCUSSION	SHRI. P.B.HOOLI
	4.00 TO 5.00	SKILL OF STIMULUS VARIATION DEMONSTRATION LESSON ON SKILL & DISCUSSION	SHRI. B.N.MUDENNAVAR

Place: Bailhongal.

Date: 15/03/2014.

KRCES'S COLLEGE OF EDUCATION
BLOCK PRACTISE TEACHING 2013-2014
MARADI BASAVESHWAR HIGH SCHOOL BAILHONGAL

TIME (10:30) TO (04:45)

DATE	DAY	STD	I TO (10:30) TO (11:10)	II TO (11:10) TO (11:45)	III TO (11:45) TO (12:20)	SHORT REST (12:20) TO (12:30)		IV TO (12:30) TO (01:05)	V TO (01:05) TO (01:40)	LUNCH BREAK (1:40) TO (2:20)		VI TO (2:20) TO (03:10)	VII TO (03:10) TO (03:50)	SHORT BREAK (3:50) TO (4:00)		VIII TO (04:00) TO (04:40)
30/07/2014	WEDNESDAY	VIII	HIS(53)	SCI(23)	KAN(90)	SHORT REST (12:20) TO (12:30)		HIS(62)	MATHS(07)	LUNCH BREAK (1:40) TO (2:20)		HIS(59)	GEO(50)	SHORT BREAK (3:50) TO (4:00)		KAN(86)
31/07/2014	THURSDAY	IX	HIS(76)	ENG(59)	HIS(53)	SHORT REST (12:20) TO (12:30)		HIN(53)	SCI(23)	LUNCH BREAK (1:40) TO (2:20)		HIS(69)	KAN(62)	SHORT BREAK (3:50) TO (4:00)		KAN(69)
02/08/2014	SATURDAY	IX	KAN(50)	SCI(23)	KAN(62)	SHORT REST (12:20) TO (12:30)		KAN(90)	SCI(7)	LUNCH BREAK (1:40) TO (2:20)		HIS(59)	KAN(86)	SHORT BREAK (3:50) TO (4:00)		HIS(62)
04/08/2014	MONDAY	VIII	HIS(76)	MATHS(7)	KAN(86)	SHORT REST (12:20) TO (12:30)		HIS(76)	MATHS(23)	LUNCH BREAK (1:40) TO (2:20)		HIN(53)	HIS(90)	SHORT BREAK (3:50) TO (4:00)		GEO(50)
05/08/2014	TUESDAY	VIII	SCI(23)	ENG(59)	HIN(53)	SHORT REST (12:20) TO (12:30)		HIS(86)	KAN(50)	LUNCH BREAK (1:40) TO (2:20)		MATHS(23)	GEO(50)	SHORT BREAK (3:50) TO (4:00)		KAN(76)
06/08/2014	WEDNESDAY	VIII	KAN(86)	HIS(53)	SCI(23)	SHORT REST (12:20) TO (12:30)		ENG(59)	HIS(62)	LUNCH BREAK (1:40) TO (2:20)		SCI(7)	KAN(69)	SHORT BREAK (3:50) TO (4:00)		HIS(86)
07/08/2014	THURSDAY	VIII	HIS(76)	KAN(50)	HIS(53)	SHORT REST (12:20) TO (12:30)		HIS(90)	HIN(53)	LUNCH BREAK (1:40) TO (2:20)		HIS(76)	ENG(59)	SHORT BREAK (3:50) TO (4:00)		HIS(86)
08/08/2014	FRIDAY	VIII	KAN(50)	MATHS(23)	HIS(90)	SHORT REST (12:20) TO (12:30)		KAN(69)	HIS(59)	LUNCH BREAK (1:40) TO (2:20)		SCI(07)	MATHS(23)	SHORT BREAK (3:50) TO (4:00)		HIS(86)
09/08/2014	SATURDAY	IX	HIS(59)	MATHS(23)	KAN(86)	SHORT REST (12:20) TO (12:30)		ENG(59)	HIS(53)	LUNCH BREAK (1:40) TO (2:20)		MATHS(23)	GEO(50)	SHORT BREAK (3:50) TO (4:00)		HIS(76)
11/08/2014	MONDAY	VIII	KAN(62)	ENG(59)	MATHS(07)	SHORT REST (12:20) TO (12:30)		HIS(69)	HIN(53)	LUNCH BREAK (1:40) TO (2:20)		MATHS(07)	KAN(90)	SHORT BREAK (3:50) TO (4:00)		HIN(53)
12/08/2014	TUESDAY	VIII	HIS(86)	KAN(69)	SCI(23)	SHORT REST (12:20) TO (12:30)		HIS(90)	KAN(76)	LUNCH BREAK (1:40) TO (2:20)		MATHS(7)	HIS(59)	SHORT BREAK (3:50) TO (4:00)		HIS(86)
13/08/2014	WEDNESDAY	VIII	HIS(62)	KAN(50)	HIS(76)	SHORT REST (12:20) TO (12:30)		ENG(59)	GEO(50)	LUNCH BREAK (1:40) TO (2:20)		KAN(90)	KAN(62)	SHORT BREAK (3:50) TO (4:00)		HIS(86)
14/08/2014	THURSDAY	IX	ENG(59)	MATHS(07)	KAN(86)	SHORT REST (12:20) TO (12:30)		HIS(69)	MATHS(23)	LUNCH BREAK (1:40) TO (2:20)		HIS(62)	KAN(86)	SHORT BREAK (3:50) TO (4:00)		KAN(50)
15/08/2014	SATURDAY	VIII	SCI(23)	MATHS(23)	HIS(90)	SHORT REST (12:20) TO (12:30)		KAN(69)	HIS(86)	LUNCH BREAK (1:40) TO (2:20)		HIS(53)	KAN(50)	SHORT BREAK (3:50) TO (4:00)		KAN(50)
19/08/2014	TUESDAY	VIII	SCI(23)	KAN(76)	SCI(07)	SHORT REST (12:20) TO (12:30)		ENG(59)	HIS(62)	LUNCH BREAK (1:40) TO (2:20)		HIS(69)	HIS(62)	SHORT BREAK (3:50) TO (4:00)		HIS(62)
		IX	KAN(76)	HIS(53)	KAN(50)	SHORT REST (12:20) TO (12:30)		HIS(86)	HIS(62)	LUNCH BREAK (1:40) TO (2:20)		HIS(69)	HIS(62)	SHORT BREAK (3:50) TO (4:00)		HIS(62)

PRINCIPAL SIGNATURE *[Signature]*

METHOD MASTER SIGNATURE *[Signature]*

B.P.N HEAD MASTER *[Signature]*

K.R.C.E.SOCIETY's COLLEGE OF EDUCATION, BAILHONGAL.

BLOCK PRACTICE TEACHING PROGRAMME

DATE: 30/07/2014 TO 16/08/2014

01. School : K.R.C.E.S KANNADA MEDIUM SCHOOL VIDYANAGAR

Method Master : Shri. M.N.Dodwad

Class : VIII & IX

Student Roll No. : 03, 18, 24, 30, 45, 49, 61, 65, 66, 85.

02. School : RANI CHANNAMMA RESIDENTIAL SCHOOL BAILHONGAL

Method Master : Shri. B. V. Bendigeri

Class : VIII & IX

Student Roll No. : 02, 41, 54, 56, 58, 92, 97.

03. School : GOVERNMENT HIGH SCHOOL ANIGOL

Class : VIII, IX.

Method Master : Shri. B.N. Mudennavar

Student Roll No. : 01, 11, 15, 40, 43, 51, 55, 75, 57, 98, 89.

04. School : Government High School Bailhongal Group 1

Class : VIII & IX

Method Master : Shri. P.B. Hooli

Student Roll No : .10, 16, 28, 33, 37, 42, 74, 88, 94, 95.

05. School : Government Higher Primary School Bailhongal Group 2.

Class : VIIA, VIIB

Method Master :Miss. S.B. Karadiguddi

Student Roll No : 04, 13, 20, 22, 34, 47, 60, 70, 73, 80.

06. School : Government Higher Primary School No.04 Bailhongal. Group 1

Class : VIIA, VIIB

Method Master : Smt. B.M.Kadeshnavar

Student Roll No : 05, 14, 21, 26, 32, 44, 93, 78, 79, 83.

07. School : **Government Higher Primary School No. 04 Bailhongal. Group 2**

Class : VIIC, VIII

Method Master : Smt. Uma Nemati

Student Roll No : 12, 17, 23, 27, 39, 46, 63, 68, 77, 87 .

08. School : **Shri. Rudraswami Education, Society's, Rudrakshimath High School Bailhongal.**

Class : VIII & IX

Method Master : Shri. P.M.Ayachit

Students Roll No : 06, 19, 31, 36, 38, 52, 64, 81, 82, 91 .

09. School : **Government High School Bailawad.**

Class : VIII & IX

Method Master : Shri. M.S. Gadannavar

Students Roll No : 08, 09, 25, 29, 35, 48, 67, 71, 72, 84 .

10. School : **Shri. Maradi Basaveshar High School Bailhongal.**

Class : VIII & IX

Method Master : Smt. Manjula Mannannavar

Students Roll No : 07, 23, 50, 53, 59, 62, 69, 76, 86, 90 .

ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ನಂ: ಇಡಿ 45 ಯುಜಿಸಿ 86

ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಸಚಿವಾಲಯ
ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಭವನ, ಗೋಕುಲ
ಬೆಂಗಳೂರು, ದಿನಾಂಕ 21-8-86

ಇಂದ

ಕಾರ್ಯದರ್ಶಿ,
ಶಿಕ್ಷಣ ಇಲಾಖೆ,
ಬೆಂಗಳೂರು.

ಇವರಿಗೆ

ಕುಲಸಚಿವರು,
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ,
ಧಾರವಾಡ.

ಮಾನ್ಯರೇ,

ವಿಷಯ: 1986-87ನೇ ಸಾಲಿಗೆ ಹೊಸದಾಗಿ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮಗಳನ್ನೂ
ಪ್ರಾರಂಭಿಸಲು ಅನುಮತಿ ನೀಡುವ ಬಗ್ಗೆ

ಉಲ್ಲೇಖ: ನಿಮ್ಮ ಪ್ರಸ್ತಾವನೆಗಳ ಸಂಖ್ಯೆ 86-87:8244, 86-87
8242, 86-87:8245, 86-87:699

ಮೇಲ್ಕಂಡ ವಿಷಯದ ಬಗ್ಗೆ ಉಲ್ಲೇಖದಂತೆ ಹೇಳಿರುವ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಕಳೆದ ಪ್ರಸ್ತಾವನೆಗಳ ಆಧಾರದ ಮೇಲೆ ಕರ್ನಾಟಕ ರಾಜ್ಯದ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳ ಅಧಿನಿಯಮ,
1976 (1976 ರ ಕರ್ನಾಟಕ ಅಧಿನಿಯಮ ಸಂಖ್ಯೆ 28)ರ 53ನೇ ಪ್ರಕರಣ (5)ನೇ ಉಪ
ಪ್ರಕರಣದ ಮೇರೆಗೆ ಪ್ರದತ್ತವಾದ ಅಧಿಕಾರಗಳನ್ನು ಜಲಾಯಿಸಿ ಕರ್ನಾಟಕ ಸರ್ಕಾರದವರು ಕರ್ನಾಟಕ
ವಿಶ್ವವಿದ್ಯಾನಿಲಯವು ಗೊತ್ತುಪಡಿಸಿರುವ ಷರತ್ತುಗಳಿಗೆ ಒಳಪಟ್ಟು, ಈ ಕೆಳಕಂಡ ಸಂಸ್ಥೆಗಳಿಂದ
ಹೊಸದಾಗಿ ಬಿ.ಇ.ಡಿ. ಕಾರ್ಯಕ್ರಮಗಳನ್ನೂ 1986-87ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಿಂದ ಪ್ರಾರಂಭಿಸಲು
ಅನುಮತಿ ನೀಡಿದೆ. ಅದರಂತೆ ಆ ಕಾರ್ಯಕ್ರಮಗಳಿಗೆ ಸಂಯೋಜನೆಗೆ ಮಂಜೂರಾತಿ ನೀಡುವಂತೆ
ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಶಿಫಾರಸು ಮಾಡಲಾಗಿದೆ. ಸರ್ಕಾರದ ಶಿಫಾರಸು ಅಡಿಯಲ್ಲಿ ಹೊರಡಿಸಿ
ವಂತೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯವನ್ನು ಕೋರಲು ನಿರ್ದೇಶಿಸಲಾಗಿದೆ.

ಸಂಸ್ಥೆಯ ಹೆಸರು

ವಿದ್ಯಾರ್ಥಿ ಪ್ರಮಾಣ

1) ಕೆ.ಎಲ್.ಇ. ಸಂಸ್ಥೆ, ಬೆಳಗಾಂ (ಹುಬ್ಬಳ್ಳಿಯಲ್ಲಿರುವ ಕಾರ್ಯಕ್ರಮಗಳ ಪ್ರಾರಂಭಿಸಲು)	100
2) ಕೆ.ಆರ್.ಸಿ.ಇ. ಸಂಸ್ಥೆ, ಬೈಲಮಾಂಗಲ ಬೆಳಗಾಂ ಜಿಲ್ಲೆ	80
3) ಎಸ್.ಆರ್. ಕಂಠಿ ವಿದ್ಯಾ ಸಂಸ್ಥೆ ಇಳಕಲ, ಬಿಜಾಪುರ ಜಿಲ್ಲೆ	80
4) ಜನತಾ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ ಹಾನಗಲ್, ಧಾರವಾಡ ಜಿಲ್ಲೆ	60

ತಮ್ಮ ನಂಬಿಕೆಯು,

(ಯುಂ. ಕೆಂಪಯ್ಯ)
ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿ,
ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಇಲಾಖೆ.
21/8

ಪ್ರತಿ ಇವರಿಗೆ

- 1) ಅಧ್ಯಕ್ಷರು, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಳಗಾಂ.
- 2) ಅಧ್ಯಕ್ಷರು, ಕೆ.ಎಲ್.ಇ. ಸಂಸ್ಥೆ, ಬೆಳಗಾಂ
- 3) ಕೆ.ಆರ್.ಸಿ.ಇ. ಸಂಸ್ಥೆ, ಬೈಲಮಾಂಗಲ
- 4) ಎಸ್.ಆರ್. ಕಂಠಿ ವಿದ್ಯಾ ಸಂಸ್ಥೆ ಇಳಕಲ, ಬಿಜಾಪುರ
- 5) ಜನತಾ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ ಹಾನಗಲ್
- 6) ಹೆಚ್.ವಿ.ಪಿ ಪ್ರತಿಗಳು

ಕೆ.ರ
21886

TO BE PUBLISHED IN THE GAZETTE OF INDIA – PART III, SECTION IV
RPAD

F.KAR/B.Ed/28/SRO/NCTE/2000-2001/ 951

Date: 11/7/2000

ORDER

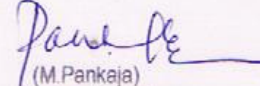
In exercise of the powers vested under Section 14(3)(a) of the National Council For Teacher Education (NCTE) Act, 1993, the Southern Regional Committee grants recognition to **KRCE Society's College of Education, Bailhongal-591 102, Belgaum Dt., Karnataka** for **B.Ed Course of One year duration** from the academic session **2000-2001** with an annual intake of **100** students, subject to fulfilling the following conditions:

1. The institution shall ensure library, laboratories and other instructional infrastructure as per the NCTE norms.
2. The admission to the approved course shall be given only to those candidates who are eligible as per the regulations governing the course and in the manner laid down by the affiliating University / State Government.
3. Tuition fee and other fees will be charged from the students as per the norms of the affiliating University / State Government till such time NCTE regulations in respect of fee structure come into force.
4. Curriculum transaction, including practical work / activities, should be organised as per the norms and standards for the course and the requirements of the affiliating University / examining body.
5. Teaching days including practice teaching should not be less than the number fixed in the NCTE norms for the course.
6. The institution, if unaided, shall maintain endowment and reserve fund as per NCTE norms.
7. The institution shall continue to fulfil the norms laid down under the regulations of the NCTE and submit to the Regional Committee the Annual Report and the Performance Appraisal Report at the end of each academic year. The performance appraisal report should inter alia give the extent of compliance of the conditions indicated above.

Contd 2

If **KRCE Society's College of Education, Bailhongal-591 102, Belgaum Dt., Karnataka** contravenes the provisions of the NCTE Act or the rules, regulations and orders made or issued thereunder or fails to fulfill the above conditions, the Regional Committee may withdraw this recognition under the provisions of Section 17(1) of the NCTE Act.

By order,


(M. Pankaja)
Regional Director

The Manager,
Government of India,
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054.

To

The Principal
KRCE Society's College of Education,
Bailhongal-591 102,
Belgaum Dt., Karnataka

C.C. to:

1. The Principal Secretary (Higher Education), Govt. of Karnataka, Bangalore, Karnataka.
2. The Commissioner for Public Instructions, Nrupathunga Road, Bangalore, Karnataka.
3. The Director, DSERT, B.P. Wadia Road, Basavanagudi, Bangalore, Karnataka.
4. The Special Officer, CAC, Old Junior College Bldg, K.G. Road, Bangalore, Karnataka.
5. The Registrar, Karnatak University, Dharwad, Karnataka
6. The Registrar(Exams), Karnatak University, Dharwad, Karnataka
7. The Correspondent(management), KRCE Society's College of Education, Bailhongal-591 102, Belgaum Dt., Karnataka
8. The Member Secretary, NCTE, C-2/10, Safdarjung Dev. Area, Sri. Aurobindo Marg, New Delhi-110016.
9. Office Order file.

ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಸಂಖ್ಯೆ: ಇ 54 ಯು.ಪಿ 94

ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಸಚಿವಾಲಯ,
ಬಹುಮಹಡಿಗಳ ಕಟ್ಟಡ,
ಬೆಂಗಳೂರು, ದಿನಾಂಕ: 31-10-74
7.11.74

ಇವರಿಂದ:-

ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿ,
ಶಿಹು ಇಲಾಖೆ.

ಇವರಿಗೆ:-

ಕುಲಸಚಿವರು,
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಭಾರವಾಡ-580 003.

ಮಾನ್ಯರೇ,

ವಿಷಯ:- ಶಿಕ್ಷಾರ್ಥಿ ರಾಜಿ ಹೆಚ್ಚುವೂ, ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ,
ಬೈಲಹೊಂಗಲು, ಪಿ. ಬೆಳಗಾವಿ ಇದಕ್ಕೆ 1994-95 ನೇ ಸಾಲಿನಿಂದ
ಶಾಶ್ವತ ಸಂಯೋಜನೆ ಮಂಜೂರಾತಿ ಕುರಿತು.

ಇದ್ದಿಲ್ಲ:- ಸಂ: ಕಡಿ:ವಿಮಂ(ಸಂಯೋಜನೆ)94-95 : 3873, ದಿನಾಂಕ: 2-8-94ರ
ಪತ್ರ.

ಮೇಲ್ಕಂಡ ಪತ್ರದಲ್ಲಿ ಕಳುಹಿಸಿದ ಪ್ರಸ್ತಾವನೆಯನ್ನು ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಕಾರ್ಯದ
ಪ್ರಕರಣ 53(6)ರಲ್ಲಿ ಪ್ರದತ್ತವಾದ ಅಧಿಕಾರದನ್ವಯ ಸರ್ಕಾರದ ಪರಿಶೀಲನೆ ಶಿಕ್ಷಾರ್ಥಿ ರಾಜಿ ಹೆಚ್ಚುವೂ, ಶಿಕ್ಷಣ
ಸಂಸ್ಥೆಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಬೈಲಹೊಂಗಲು ಈ ಕಾಲೇಜಿಗೆ 1994-95ನೇ ಸಾಲಿನಿಂದ ಶಾಶ್ವತ
ಸಂಯೋಜನೆ ನೀಡಲು ನಿರ್ಧರಿಸುವ ಮೂಲಕವಾಗಿದೆ.

ಈ ನಿರ್ಧರಿಸುವ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಕಾರ್ಯದಂತೆ ಮತ್ತು ವಿಶ್ವವಿದ್ಯಾಲಯದ ವಹಿಯುಗಳ
ಪ್ರಕಾರ ಮೇಲ್ಕಂಡ ಕಾಲೇಜು ಮಾರ್ಕೆಸಬೇಕಾದ ಯಾವುದಾದರೂ ಷರತ್ತು, ಇದ್ದರೆ, ಅದನ್ನು ಮಾರ್ಕೆಸಬ
ಷರತ್ತುಗಳಿಗೊಳಪಟ್ಟು ಮೂಡಲಾಗಿದೆ. ಶಾಗೂ ವಿಶ್ವವಿದ್ಯಾಲಯವನ್ನು ಈ ಬಗ್ಗೆ ಅಧಿಕ ಕೆಲಸವನ್ನು ಮಾಡುವ
ಪದವಿ ಷರತ್ತುಗಳನ್ನು ಮಾರ್ಕೆಸಬ ಬಗ್ಗೆ ಶಾಕತಿ ಪಡಿಸಿಕೊಳ್ಳುವುದಕ್ಕೆ ಇದ ಕೆಲಸವನ್ನು ನಿರೀಕ್ಷಿಸಲಾಗಿದೆ.

ಈ ಕಾಲೇಜಿನಲ್ಲಿ ಭೋಧಿಸುತ್ತಿರುವ ಕೆಲಕಂಡ ವಿಷಯಗಳಿಗೆ ಶಾಶ್ವತ ಸಂಯೋಜನೆ ನೀಡಲು ನಿರ್ಧರಿಸುವ
ಮೂಲಕವಾಗಿದೆ.

ಕೋಡಿಸು	ವಿಷಯಗಳು
ಪಿ.ಎಚ್.	ವಿಶ್ವವಿದ್ಯಾಲಯದ ನಿಲಬ್ಧ ಪ್ರಕಾರ ಎಲ್ಲಾ ವಿಷಯಗಳು.

ತಮ್ಮ ನಂಬುಗೆಯ,
ಶಿ. ಕೆ. ಪ್ರಸನ್ನಂಜ್ಜಿ
(ಶಾ.ಸ.ರಾಜ್ಯಸಂಪನ್ಮೂಲ) ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿ,
ಶಿಕ್ಷಣ ಇಲಾಖೆ(ವಿಶ್ವವಿದ್ಯಾಲಯ).
ಬಿ/ಇ/ಕೆ

ಪ್ರತಿಗಳು:-

- 1) ನಿರ್ದೇಶಕರು, ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ, ಪಿ.ಪಿ.ವಾಡಿಯಲಾ ರಸ್ತೆ, ಬಹಮನುಡಿ,
ಬೆಂಗಳೂರು.
- 2) ಪ್ರಾಂಶುಪಾಲರು, ಶಿಕ್ಷಾರ್ಥಿ ರಾಜಿ ಹೆಚ್ಚುವೂ, ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಬೈಲಹೊಂಗಲು
ಬೆಳಗಾವಿ ಜಿಲ್ಲೆ.
- 3) ರಷಾ ಕಡತ: ಹೆಚ್ಚುವರಿ ಪ್ರತಿ.

ಮ

"A" Grade NAAC Accredited
University with Potential for Excellence

ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ/ಸಂಯೋಜನಾ ವಿಭಾಗ
COLLEGE DEVELOPMENT COUNCIL/
AFFILIATION

ಪಾವಟೆ ನಗರ, ಧಾರವಾಡ -580003
Pavate Nagar, Dharwad - 580 003
/ Karnataka - India

Ref/No.KU/CDC/Affln./2012-13/ 256

Date 30/11/2012

ಗೆ,

ಪ್ರಾಚಾರ್ಯರು,

ಕಿತ್ತೂರ ರಾಣಿ ಚೆನ್ನಮ್ಮ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ,

ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ,

ಬೈಲಹೊಂಗಲ್ - 591102

ಜಲ್ಲಾ - ಬೆಳಗಾವಿ

ವಿಷಯ:- 2010-11 ರಿಂದ 2014-15 ರ ವರೆಗೆ ಪಂಚವಾರ್ಷಿಕ ಸಂಯೋಜನಾ
ಮಂಜೂರಾತಿ ಕುರಿತು.

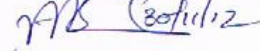
ಉಲ್ಲೇಖ:- 1) ತಮ್ಮ ಅರ್ಜಿ ದಿನಾಂಕ 29-09-2009

2) ಆಡಳಿತ ಮಂಡಳಿ ತರಾವ ದಿನಾಂಕ 29-03-2010

ಮಾನ್ಯರೇ,

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಈ ಮೂಲಕ ತಮಗೆ
ತಿಳಿಸುವುದೇನೆಂದರೆ, ತಮ್ಮ ಮಹಾವಿದ್ಯಾಲಯಕ್ಕೆ 2010-11 ರಿಂದ 2014-15 ರ ವರೆಗೆ ಪಂಚವಾರ್ಷಿಕ
ಸಂಯೋಜನಾ ಮಂಜೂರಾತಿಯನ್ನು ತನಿಖಾ ಸಮಿತಿಯ ಕರಾರಿಗೊಳಪಟ್ಟು ನೀಡಲಾಗಿದೆ.

ತಮ್ಮ ವಿಶ್ವಾಸಿ


ಕುಲಸಚಿವರು

ಪ್ರತಿ ನಾದರಪೂರ್ವಕವಾಗಿ:-

- 1) ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಕ.ವಿ.ವಿ ಧಾರವಾಡ.
- 2) ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ವಿಭಾಗ, ಕ.ವಿ.ವಿ ಧಾರವಾಡ.

ಪ್ರತಿ:-

- 1) ಅಧೀಕ್ಷಕರು, ಅಂಕ ಸಂಖ್ಯಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ ಧಾರವಾಡ.
- 2) ಅಧೀಕ್ಷಕರು, ಎಸ್ & ಟಿ: ಪಿ.ಜಿ/ಸರ್ವೋತ್ತಮ ವಿಭಾಗ, ಕ.ವಿ.ವಿ ಧಾರವಾಡ

ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ
'ವಿದ್ಯಾಸಂಗಮ', ಪೊನ್ನಾ-ಬೆಂಗಳೂರು ರಾ.ಸೆ. - 4
ಬೆಳಗಾವಿ - 591 156. ದೂ: 0831-2565208, 2565219
ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ/ಸಂಯೋಜನಾ ವಿಭಾಗ
ಇ-ಮೇಲ್: directorcdcru@gmail.com



RANI CHANNAMMA UNIVERSITY
'Vidyasangama', Poona-Bangalooru N.H. - 4
BELAGAVI - 591 156. Ph: 0831-2565208, 2565219
College Development Council/Affiliation Section
Web: www.rcub.ac.in

Ref. No.: ರಾಜವಿ/ಬೆಳಗಾವಿ/ಸಿಡಿ ಸಿಬಿಆರ್ /2013-14/191

ದಿನಾಂಕ: 28-08-2013

To,
Principal,
K. R. C. E. Society's
College of Education
A/P Bailhongal-591 102
Tq: Bailhongal, Dt:Belagavi.

Sub: Providing information regarding Continuation of Permanent
Affiliation of the college.

Ref No: 1. KU/CDC/Aff/2012-13/256, Dated: 30-11-2012.
2. Your latter Dated: 28-08-2013.

Sir,

With reference to the subject cited above the Karnataka University has
given the status of Paramanent Affiliation for the period of 2010-11 to 2014-15 and
the same is continved subjected to the conditions for the same period.

This is for your information.

Yours faithfully

[Signature]
Directro (I/C)
CDC



S 5167-68
BELGAUM

CERTIFICATE OF REGISTRATION.

I hereby certify that the THE KITTUR RANI CHANNAMMA EDUCATION SOCIETY, BAILHONGAL, M. J. HIGH SCHOOL, BUILDING, BAILHONGAL.

is this day registered under the Mysore Societies Registration Act, 1960
(Mysore Act No. 17 of 1960)

Fee paid, Rupees Fifty only. _____

Given under my hand at Bangalore the _____ 7 th _____ day of
March _____

One Thousand Nine Hundred and Sixty Eight. _____

TGS.

(S. RAJU DORAI)
For Registrar of Societies in Mysore.

Kittur Rani Channamma Education Society,
Bailhongal - 591102.
Dist: Belgaum

Estb: 1968



ಕಿತ್ತೂರ ರಾಣಿ ಚನ್ನಮ್ಮಾ ಶಿಕ್ಷಣ ಸಂಘ
ಬೈಲಹೊಂಗಲ - ೫೯೧೧೦೨
ಜಿಲ್ಲಾ: ಬೆಲಗಾಂವ

Phone: (08288) 237211 Email: krceesociety@yahoo.co.in

Ref No :

Date :

BYE LAW AFTER AMENDMENT

PART - I

(Preliminary)

The Society being a charitable educational society under the Mysore Societies Registration Act, 1960, prohibits payment of any dividend and distribution of its surplus or income among its members.

DEFINITIONS

- i. "SOCIETY" Means unless the context otherwise means, Kittur Rani Channamma Education Society, Bailhongal. Dist: Belgaum.
- ii. "MANAGEMENT" Means, unless the context otherwise means, the "Board of Management" of, Kittur Rani Channamma Education Society, Bailhongal. Dist: Belgaum.
- iii. "YEAR" Means the academic year, unless the contrary is mentioned.
- iv. "MONTH" Means, the calendar month.
- v. "A MEMBER" Means, a person who is duly elected or nominated by the society, unless the contrary is mentioned.
- vi. "PRESIDENT", the President of the Society means Peethadhyakshyaru Rudrakshimath Naganoor-Belgaum.
- vii. "VICE PRESIDENT" means the Vice President of the society, elected or nominated as such by the General Body unless the contrary is mentioned.
- viii. "CHAIRMAN" Means, the Chairman of the Board of Management, elected by the Board of Management, unless the contrary is mentioned.
- ix. "SECRETARY" Means, the Secretary of the Board of Management unless the contrary is mentioned.
- x. "RULES" Means, the Rules of the Society
- xi. "ELECTION RULES" Means, the Rules framed as such from time to time by the General Body for the purpose of conduct of Elections of the Society.
- xii. "GENERAL BODY" Means, the General Body of the Society consisting of Grand Patrons, Patrons and Ordinary Members.

CONSTITUTION & RULES FRAMED THERE UNDER.

is and Objectives:

- a) The Society shall be called " K. R. C. E. Society, Bailhongal.
- b) The following Constitution and Rules framed there-under shall be called by "K.R.C.E. Society's, Constitution and Rules" The Constitution and the Rules framed there under shall apply to the society and to all the Institutions of all kinds owned or managed by or under the control of the Society at various places in future.
- c) The Constitution and Rules shall come into force from the day on which they are accepted by the General Body of the Society at its meeting called for the purpose. However, the Committees and the Bodies shall continue to function till they are newly constituted.
- d) The Constitution and the Rules framed there under shall apply to all the Institutions of all kinds owned or managed by or under the control of the Society at various places.
- e) The Constitution, Rules and Regulations of the Society now in force as approved at the meeting of the General Body of the Society at its special meeting held on 26/09/2009 are hereby replaced.
- f) The said repeal however shall not affect the validity or invalidity of any act already done according to the Constitution and its rules, provided however that the various Committees or the Bodies formed, constituted under the old Constitution and the rules made thereunder shall continue to function till the new ones are formed or constituted, on completion of the present tenure.
- g) The Head quarters of the Society shall be at Bailhongal:-
- h) The Society shall be a Corporate Body and shall have a common seal inscribed thereon "K.R.C.E. Society, Bailhongal".
- i) The aims and Objects of the Society shall be :
 - a) To establish Colleges, Schools, Research Institute and other educational institutions of various kinds in suitable places, as may be determined from time to time by the Board of Management. The Board of Management shall have the power to

irrespective of caste, creed or religion. However preference shall be given to the North-Karnataka Region (Bailhongal Revenue Sub- Division) and also to children of members of the Society and staff working in Society's Institutions.

- b) To take over affiliated educational institutions and Research Institutions belonging to or managed by other similar educational societies/trusts for purposes of ownership, management and control.
- c) To spread education in general and impart instruction in any branch of knowledge, wherever and whenever feasible.
- d) To promote Kannada Language and Culture.
- e) To Institute Scholarships, Prizes, Awards and Endowment and to depute deserving students and employees to pursue higher education.
- f) To assist and to undertake publications of academic nature such as Literary, Cultural, Sports, Games etc.,
- g) To create separate Trust/Society and Contribute funds to such Trust/Society created for specific purpose.
- h) To establish, run, set up, manage, acquire, build, hire, maintain, promote, purchase, take on lease or (on service basis, hospitals, clinics, specialized medical care centers, shelters, convalescent homes, health clubs, training institutions, diagnostic centers, any other activities related to health care and medical colleges.)
- i) To grant scholarships, stipends, prizes, awards and any other monetary assistance in furtherance of Educational services and research to the persons and or to the Institutions which the Society deems fit from time to time.
- j) To design, buy, sale, fabricate, import various type of implants, technology and install, maintain, modify equipments, furniture and all types of materials required for Education.
- k) To provide necessary finance to the activities mentioned in sub-clause (g) to (k) above from the various funds of the Society (Corpus fund, consolidated funds, specific funds and current funds etc.,) for extending resource support to such establishment and also for making repayments of loans of the Financial Institutions/Banks.
- l) To borrow or raise money or receive money on deposit at interest or otherwise in such manner as the Society may think fit and in security of such money to be borrowed, raised or received, to mortgage, pledge or hypothecate or charge the whole or any part of the property, asset or revenue of the Society, present or future, as required by the financial institutions/ Banks.
- m) The Society shall be an educational body, non-political in character.

2. FUNDS OF THE SOCIETY:

The funds of the Society shall be as under :

- 1) Consolidated fund
- 2) Corpus fund
- 3) Specific fund
- 4) Current Fund

1) Consolidated Fund :

This shall be created with an initial inalienable amount of at least not less than 10% of the annual revenue surplus, if any, shall be credited to this fund. The amount standing to the credit of consolidated fund shall be invested in Government approved securities/ Scheduled Banks, in modes and manners specified under the provisions of the Income Tax Act and Public Trust Act.

2) Corpus Fund :

All donations, subscriptions, grants and any other receipts shall be credited to the Corpus fund. The Corpus Fund of the Society as far as practicable is used for the purpose of acquisition of immovable properties such as lands and buildings including fixtures for the use of the Society or its Institutions. The Corpus Fund of the Society may also be used for the purchase of dead stock such as Furniture, Equipments for Laboratories, Gymkhana, Quarters of the Staff and Students, Libraries (including books) or any other articles of a durable nature for the use of the Society or its Institutions, to create endowments and to undertake welfare measures to the employees and their children. Surplus funds standing in the Corpus fund shall be invested in Government approved securities/ Scheduled Banks separately, in the manner and modes provided under Income Tax Act and Public Trust Act.

3. Specific Funds :

Funds of a specific nature held by the Society such as Endowment Fund, Pension Fund, Family Benefit Fund, Gratuity Fund, Depreciation Fund, Provident Fund and such other Funds of the Society, or of the Institutions of the Society shall be invested in Government approved securities/ Scheduled Banks separately, in the manner and modes provided under Income Tax Act and Public Trust Act

4. Current Funds :

a) Current Funds of the Society shall include

- I) Proceeds of the fees and fines.
- II) Interest accruing from the General and Consolidated funds.
- III) Money grants, such as proficiency grants, maintenance grants, UGC grants, AICTE grants, Salary grants of current nature from the Government and either from any authority in India or abroad.
The Funds and Income of the Trust/ Society shall be solely utilized for the achievements of the objects and no portion of it shall be utilized for payment to Trustees/Members by way of profit, interest divided etc.,
- IV) The Current funds shall be issued for current expenditure of the Society and its institutions. It may also be used for purchases and additions to the dead stock such as Library books apparatus etc., as decided by the Board of Management from time to time.

b) Properties of the Society:

The properties of the Society shall include

- 1) The Lands, buildings of all the Institutions and other lands and buildings not used for any particular Institutions.
- 2) All dead stock such as furniture etc., belonging to the Society and its Institutions.
- 3) All library books and Laboratory apparatus in the Society's Institutions and the Head office.
- 4) All other property more or less of a permanent nature such as Printing Press etc.,
- 5) Notwithstanding anything contained in sub clause. (1) to (4) and or elsewhere in the constitution the Board of Management of the Society shall have absolute powers to utilize various funds of the Society (viz., Corpus fund, consolidated funds, specific funds, current funds and such other funds) for extending resources support to the Hospital including meeting institutional/Bank repayment obligations. All funds shall be deposited in the name of the Chairman in a proper Bank or Banks as approved by the Board of Management in accordance with the provisions of the Trust Act and Income Tax Act.

PART - II

(Membership and Authorities)

3. CLASS OF MEMBERSHIP: The society shall be consist of following classes of members.

- a) Benefactors
 - b) Grand Patrons
 - c) Patrons
 - d) Ordinary Members &
 - e) Honorary Members.
- I) **A BENEFACTORS:** Is a person who has paid to the society a sum of Rs. 2,50,000/- or more in a lumpsum and has been duly admitted by the Governing Body and agreed by the General Body. This rule is not applicable to the donation given by the Co-operative Societies. Provided, the society which is dealing with our society may become 'Nominal Member' of our society, but they cannot contest in any election of the society and they have no authority to participate and attend any meetings of the society.
 - II) **A GRAND PATRONS:** Is a person who has paid to the society a lumpsum subscription of not less than Rs. 1,50,000/- and duly admitted by the Governing Body and agreed by the General Body as such and has signed the roll of membership of his class.
 - III) **A PATRON:** Is a person who has been paid to the society a lumpsum subscription of not less than Rs. 1,00,000/- and has been duly admitted by the Governing Body and agreed by the General Body and has signed the roll of membership of his class.
 - IV) **A ORDINARY MEMBER:** Is a person who has paid to the society a lumpsum subscription of not less than Rs. 5,000/- and has been duly admitted by the Governing Body and agreed by the General Body and has signed the roll of membership of his class.

- N.B. a) A Person is eligible to be a member of the Society on he/she attaining the age of 21 years provided that he/she is neither a student nor an employee of the Society
 b) If a member of the Society is appointed as a full time employee in any of the Society's Institutions, his/her membership ceases from the date of his/her joining the duties.
- V) A person seeking to be a member shall apply in writing in prescribed form to the chairman of the governing body stating the class of membership he seeks and readiness to pay the prescribed amount of subscription and agreeing to abide the rules and regulations of the society.
- VI) **HONORARY MEMBER:** An Honorary Member is an eminent person and well wisher of the Society and nominated as such by the Board of Management. He/She is not entitled to contest the election to any office of the Society.
- VII) A person cannot claim the membership of the society in more than one category.
- VIII) A person convicted in a Court of Law for any offence involving moral turpitude or who is insane or adjudged as insolvent cannot become a member of the Society.
- IX) The General Body may refuse to accept any person as a member of the Society without assigning any reasons.
- X) Existing Members already on the roll of the Society shall be entitled to the same status, privileges.
- XI) **VOTING:**
 a) In all matters, other than elections, a member shall be entitled to one vote only.
 b) In case of elections, a member shall be entitled to as many votes as there are vacancies. +
 c) Members of the society are eligible to cast their vote to their respective category only.
- XII) **TERMINATION OF MEMBERSHIP:** A member shall cease to be a member of the Society, if
 a) he resigns by a letter duly addressed to the Chairman of the Governing Body; or
 b) he dies.
 c) he is convicted of an offence involving moral turpitude.
 d) he fails to pay the dues of the Society, if any within 3 months from the date when they become payable.
 e) he become insane; or
 f) he acts in a manner injurious to the interests of the Society, in the opinion of the General Body.
- XII. THE AUTHORITIES OF SOCIETY:**
 a) General Body,
 b) Governing Body.
 c) Sub-committee.
- XIII. GENERAL BODY – ITS CONSTITUTION:**
 a) The General Body of the Society shall be supreme authority consisting of Grand Patrons, Patrons, Ordinary Members,
 b) Except as otherwise expressly provided in the following provisions and rules, the whole Administration and Management of the Society's affairs financial or otherwise, shall vest in the General Body.
 c) Ordinary Meeting of the General Body shall be held once a year preferably in the month of December & preferably in the campus of K.R.C.E. Society's , Head office Bailhongal. If necessary, special General Body meeting may be called.
 d) Agenda and time of the General Body Meeting shall be notified on the Notice Board of the Society and The same be sent by post to each member.
 e) The Chairman, in consultation with the President, may call Special Meeting of the
 i) General Body by giving 21 days clear notice to the members.
 ii) A Special meeting of the General Body may be called by the Chairman upon a written requisition of not less than 1/10th of total members by giving 21 days notice to all the members of the Society specifying the time and place at which meeting will be held and the business to be transacted there at. A copy of such notice shall be affixed on the Notice Board of the Society and the notices be sent to each member by post The same notice shall include any proposition or propositions of which, requisitions shall have given written requisition.
 iii) Such Special Meeting to be called on requisition is called within 30 days from the receipt of the requisition.
 f) Every meeting of the General Body, in the absence of President, shall be presided over by the Vice-President in order in which they were elected in the General Election of the Society present at the meeting and such presiding person shall exercise there at all the powers of the President. In the absence of the Vice-Presidents, members present shall elect a Presiding person from amongst themselves to preside for the occasion, such Presiding person shall exercise the powers of the President.

- g) At least 1/3rd of total number of members or 25 members whichever is less shall form a quorum for meetings of the General Body. If the required number of members is not formed the presiding authority shall adjourn the meeting for half an hour and then conduct the meeting even if no quorum is formed.
- h) No resolution of General Body duly passed shall be modified, altered, amended or cancelled within one year after the passing thereof, provided that a resolution duly passed by the General Body, may be modified, altered, amended or cancelled only by a resolution supported by not less than 3/4th of the members present at the meeting called for that purpose.
- i) All questions before the meeting of the General Body shall be decided by majority of votes of the members present and voting, the presiding authority have second or casting vote in all cases of equality of votes. Votes shall ordinarily be taken by show of hands but may on special occasions, if the Presiding authority so decides, by ballot.
- j) A Poll, if demanded by the mover and supported by 5 or more members present at the meeting shall be taken and the result thereof shall be recorded in the minute's book.
- k) Any General Body Meeting may with the consent of the majority of the members present be adjourned by the presiding authority from time to time, but no business shall be transacted at any adjourned meeting other than that left indisposed off at the previous meeting, from which the adjournment took place.

4. GENERAL BODY-POWERS & FUNCTIONS :

- a) To sanction, with or without modifications the Annual and supplementary Budgets of the various institutions submitted by the Board of Management.
- b) To sanction appropriation of permanent funds of the Society for current purposes on the recommendations of the Board of Management.
- c) To sanction proposals of the Management for raising loans, by mortgaging or leasing Society's moveable or immoveable properties.
- d) To provide for unforeseen and unexpected expenditure not covered by the Budget grants.
- e) To nominate or to elect the following Office Bearers in accordance with Election rules. The Office Bearers and the members of the Board will remain in office till their successors are elected and assume office.
 - 1) President.
 - 2) 2(two) Vice- Presidents.
 - 3) 17(seventeen) Members of the Board of Management.

QUALIFICATION :

- f) The candidates to contest the elections for the post of President, Vice-Presidents must have completed the age of 40 years
- g) The Candidates to contest the elections for the post of Member of the Board of Management must have completed the age of 25 years
- h) In the event of a vacancy arising due to death, resignation or any other reason of the President, Vice-President in order in which they were elected in the General Election of the Society will assume the office of the President for remaining term of office.
- i) In the event of vacancy arising due to death, resignation or for any other reason of a Vice-President, no election will be held for the remaining term of office.
- j) If the vacancies arise due to death, resignation or for any other reasons thereof, the Vice-Presidents may be co-opted by the Governing Body.
- k) No bye-election shall be held to fill up the vacancies caused in the Board of Management due to any reason, unless the number of such vacancies exceeds three (3). The Board of Management shall co-opt the vacancies.
- l) To adopt with or without modifications the election rules of the Society as recommended by the Board of Management.
- m) To approve with or without modifications the rules and regulations of the Society as recommended by the Board of Management.
- n) Generally to do all other acts as may be necessary or desirable to further or safeguard the objects and interests of the Society.

- 5.
 - a) The total number of members of the Society shall not exceed 250
 - b) The enrolment of the members shall be subject to the vacancies.
 - c) The Election of various office bearers of the Society shall be by a preferential voting system.

6. GOVERNING BODY & ITS CONSTITUTION.

- 1.
 - a) There shall be a Governing Body consisting of 17 members.
 - b) Out of which one will be the Principal, K.R.C.E. Society's, Arts & science College, Bailhongal as Ex-Officio. And remaining Sixteen (16) members shall be elected by the

Society's members. Two (2) of them shall be from amongst Grand Patrons, Patrons on the Electoral Roll and the remaining 14 (Fourteen) shall be from amongst the Ordinary Members on the Electoral Roll. The members who has enrolled as patron and grand patron may also contest the election from ordinary members category and ordinary members shall cast there votes to the patron and grand patron who has contested from ordinary members category. The Ordinary members shall not elect the Grand Patrons, Patrons.

In case there are only two candidates contesting, Election from amongst the Grant Patrons, Patrons and Fellows on the Electoral Roll against two seats exclusively reserved for this category, election need not be held for the said seats. However, the result should be announced along with the other Elected Members.

If there are no contestants from the category of Grand Patrons, Patrons on the Electoral Roll against two seats exclusively reserved for this category, then that vacancies be transferred to the Ordinary Members Quota on the Electoral Roll, making the members to be elected to the Board of Management.

2. (a) The term of the office of the Board of Management shall be Five years from the date of it's election.
3. The Board shall remain in office till its successor body is duly constituted.
 - a) The Members of the Board of Management shall at the first meeting after the General elections, elect one Chairman, treasurer and two Secretaries from amongst themselves
 - b) The two Secretaries may be appointed by the Board of Directors should be from amongst Board of Directors.
 - c) To expel any member/members of the Society, by 2/3rd majority of members present at the meeting, who is convicted in a court of law for any offence involving moral turpitude or who is insane or is working against the interest of the Society or who is adjudged as Insolvent. In this regard the General Body may take in to consideration the recommendations of the Board of Management.
 - d) Every question before the Board shall be decided by the majority of votes.
4. In absence of both Chairman, the members present may elect a Chairman for the meeting and such Chairman shall have all the powers of the one duly elected according to the constitution for that meeting only.
5. 7 (Seven) members shall form a quorum. If the quorum is not formed the presiding authority shall adjourn the meeting by giving seven days clear notice and then conduct the meeting even if no quorum is formed. But no fresh subject will be taken up except the agenda already fixed in the previous meeting.
6. No disqualification of or defect in the election or nomination or Chairman of the Board of Management shall vitiate any act or resolution or proceedings of the Board in which such members or Chairman has taken part.
7. All proceedings of the Board of Management shall be resumed to be legal and valid until the contrary is proved.
8. The Board of Management shall continue to function, not withstanding anything contained in these provisions, even after the expiry of the term of office until its successor Board is duly constituted.
9. No resolution duly passed at the meeting of the Board of Management shall be altered or modified at least 3 months from the date of it being passed.

THE FUNCTIONS AND POWERS OF THE BOARD OF MANAGEMENT :

- 1) The Board of Management shall be the Chief Executive authority of the Society and shall exercise strict control and supervision over the management of all the institutions of the Society.
- 2) To nominate Chairman and the members of the sub-committee of the Society's Institutions and fill in the vacancies caused thereon.
- 3) To consider and dispose off the recommendations of the various sub-committees.
- 4) To submit to the General Body the Annual Reports Accounts of the Society and arrange to publish the same.
- 5) To appoint individuals or Sub-Committees for purpose of inquiry & Inspection regarding the working of the various institutions and to take necessary action on receipt of reports from such Sub-Committees or individuals.
- 5) To take all necessary & legal steps to protect & safeguard the interest and the property of the Society.

- 7) To delegate any of its powers to the sub-committee but the actions taken under these powers by these sub-committee shall ordinarily be subject to the final approval of the Board of Management unless otherwise stated.
- 8) The Board of Management shall appoint Legal Advisory Committee consisting of not more than 1(one) Practicing Advocate preferably residents of Bailhongal, to give legal advice to the Board of Management on disputes & legal aspects, when referred to it. The Members of the Legal Advisory Committee shall not put in appearance against the Society.
- a) The Board of Management shall appoint an Arbitration Committee consisting of three members. The senior most Members by age shall be the Chairman of the Committee. Any dispute arising in the interpretation of clauses, sub-clauses or rules in the Constitution, Election Rules & the Rules relating to the Enrolment, Age, Qualifications, conditions of service etc.,
- 9) To consider and decide about taking welfare measures, sanction of loans for house construction, education of employees' children etc., and frame rules & regulations as and when necessary.
- 10) To approve the recommendations of the selection Committee regarding the appointments of Teaching & Non-Teaching Staff of the Society's, Institutions.
- 11) To appoint the Heads of the Institutions of the Society.
- 12) a) To consider & decide the cases of special promotions, higher scales of pay & any additional emoluments.
- 13) To make recommendations to the General Body with regard to taking over of educational Institutions at different places under the control of other educational Societies or other agencies for ownership, management and control.
- 14) To report to the General Body the opening of new educational institutions, Research Institutions & other institutions or abolishing of existing ones in any center.
- 15) To sanction starting of new courses & abolition of existing courses.
- 16) To constitute & appoint Expert Committees on technical, legal & financial matters relating to the Society and its Institutions of necessary.
- 17) To determine the form, provide the custody and regulate the use of the common seal of the Society.
- 18) To transfer members of the teaching and non- teaching staff as per the needs of the Society.
- 19) To appoint Committee to inquire into the Charges against any employee of Society.
- 20) To impose punishment whenever necessary in respect of the employees of the Society for misconduct, miss-appropriation of funds, negligence of duties, breach of discipline or violation of any of the provisions of the Constitution relating to their services and such other matters.
- 21) To consider and decide about keeping an employee under suspension or to direct him to proceed on compulsory leave in consultation with or on the recommendations of the Head of the Institution.
- 22) To consider and decide on the question relating to the compulsory retirement of any employee of the Society
- 23) To call for record or explanations whenever necessary from the Heads of the Institutions on any matters concerning administration, financial and management of the Institutions
- 24) To institute or defend any suits or other proceedings and take such steps as may be necessary and in the best interest of the Society.
- 25) To enter into and perform all contracts as may be considered necessary.
- 26) To take suitable action for the speedy implementation of the resolutions of General Body.
- 27) To frame rules & regulations for efficient Management of the Society's Institutions and frame service rules for the Society's employees.
- 28) To exercise strict control over the accounts and the records of the society and its Institutions.
- 29) The Board shall hold all the immovable properties. The investments of the Society in trust or trust wholly for educational, research or other purposes as enumerated in the aims and objects of the Society shall vest with the Board.
- 30) The surplus funds or such funds as are not required for immediate use for current purposes, may be invested by Board either in Government securities, Government agency, Scheduled Banks or for purchase immovable property for the use and benefit of the Society as enumerated in aims and Objects of the Society in conformity with the provisions of Trust Act and Income Tax Act. The amount may be kept in the name of President A/c. The same may be operated by president & Chairman Jointly.
- 31) To take on lease or to extend any lease period on any immovable property and report the same to the General Body.

- 32) a) To purchase immovable property for the Society and its Institutions.
- b) (To sell or mortgage or lease or otherwise dispose off the immovable property of the Society and its Institutions.
- c) To sell or purchase movable property.
- d) To borrow or raise money or receive money on deposit at interest or otherwise in such a manner as the board of Management may think fit and in security of such money to be borrowed, raised or received, to mortgage, pledge or hypothecate or charge the whole or any part of the property. Assets or revenue of the Society, present or future, as required in the circumstances in favour of the financial institutions/ banks/lenders.
- e) (To arrange necessary finance to the activities mentioned from (Corpus fund, consolidated fund, specific fund etc.) for extending resources supported to such establishments and also for making repayments of loans of the financial institutions/ banks/ lenders.)
- 33) The Board may arrange to insure the properties vested in them against fire and other risks for such period as the board may fix in this behalf.
- 34) The arrange for the collection of funds and donation by appointing committee or individuals and take all necessary steps to see that the collections made are duly accounted for and credited to the Society's funds.
- 35) (To consider recommendations regarding the budget estimates of the Society and its Institutions and recommend the same to the General Body with or without modifications)
- 36) (To consider the supplementary demands of the Society and its Institutions and recommend the same to the General Body with proposal regarding re-appropriation, if necessary for such sanction, demand exceeds 10% of the total expenditure sanctioned by the General Body. provided the consolidated additional.
- 37) (To sanction membership/ delegation fees and to depute employees of the Society to attend seminars, conferences etc.,
- 38) To institute Scholarships, Cash Prizes and endowments.
- 39) To provide financial assistance to the students to undertake higher studies.
- 40) To sanction the payment of Honorarium, Allowance, Provident Fund subscription and compassionate allowance to any employee of the Society or his depend in deserving cases.
- 41) To appoint auditors and fix their remuneration for the Annual Audit and periodical audits of the accounts of all the Institutions and the Society.
- 42) To consider and approve the monthly abstract of the Head Office.
- 43) To consider and take measures to increase the financial and other resources of the Society.
- 44) To receive on behalf of the Society bequests donations and transfer of any movable or immovable property for the Society and its Institutions.
- 45) To recommend, when necessary, amendments, alterations modifications or repeal of any of the provisions of Constitution and the rules framed there-under to the General Body.
- 46) To frame, modify, alter or repeal the election rules and submit the same to the General Body for approval.
- 47) To sanction / assist/ encourage and depute deserving students for pursuing higher education undergoing training or for competitive Examinations.
- 48) To sanction loans to the employees of the Society for education of their Children, construction of houses and such other suitable purposes.
- 49) To undertake welfare measures for the employees of the Society and its Institutions.
- 50) To provide assistance and employment to the employees of the Society on compassionate grounds
- 51) Generally to do all other acts as may be necessary in the interest of the Society consistent with the powers of the Management.
- 52) To recommend to the General Body for the permanent expulsion of a member, if a member, is convicted in a court of law for an offence involving moral turpitude or who is insane or who has been adjudged as insolvent or who is working against the interest of the society, under general disqualification rules of constitution of India.
- 53) For the improvement of the higher education the members of the Governing Body and any person duly appointed by the Governing body may visit well established any educational institution for collection of information.

7. POWERS, DUTIES & FUNCTIONS OF THE CHAIRMAN OF THE BOARD OF MANAGEMENT
POWERS OF THE CHAIRMAN:

- II) To appoint the committees to enquire into the charge against any employee in emergency cases and place report submitted by committees or individuals before the Board of Management for consideration.
- III) To delegate any of this powers or functions to Secretaries or any other Member of the Board of Management as and when necessary.
- IV) To assign the functions to the Secretaries.
- V) To check the accounts of the Society.

DUTIES OF THE CHAIRMAN

- I) To carry on Society's correspondence and day today Administration.
- II) To keep in safe custody of all the valuable records and accounts of the Society
- III) To see that no official documents or records or books of any kind belonging to the Society shall on any account be taken away from or sent out of the Society's office unless otherwise required.
- IV) To appoint teaching and non-teaching staff of the Society and its Institutions under emergency circumstances, for a period not exceeding 6 months, on the recommendations of the Head of the Institution. The service of the persons so appointed may be continued beyond 6 months only the recommendations of the Board of Management.
- V) To transfer the teaching/ non-teaching staff of the Society and its Institutions under emergency conditions and the same be placed before the very next meeting of the Board of Management of ratification.
- VII) Generally to all other acts, in the interest of the Society consistent with his power.

FUNCTIONS OF THE CHAIRMAN

- I) To affix the common seal of the Society whenever necessary.
- II) To give effect to the resolutions passed by the Board of Management and the General Body.
- III) To represent the Society in legal proceedings, contracts and agreement.
- IV) To sign Vakalatnamas, Power of attorney on behalf of the Society.
- V) (To sanction leave and increments due to the employees of the Society and its Institutions.)
- VI) (To operate all Bank Accounts of the Society and to draw cheques.)
- VII) Operation of the committee funds & its institution for committee funds Bank Accounts is operated by Chairman and Secretaries Jointly school and College account are operated by the Secretary and Principal or the Head of the Institution or In charge person jointly. In the absence of the Chairman or the Secretaries, and Secretary any two can operate the Bank Account with the approval of the Board.
- VIII) (To invest the staff Provident fund in Government Securities/Banks as per the rules in the behalf.)
- IX) (To sanction loans to the employees from their Provident Fund Accounts.)
- X) (To perform such other duties as the General Body may assign from time to time.)
- XI) (To invest and reinvest the funds of the Society in the form of Deposits as per the recommendations of the Board of Management.)
- XII) To withdraw the amount from permanent funds for current purposes as per the recommendations of the Board of Management.

I. TERMS, POWERS, FUNCTIONS & RESIGNATION OF THE PRESIDENT.

- I) The President shall be nominated or elected by the General Body as per the rules, regulations and provisions of the Constitution.
- II) To preside over all General Body Meetings of the Society
- III) If it appears to the President that the presence of certain experts or distinguished persons is desirable for deciding any important questions at the meeting of General Body he may request such person or persons to be present at the said meeting and to give his views or opinion on the subject at the meeting.
- IV) To perform all executive functions, necessary for the purpose of carrying out the resolutions of the General Body and to take appropriate action necessary for the purpose in case when the Board of Management refuses to take action or delays in taking action on the resolutions of the General Body.
- V) To inspect the Society's Institutions and office with or without notice.
- VI) The President may delegate, any of his executive functions to any of the Vice-Presidents, the Chairman of the Board of Management.
- VII) The President may convey his views and views of the General Body to the Chairman for consideration and necessary action.

- IX) In the event of a deadlock occurring for any reason in the Society, the President shall assume all powers of the management of the Society and make suitable arrangement for running it normally provided that, he shall convene a meeting of the General Body within three months for the purpose of devising ways and means of ending the deadlock.
- X) Generally to do all other acts in the interest of the Society and its institutions consistent with his powers and provisions of Constitution of the Society.
- XI) The President on the recommendation of the Board of Management shall extend the term of office of the Board of Management, not exceeding One year after its term of five years, considering the interest of the Society. However the total period of such Board of Management shall not exceed Six years. The voluntary resignation by the President shall be made in writing to the General Body and be accepted by the General Body.

9. TERMS, POWERS, FUNCTIONS & RESIGNATION OF THE VICE-PRESIDENTS

- 1) The Vice-Presidents shall be elected or nominated by the General Body as per the rules, regulations and provisions of the Constitution of the Society.
- 2) In the absence of the President, Vice President shall preside over the meeting of the General Body. In that event he assumes all the powers of the President for that meeting.
- 3) In the event of vacancy arising due to death, resignation or for any other reason of the President, the Vice-President in order of election when so elected will assume the office of the President for the remaining term of office.
- 4) In the event of a vacancy arising due to death, resignation or for any other reason of the Vice-Presidents the vacancy may be co-opted by the Governing Body.
- 5) To perform such other duties and functions as delegated by the President.
- 6) Generally to do all other acts in the interest of the Society and its Institutions consistent with their powers
- 7) The voluntary resignation may be given by a Vice-President in writing to the President of the Society and the same be accepted by the General Body.

10. POWERS, DUTIES & FUNCTIONS OF THE SECRETARIES.

- 1) To convene the meeting of the Board of Management, as often as necessary as per the directions of the Chairman, by giving at least 7 days notice to all the members.
- 2) To carry on the Society's correspondence and day-to-day administration.
- 3) To keep in safe custody all the valuable records of the Society
- 4) To maintain an up-to-date list of all the movable and immovable property, dead stock, securities etc., of the Society.
- 5) To see that no official document or record or book of any kind belonging to the Society shall on any account be taken away from or sent out of the Society's office unless otherwise required.
- 6) To place recommendations of the various bodies and reports of the Sub-Committees before the Board of Management.
- 7) To give effect to the resolutions of the Board of Management.
- 8) To carry on the work assigned to him by the Chairman from time to time.
- 9) To pay visits to the Society's Institutions or to ascertain the working of Institutions, Maintenance of accounts etc., and submits the report to the Board of Management.
- 10) To report to the Chairman regarding the misbehaviors, misconduct etc., of any employee of the Society.
- 11) To supervise accounts of Head Office and to check the Cash balance regularly.
- 12) To place the monthly abstracts and statements of monthly expenditure of the Society before the Board of Management regularly.
- 13) To sign on the Cheque to be signed by the Chairman.
- 14) To take adequate steps in the event of any extra ordinary situations in the Society's Head office or Institutions and report the same to Chairman, immediately.
- 15) Generally to do all other acts in the interest of the Society and its Institutions consistent with his powers.

TREASURER

- 1. The Board of Directors may nominate one of its members as a Treasurer of the society.

THE SUB-COMMITTEES -THEIR CONSTITUTION, DUTIES AND FUNCTIONS:

- 1) The Board of Management shall nominate Sub-Committee and its Chairman for each Institution of the Society.

- 2) The Head of the Institution shall be an Ex-officio Member-Secretary thereof.
- 3) Each Sub-committee shall consist of Five members, depending upon the needs of the Institution including its Chairman, Ex-officio Secretary. The term of the sub-committee shall ordinarily be for a period of Five or co-extensive with the term of the Board of Management.
- 4) 1/3 of the total number of members shall form the quorum.
- 5) The Ex-Officio secretary shall convene the meeting of sub-committee as and when necessary in consultation with the Chairman, sub-committee intimating the date, time and Agenda at least Five days in advance to all the members.
- 6) An urgent meeting may be convened as and when necessary.
- 7) All the meeting shall normally be held in the office of the concerned Head of the Institution.
- 8) The Chairman shall preside over the meeting
- 9) In the absence of Chairman, members present shall elect a member to preside over the meeting.
- 10) If there is no quorum, the meeting may be adjourned to the some day or some other day after waiting for 30 minutes.
- 11) The Minute book shall be in safe custody of the Secretary. All the proceedings shall be entered in minute book and it will be signed by the Chairman and Secretary
- 12) In the event of any dispute arising between the Head of the Institution and the sub-committee which affects the General management of the Institution, the matter be referred to the Board of Management and its decision shall be final. All questions before the meeting shall be decided by majority of votes.
- 13) To enlist the sympathy of the public in support of the Institution.
- 14) To prepare the Annual Report of the Institution and submit the same to the Board of Management
- 15) To recommend to the Board of Management regarding the repairs, alteration, additions and construction of buildings for the Institution.
- 16) To send proposals to the Board of Management regarding expansion activities, improvement of academic standards introduction of new courses, conduct of seminars, symposia and such other allied matters clearly indicating the magnitude of the financial assistance required from the Society.
- 17) To consider the report of the Head of Institution regarding misbehaviors, gross negligence, inefficiency, dis-obedience or any lapse in the service of an employee of the Institution and send its recommendations to the Board of Management for consideration and necessary action.
- 18) To keep in general, a keep watch over the conduct of all the Employees of the Institution and the administration of the Institution in general and send recommendations to the Board of Management if necessary.
- 19) a) To carry out all the instructions of the Board of Management
b) The Board of Management may delegate any of its powers to the sub-committee as and when necessary.
- 20) To take necessary steps in order to prevent students taking part in activities which may harm the interest of Institution, Society, the State and the Country?
- 22) To arrange for the collection of funds and donations for the use and maintenance of the Institution and to exercise proper control and supervision over such receipts and accounts.
- 23) To prepare Annual and Supplementary budgets of the Institution and submit the same to the Board of Management
- 24) To consider the Audited statements of accounts and the institution and submit the detailed report along with replies to the observations of auditors to the Board of Management.
- 25) To consider the monthly abstracts of the Institution at least once in 3 months and submit the same to the Board of Management along with its observations.
- 26) To consider the Audit report of the Internal Auditor and submit it to the Board of Management along with its observations.
- 27) To consider the proposals of the Head of the Institution regarding Hostel fees, Mess charges and other allied matters and approve the same with or without notifications.
- 28) All the proceedings shall necessarily be submitted to the Board of Management without delay.
- 29) If vacancy or vacancies in the sub-committee arise due one or other reason such vacancies shall be filled by the Board of Management. Till such time the sub-committee shall continue to function as if no vacancies have arisen.

- 30) In case of the sub-committee formed as per the norms of the Government, the Head of the Institution shall submit the proposals regarding the rules/procedure to the Board of Management and get the same approved. He shall also report to the Management regarding changes if any.
- 31) Even though, the decision of the Committee is final, (with reference to col.30) it shall be the responsibility of the Concerned Head of the Institution to send a report of the proceedings to the Board of Management immediately
- 32) The term of the office of the sub-committee shall be co-extensive with that of the Board of Management. The sub-committee shall continue to function till its succession body is constituted.
- 33) Generally to do all other acts in the interest of the Institution consistent with its powers.

13. AMENDMENT OF THE CONSTITUTION

- a) The General Body assembled in a meeting convened for the purpose shall by majority of two thirds of the members present by voting shall have the power to amend, alter or repeal the Constitution or any part of it.
- b) A copy of the amendments so proposed shall be kept at the Head Office of the K.R.C.E. Society Bailhongal for the perusal of members of the Society at least 21 days in advance.
- c) Any such amendment of this Constitution shall come into force on the day on which it is passed or on the day fixed by the General Body.
- d) No amendment to the rules & regulations shall be made which may prove to be repugnant to the provisions of Section 2(15), 11, 12, 13, and 806 of the Income Tax Act, 1961 as amended from time to time. Further no amendment shall be carried out without prior approval of the Commissioner of Income Tax.

14. AMENDMENT OF THE RULES

The General Body may on the recommendations of the Governing Body amend or alter the rules in force.

15. GENERAL RULES.

- 1) Where no quorum has been specifically prescribed at least $1/3^{rd}$ of the total number of members shall form the quorum.
- 2) No defect either in the election or appointment of any Committee or members there of shall affect the validity of their proceedings or actions.
- 3) No employee of the Society either Part-time or whole time shall engage himself or herself in any political activity nor shall he or she seek election to any of Self Governing Bodies such as Municipalities, Local Boards, University or State Legislatures or other bodies without the express permission of the Board of Management of the Society. Infringement of this rule shall be construed as misconduct within the provisions for the purpose of punishment. Construed as misconduct within the provisions for the purpose of punishment.
- 4) No member or no employee of the Society shall be entitled to institute any suit or take any legal proceedings, Civil or Criminal, in respect of the Management of the Society's affairs without notice to the Chairman of the Board of Management.
- 5) In the event of the Society ceasing to function the property movable and immovable belonging to the Society and income thereof shall be used for similar educational purposes in accordance with the resolutions of the General Body, supported by at least $3/4^{th}$ of the total number of members comprising the Society. Any decision taken by the General Body in this respect shall not be questioned in any court of Law.
- 6) The decision of the General Body shall be final, the propriety of which shall not be questioned except as otherwise expressly provided herein before.
- 7) No suits shall be instituted, defended or compromised by or on behalf of the Society without the sanction of the Board of Management
- 8) No member of the Society shall be competent to institute any suit or proceedings, against, the Society with regard to the management of the Society's Institutions.
- 9) Every dispute touching the Business affairs of the Society or any of its institutions shall be referred to arbitration.
- 10) Unless the parties agree to a common arbitration, one arbitrator shall be appointed by each side and the two arbitrators so appointed shall appoint an umpire before they commence the arbitration proceedings.
- 11) The arbitration shall be done by the two arbitrations: should they disagree the decision of the umpire shall be final and binding on the parties.
- 12) The unanimous decision of the arbitrators shall be final and binding on the parties.

- 13) The term of the office of the President, the Vice-President, members of the Board of Management shall be for five years. On the expiry of the term of office the above office bearers shall be elected by the General Body, in accordance with the provisions of the Constitution. In the event of delay for any reason in the election of these office bearers those holding the office shall continue to perform their duties until the election.
- 14) Every appointment made by or on behalf of the Society shall be presumed to have been made subject to an understanding that the person appointed accepts or agrees to abide by the rules of the Society and is liable to summary discharge if the person persistently fails after due warning to comply with any of the rules or orders except as otherwise expressly provided.
- 15) Any decision taken by the authority concerned on completion of the proceedings shall without unreasonable delay be communicated to the person concerned and copies of the proceedings, if applied for, shall be supplied by the Management at his or her expense.
- 16) A person desiring of enrolling as an Ordinary Member, shall apply in a prescribed form, along with a non-refundable fees of Rs. 250/- On receipt of communication from the Society the person has to pay a membership fee of Rs. 5000/- before the specified date.
- 17) The election work of the Society is obligatory on all the employees of the Society.
- 18) An employee, who declines, remains absent, or negligent, in the election work of the Society, is liable for punishment and disciplinary action.
- 19) a) An employee of the Society Part-time/Full time is forbidden to canvas or to participate directly/indirectly in the elections of the Society.
b) If any employee is found guilty of canvassing or participating in the elections, directly or indirectly, he is liable for severe action including dismissal from service.
- 20) Any legal proceedings civil or criminal or revenue in the affairs of the Society and against the Management shall be instituted only at Bailhongal.
- 21) a) The Board of Management shall provide a common seal for the purpose of the Society and shall have power from time to time to destroy the same and substitute a new seal in lieu thereof. The seal shall remain in the custody of the Secretary of the Board of Management or such person or persons as the Board of Management may appoint in that behalf. The seal shall never be used except by authority of the Board of Management previously given and Chairman or Vice-Chairman and Secretary of the Board of Management shall sign every instrument to which the seal is affixed.
b) Documents/Deeds/Instrument which do not require affixation of the common seal may be executed under the signature of authorized person who has been duly authorized by the Board of Management and or the Governing Body.
c) A mortgage or joint mortgage by deposit of title deeds to secure loans of the Lender/Financial Institutions/Bank shall be done by the Chairman or Vice-Chairman or Secretary or any member of the Board of Management the Governing Body duly authorized by the Board of Management/Governing Body passing requisite resolution.

26. PROCEDURE FOR THE MEETINGS OF THE GENERAL BODY AND THE BOARD OF MANAGEMENT.

- 1) Procedure will be in Kannada and or in English.
- 2) As soon as Quorum is present or when a Quorum is not required, the proceedings shall commence at the hour fixed for the meeting.
- 3) When a quorum is required, proceedings shall commence as soon (after the hour fixed) as there is a quorum present.
- 4) After the Presiding authority has taken his seat, the minutes of the previous meeting shall be read and signed by the Presiding authority in token of confirmation.
- 5) If any member present objects to the minutes as having been incorrectly or incompletely recorded, the Presiding authority shall, after taking the sense of the members present at the previous meeting make such amendments and alteration in the minutes as he thinks proper and the minutes so amended or altered, shall then be confirmed and signed by the Presiding authority.
- 6) A) All questions shall be decided by majority of votes except otherwise provided here to the fore.
B) Each member shall be entitled to give one vote only on any question or subject before the meeting.
C) The presiding authority shall have a casting vote in case of equality of votes.
1) Any member may be authorized to speak at the request and on behalf of any other member who is unable to express himself either in English or in vernacular

2) In proposing and discussing the proposition or an amendment on any question, the member proposing, shall rise from his place and then speak and shall address the Presiding authority in parliamentary language.

3) The Presiding authority shall preserve order and all points of order shall be similarly decided by him-non discussion thereon being allowed, unless he shall think fit to take the opinion of the members of the meeting thereon.

4) Any member at the meeting may at any time, submit any point of order for the Presiding authority.

5) Any member called to order by the Presiding authority, shall resume his seat till the decision of the point of order raised.

6) The Presiding authority may adjourn any meeting that refuses to obey his ruling on a point of order.

When a member disregards the instructions of or disobeys the Presiding authority or is guilty of obstructive or offensive conduct at the meeting, the Presiding authority shall forthwith put the question neither amendment nor debate being allowed that such member be suspended from service for the remainder of the sitting and if a majority of the members present are in favour of the member named shall withdraw, failing which, the Presiding authority may take such steps as deemed necessary to secure such withdrawal and suspension.

A member who wishes to leave the meeting before its, closure, shall before leaving, intimate his intention to the Presiding authority.

Any member who has given 7 days notice before the meeting to the Presiding authority of his intention to put a question or questions to the Presiding authority may do so briefly explaining his question. Provided that after the reply has been given, no debate shall be allowed thereon.

The Presiding authority may decline to allow any question to be put and answered, if in his judgment, such question is frivolous, vexatious or offensive and he may also disallow any information sought by the questioner if he deems at, such information divulged will be injurious or prejudicially after the Society's interests.

Every motion or amendment except the formal motion of adjournment shall be intimated to the Presiding authority by the proposer in writing either in English or in vernacular at least 7 days before the meeting.

No member shall be entitled to propose a motion other than one directly before meeting, provided that any motion can be moved by any member with the express consent of the Presiding authority.

If a member after giving notice of a motion is unable for a reasonable cause to move the same, any other member present may move the same, on his behalf.

The Presiding authority shall have power if deemed necessary to divide any proposition or motion into two or more separate parts and put these parts separately to the meeting for discussion and decision.

No motion or amendment until it is seconded shall be allowed to be discussed or noted in the minutes.

On a motion or amendment being seconded the Presiding authority may, because it to be read and explained to the meeting and it shall then be considered to be ripe for discussion. The mover may then address in support of the motion and the seconder may either follow or reserve his speech for a later stage of the debate thereon. Provided that no motion or amendment duly made and seconded shall be withdrawn or altered in substance except on the express permission of the Presiding authority.

After the motion has been proposed and seconded by one member, any other member or members may propose an amendment or amendment there to, provided that such amendment or amendments must be relevant to the motion. A Variation thereof or addition thereto or an omission here from shall be considered relevant. But no amendment that is a direct negative of the motion in substance shall be allowed. No member shall propose more than one amendment to the same motion.

The mover of a motion, if he waives his right to reply at the conclusion of debate thereon the seconder may reply. But no other member shall, without the express permission of the Presiding authority speak more than once on the same motion or amendment except to clear misunderstanding provided that member who has already spoken to a motion, is not there by debarred from speaking to an amendment thereon, if he confines himself strictly to the fresh matter introduced by such amendment.

A proposal to adjourn a meeting or to postpone the consideration of a particular question or item on the Agenda shall have precedence to any other motion before the meeting.

- 20) On resuming an adjourned debate, the member who was addressing the meeting immediately prior to the adjournment, shall be entitled to speak first.
- 21) When the Presiding authority is satisfied that a proposition has been sufficiently discussed he may apply closure and put straight the question to the meeting votes, for and against, may be forthwith recorded without further discussion or amendment.
- 22) When there is only one amendment before the meeting on a motion, the vote shall be taken between the motion and the amendment.
- 23) When there is more than one amendment, the one last proposed, shall be put against the one that is carried shall be put against the next immediately preceding and then the one that is carried shall be put against the next immediately preceding one and so on until only one amendment is left. The vote shall then be taken between the remaining amendment and the original motion and whichever is carried shall be put as a substantive resolution without further discussion. Provided that the presiding authority shall be at liberty to give precedence to be most in favor with the meeting and that any amendment carried unanimously shall then and there be taken as a substantive resolution and be recorded without further discussion.
- 24) Any member present at the meeting may refrain from voting if he so chooses.
- 25) Whenever there in equality of votes for or against and the Presiding authority choose to refrain from exercising his casting vote the proposition before the meeting shall be held to be neither passed nor rejected. But the same question may be brought forward at any subsequent meeting if the Presiding authority so decides.
- 26) As soon as votes have been given, the presiding authority shall, then and there declare the result of the voting, which shall be duly recorded in the minute book.
- 27) Before the declaration of such result if a poll is demanded in writing by not less than 1/3rd of the members present, the Presiding authority shall take vote and declare the result. In such an event the Presiding authority shall record in the minute book the name of the members voting for the against the proposition respectively.
- 28) When the Budget Estimates supplementary Budget or a proposition for re-appropriation of funds, is laid before General Body Meeting, the Presiding authority may group certain item together, as may seen convenient to him, and without any mover seconder, propose to the meeting such groups in succession with the remark "that this group be confirmed" no amendment be proposed, seconded and carried. The group of items put shall be held confirmed.
- 29) The ruling of a Presiding authority on any point not so covered by the above rules with regard to the conduct of business at the meetings shall be final. The Presiding authority, may at his discretion refuses to record any proceedings of a member who raises it with a view to obstruct the proceedings.
- 30) Except with the concurrence of at least one-half of the total number of the members present at the General Body Meeting or Board of Management, meeting no business except such as the Presiding Authority holds to be of an emergent nature, shall be transacted at any meeting unless it has been mentioned in the Agenda of the meeting.
- 31) Several items in the Agenda shall be taken up in such order as the Presiding Authority may decide.

GENERAL RULES :

- i) A person desirous of being enrolled as an ordinary member of the Society shall apply in prescribed form with a non-refundable fee of Rs. 250/-
- ii) A person, so elected by the General Body as an ordinary Member of the Society shall paid a sum of Rs. 5,000/- or more in a lump sum after he has been intimated by the Society of his enrolment, within 30 days from the date of intimation.
- iii) On being enrolled as a member, the member will be issued an Identity Card that is required to be produced at the time of election. For this purpose he/she is required to give two copies of his/her Passport size Photographs to the office.
- iv) The Identity cards shall be countersigned by the Chairman, Board of Management after the signature of one of the Heads of the Institution of the Society.
- v) If the Identity Card is lost, the Member shall submit a written application to the Secretary with two copies of his/her recent passport size photographs along with a fee of Rs. 100/- He/she shall be issued a duplicate Identity Card that shall be signed only by the Chairman, Board of Management.

Sample Questionnaires for Feedback from Students Affiliated / Constituent Colleges

Questionnaire No. 1

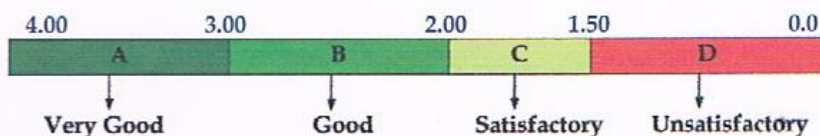
K. R C.E.Society's College of Education, Bailhongal

Programme: B.Ed

Department: Education

Semester I:

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I (B.Ed)

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any		✓		
2. Extent of coverage of course		✓		
3. Applicability/relevance to real life situations	✓			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	✓			
5. Clarity and relevance of textual reading material	✓			
6. Relevance of additional source material (Library)	✓			
7. Extent of effort required by students		✓		
8. Overall rating		✓		

Sample Questionnaires for Feedback from Students
Affiliated/ Constituent Colleges

Questionnaire No. 1

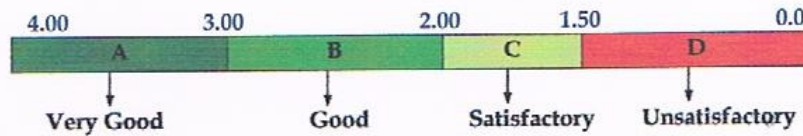
K. R C.E.Society's College of Education, Bailhongal

Programme: B.Ed

Department: Education

Semester II :

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I (B.Ed)

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any		✓		
2. Extent of coverage of course		✓		
3. Applicability/relevance to real life situations	✓			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	✓			
5. Clarity and relevance of textual reading material	✓			
6. Relevance of additional source material (Library)	✓			
7. Extent of effort required by students	✓			
8. Overall rating	✓			

Questionnaire No. 2

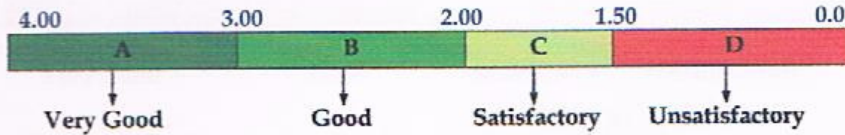
K.R.C.E.Society's College of Education, Bailhongal

Student Feedback on Teachers

Department : Education

Semester I:

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher: *Smt. S. B. Koradiyaddi.*

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you) -	✓			
2. Communication Skills (in terms of articulation and comprehensibility)		✓		
3. Sincerity / Commitment of the teacher	✓			
4. Interest generated by the teacher	✓			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective	✓			
6. Ability to integrate content with other courses		✓		
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course	✓			
9. Provision of sufficient time for feedback	✓			
10. Overall rating	✓			

Questionnaire No. 2

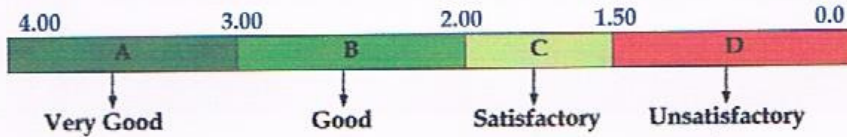
K.R.C.E.Society's College of Education, Bailhongal

Student Feedback on Teachers

Department : Education

Semester II:

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher: Smt. S. B. Kuradiguelde

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher				
4. Interest generated by the teacher	✓			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective	✓			
6. Ability to integrate content with other courses	✓			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course	✓			
9. Provision of sufficient time for feedback	✓			
10. Overall rating	✓			
10. Overall rating	✓			

Questionnaire No. 3

K. R. C. E. Society's College of Education, Bailhongal

Students' overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Department : Education

Course : B.Ed

Teacher :

Year : 2012-13

Your responses will be seen only after your course results have been finalised and recorded.

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?

- a) easy b) manageable
c) difficult d) very difficult

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 was 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 advice
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) sometimes 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 beginning?
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 or on a separate sheet.

As the Syllabus of the course is too old and it has to be updated & the feedback and preparation for the class by the teachers were so good in such a way that it made the significant change in the behaviour & character of the students & felt lucky to be their students.

List of Extra Curricular Activities

Sl. No	Activities
1	Sports Activities -Indoor & Out door games
2	Cultural Activities - Singing competition - Debate competition - Extempore Speech - Rangoli
3	Placement Cell
4	Red Cross Cell Activity
5	Grievance Reddrasal Cell Activity
6	SC/ST Cell Activity
7	Anti Raggin Cell Activity
8	Human rights Cell activity
9	Citizenship Training Camp
10	Educational Tour
11	SUPW Activities

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