

Est.: 1980

Pho.: 08482-235209
+91-8147671269



H.K.E. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION,

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.
(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)
E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcoebidar.in



CRITERION – II

TEACHING LEARNING AND EVALUATION



2.2 : Honouring Student Diversity

2.2.2: Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution.

IQAC Coordinator
H.K.E.S. Basaveshwar College of Education
BIDAR - 585 403 (Karnataka)

PRINCIPAL
H.K.E.S. Basaveshwar College
of Education, BIDAR

**H.K.E. SOCIETY'S****BASAVESHWAR COLLEGE OF EDUCATION,**

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.

(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)

E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcoebidar.in**INDEX**

| Sl. No. | Particulars |
|---------|---|
| A | Mentoring / Academic Counselling |
| B | Peer Feedback / Tutoring |
| C | Remedial Learning Engagement |
| D | Learning Enhancement / Enrichment inputs |
| E | Collaborative tasks |
| F | Assistive Devices and Adaptive Structures (for the differently abled) |
| G | Multilingual interactions and inputs. |

IQAC Coordinator
H.K.E.S. Basaveshwar College of Education
BIDAR - 585 403 (Karnataka)

PRINCIPAL
H.K.E.S Basaveshwar College
of Education BIDAR



H.K.E. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION,

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.
(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)
E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcoebidar.in

**1. Mentoring / Academic Counselling – Report**

In our institution mentoring system has been introduced in each academic year for establishing a better and effective relationship between student teachers and faculty, also continuously monitor counselling and guiding the students in the educational and personal matter. It is also helpful to organized various curricular and co-curricular activities through group activity. All faculty work as a mentor for students allotted to them. The student teacher must feel confidence in their mentors. This is the continuous process in the end of academic careers of the student teacher. The mentor provides an empathic year to student teacher concern. It helps to introduce stress management, techniques and acquiring more efficient study routines in the course. This system helped a lot to strengthen the personal relationship between students and teachers and students not only able to express their feelings, needs and came up with several issues as they can see a friend, mentor and counsellor in a teacher

The aim of the student teacher mentorship is -


- To enhance teacher student teacher relationship.
- It helps to council the student and interacts with them in one-to-one manner.
- It is helpful to guide student teacher to choose right career path in their future life.
- To monitor the student teachers for regularity and discipline. It is useful to improve the quality of life of student teachers in many respects.
- The IQAC has taken the initiative of implementing the mentoring of student teachers.
- Student teachers are based on the streams of studies and also according to their core subjects.
- They are divided in to 10 students in a group.

Mentoring is a professional relationship it is a process of the faculty to assist the student teachers to develop specific skills and knowledge. It provides the required guidance for student teacher in diary group for B.Ed. here the mentor tries to understand clarify the problems of student teacher. We conduct various culture and sports activity on the bases of this platform for the all-round development of student teacher.

Outcomes of the system:

- The attendance percentage of the student has increased to greater extend.
- The number of determination of student has decrease consistently.
- Due to direct communication between mentor and the students. There was good improvement in student teacher relationship.


IQAC Coordinator
H.K.E.S. Basaveshwar College of Education
BIDAR - 585 403 (Karnataka)


PRINCIPAL
H.K.E.S. Basaveshwar College
of Education, BIDAR

Est.: 1980

Pho.: 08482-235209

+91-



8147671269

H.K.E. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION,

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.

(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)

E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcoebidar.in



2. Peer Feedback / Tutoring Report

As an academic institution, we value the human resources both in the form of its staff and students and organizes a variety of peer feedback /tutoring sessions tailor made to the programme structure and need of students. A variety of activities like Microteaching, practicing teaching, Discussion, Demonstration, Criticism, Peer Evaluation, and Peer Feedback and Peer Tutoring, were conducted during the B.Ed. Programmes.

Peer Feedback

As a part of the B.Ed. Programmes Micro teaching sessions was conducted on 01/03/2023 onwards. Micro skills were explained and demonstrated by the faculty which were practiced by the student teachers in small groups under the effective supervision and guidance of the staff. practice was conducted on 08/03/2023. Discussion, Demonstration and Criticism for the academic year 2022-2023.

Peer Feedback in Microteaching

From the orientation session micro teaching skills were explained and demonstrated by staff members as a team. The same skills were practiced by the student teachers in small groups under the effective supervision and guidance of staff members. Students are trained to give peer back with the help of the observation schedules of each Micro Teaching Skill and Practice.

Peer Feedback in Criticism

Criticism is a kind of observing the teaching of peers in the internship schools. For each academic year, the internship was organized for the teacher trainees. This practice helps the student teachers to get exposures about different teaching styles, ways of motivating students, usage of micro teaching skills and teaching aids and classroom management skills. To get familiarize with these sub-skills of teaching the student teachers are advised to observe peer's teaching classes and write the report on the record called 'Criticism Record'.

IQAC Coordinator

H.K.E.S. Basaveshwar College of Education
BIDAR - 585 403 (Karnataka)

PRINCIPAL

H.K.E.S. Basaveshwar College
of Education, BIDAR

Est.: 1980

Pho.: 08482-235209
+91-



8147671269

H.K.E. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION,



BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.

(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)

E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcebidar.in

Peer Feedback in Schools

The Teacher trainees observe and conduct peer evaluation of any two (either in their own subject or different subjects) and prepares peer observation and evaluation report and submit it the pedagogic course faculty and gets feedback.

Peer Tutoring

Peer tutoring is “an educational practice in which students interact with other students to attain educational goals.” well practiced in Basaveshwar College of Education, Bidar. “Peer tutoring can be defined as people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching.” Peer tutoring is strongly related to cognitive learning theory. It promotes critical thinking and problem solving. The as developmental psychologists, Vygotsky, Jean Piaget, Erick Erikson and Harry Stack Sullivan recommends peer relationships helps in cognitive, social and emotional development provides perspective outside of individual's viewpoints.

Learning Outcomes:

- The learner develops:
- Positive learning environment.
- Improvement in attitude towards learning.
- Higher academic achievement.
- Enhanced personal & social development.
- Higher scores & higher level of cognitive reasoning.
- Improved interpersonal relationships.
- Improves self-esteem & develop communication skills.
- Tutors develop a sense of responsibility.
- Individual difference becomes more acceptable.
- More chances to respond, gets feedback.
- Active involvement of students.

IQAC Coordinator

H.K.E.S. Basaveshwar College of Education
BIDAR - 585 403 (Karnataka)


PRINCIPAL

H.K.E.S. Basaveshwar College
of Education, BIDAR

Est.: 1980

Pho.: 08482-235209

+91-

8147671269



H.K.E. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION,

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.

(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)

E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcoebidar.in



Institutional level learning outcomes:

- Enhance student achievement.
- Positive impact on instruction.
- Improve classroom discipline.
- Individualized instruction.
- Accommodate diverse learning groups.
- Observe and monitor individual student's performance.

Implementation

During Preparation the under the guidance and supervision of the teacher in charge development of relevant instructional material and scheduling activities are conducted. In the second stage tutors are selected and trained for Implementation and Evaluation to ensure that the model is working and monitor students' performance.

MICRO-TEACHING INTEGRATION PRACTISING REPORT

As part of B.Ed Curriculum, we have Micro teaching integration practice as one of our practical ,which could be considered as the substantial step in the domain of teaching after micro teaching. Micro-teaching concentrates on specific teaching behaviours and provides opportunity for practising teaching under controlled conditions. Whereby micro-teaching integration practice is the integration of skills.

So through microteaching, the behaviour of the teacher and pupil is modified and the teaching learning process is more effective by the skill training. Having armed the teacher trainees with a battery of teaching sub skills, the next stage is the integration of those sub skills into the major skill. Micro teaching integration practice was organized on 16-03-2023. It was a one day programme, which marked the most vital step of teaching learning process. The entire class was divided into 5 groups; each consists of 8-10 members. Every student teacher presented their classes in front of their peers for a period of not more than 15 minutes. Micro teaching integration practice was conducted on two classrooms. It focuses on sharpening and developing specific teaching skills and eliminating errors. This helped us to build confidence and to be prepared for a variety of classroom scenarios. Aspiring teachers like us can get instant feedback, which they can apply in the next round of teaching. This helps in strengthening not only our skills but also our teaching methods, and modify and improve our classroom behavior in the desired direction. It improved our self-confidence and gives us an opportunity for self-evaluation.

IQAC Coordinator

H.K.E.S. Basaveshwar College of Education

PRINCIPAL

**H.K.E. SOCIETY'S****BASAVESHWAR COLLEGE OF EDUCATION,**

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.

(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)

E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcoebidar.in

3. Remedial Learning Engagement Report

Our Principal, has strongly asserted in various meetings at the college that any student who could not attend his/her classes for reasons related to the college societies or a personal one, students score very less in number in internal test, and slow learner in the class must be given a fair chance to compete in this fiercely competitive academic world. Remedial classes are aimed at giving the students that chance. Remedial classes are organised to help the students who had either missed their regular classes for some reason or could not get their concepts clear in their regular classes. Various faculties volunteered to take these classes to help out the students in need. Though more teachers and students were not engaged. The classes were held in morning between 9:00 am to 10:00 am, before the college starts, the second in the afternoon from 4:30 pm to 5:30 pm and the third slot was allowed to be chosen by the teachers according to their and their students' convenience for the entire period of remedial classes.

The response of the students clearly suggested that remedial classes not just helped them in covering up the syllabus that was missed in regular classes but were also helpful in preparing them for exams in terms of conceptual clarity and improving writing skills. The commitment and zeal shown by the teachers has been admirable. Many of the teachers were not able to hold these classes despite having volunteered for the same because no students had opted for the papers that they offered. However, their concern for their students is acknowledged.

IQAC Coordinator
H.K.E.S. Basaveshwar College of Education
BIDAR - 585 403 (Karnataka)

PRINCIPAL
H.K.E.S. Basaveshwar College
of Education, BIDAR



H.K.E. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION,

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.

(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)

E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcoebidar.in



4. Learning Enhancement / Enrichment inputs Report

Objectives:

The Learning Enhancement Programme is to identify the learning gaps and equip students with core learning prerequisites appropriate to the particular profession. To help in improving the learning outcomes of identified student teachers. To assemble the like-minded intellectuals and professionals to exchange ideas, thoughts and views related to a specific topic.

The institution is conducting learning enhancement among student teachers through various academic activities such as personality development activities, administering various psychological tests, theatre games, communicational skill practices, coaching to Teacher Eligibility Test (TET), assembly activities, newspaper reading in both Kannada and English language.

The institution provides the following learning enrichment inputs such as Guest lectures, Seminars, Workshops, Competitions, Field Visits, National Festivals, Community involvement activities and Societal programme. It helps student teachers to boost their self-confidence, motivation and make them mentally strong. Student teachers actively participate in various academic activities which fosters social skills, intellectual skills, moral values, personality development and character formation among them.

Through this best practices in place which reflect the student teachers about their commitment towards the profession to ensuring that each student teacher is given the opportunities in the necessary for meaningful progress in learning. It is very relevant to all the student teachers although of particular importance to those with specific needs, either for enrichment, extension, support or modifications.

IQAC Coordinator
H.K.E.S. Basaveshwar College of Education
BIDAR - 585 403 (Karnataka)

PRINCIPAL
H.K.E.S. Basaveshwar College
of Education, BIDAR

Est.: 1980

Pho.: 08482 235209

+91 8147671269



H.K.E. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION,

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.

(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)

E-Mail: principalbcebidar@hkes.edu.in website: www.hkesbcebidar.in



Collaborative tasks

Student teachers are encouraged to do projects/assignment works in groups to identify the power of collaborative and collective action. They are also urged to be in constant touch with peers and teachers. Collaborative work helps to improve professionalism and gives student teachers a sense of purpose in the teacher education. It also becomes easier to brainstorm ideas to solve an existing problem or deliver the required skills on time. Distinct activities such as morning assemblies, CTC activities, voter's awareness tree sapling, awareness regarding Blood donation, role play, excursions, sport activities, make up of theatre items and costume design are being organized in a campus. In micro and internship activities the student teachers work in group to complete it in a successful way. All these activities are performed through group discussions, teamwork and collaboration through guidance by the supervising teacher educators.

IQAC Coordinator
H.K.E.S. Basaveshwar College of Education
BIDAR - 585 403 (Karnataka)

PRINCIPAL
H.K.E.S. Basaveshwar College
of Education. BIDAR