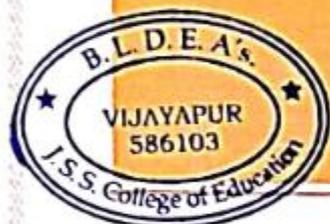




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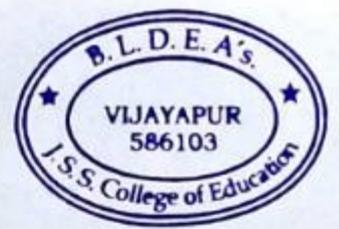


CRITERIA-07-Institutional Values and Best Practices

7.3.1: Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

INDEX

Sl. No.	PARTICULARS
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2	Action Research related project work of B.Ed students
3	M.Ed Dissertation list and Proposal
4	PhD Guide ship letters and Phd Proposal & thesis
5	Publication of research related articles and books by Faculty
6	Research related workshop and course work

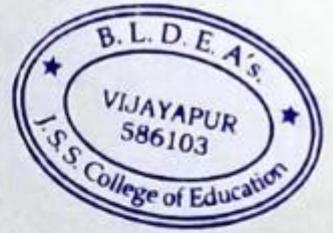


RESEARCH CENTER



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BACHELOR OF EDUCATION

Year: 2021

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Vijayapur

ASSIGNMENT

NAME: Suma choudari ROLL No. 10
SUBJECT: Case study

DISARAT INTERNET CENTER

NAAC-B Grade



B.L.D.E.A.'s
Janyanayogi Shri Siddeshwar Swamiji
College of Education
VIJAYAPUR - 586 101

Name: Suma choudari
Roll No.: 10 Semester: 2nd sem
Subject: Mathematics
Assignment / Or. Activity: case study

Signature of the candidate

Signature of the Staff incharge


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NAAC-B Grade



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Jyanyayogi Shri Siddheshwar Swamiji
College of Education
VIJAYAPUR - 586 101

Name: Suman Choudari

Roll No.: 10 Semester: 2nd SEM

Subject: mathematics

Assignment / Or. Activity: case study

Signature of the candidate: _____

Signature of the Staff Incharge: _____

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ASSIGNMENT

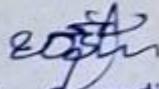
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NAME: Suma choudari ROLL No. 10

SUBJECT: Research project

BHARAT INTERNET CENTER

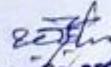

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M.ED KSOU DISSERTATION GUIDANCE

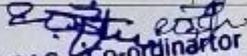
Sl.No	Name of the Student	Reg. No	Topic	Academic Year
೦೧	ಶ್ರೀ ಶಾಮಣ್ಣ ಎಸ್	10062000035	“ಬದಂಬರ(ಸಿದ್ಧಾರೂಢ ಮಠ) ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ ಬೀದರ ಇಂದಿರಾಬಾಯಿ ಶಬ್ದಕಾರ ಪ್ರೌಢಶಾಲೆಯ ಒಂದು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ”	2011-12
೦೨	ಶ್ರೀ ಅಧರ ಸಿದ್ಧಾರೂಢ ಶ್ರೀಶಾಂತ	1006200011	“ರಾಯಚೂರು ಡಾ.ಬಿ.ಕೆ.ಎಸ್. ಪ್ರೌಢಶಾಲೆ ಶಾಲೆಗಳಲ್ಲಿನ ಮಕ್ಕಳ ಶೈಕ್ಷಣಿಕ ಪ್ರಗತಿಗೆ ಬಿಸಿಯೂಟ ಯೋಜನೆ ಒಂದು ಅಧ್ಯಯನ”	2011-12
೦೩	ಶ್ರೀಮತಿ ಸಿದ್ದಮ್ಮ ಪಾಟೀಲ್	11006200019	“ಪದವಿಪೂರ್ವ ಹಂತದಲ್ಲಿ ಐಟಿಎನ್ ವಿಷಯದ ಬೋಧನೆಯಲ್ಲಿ ಸಾಂಪ್ರದಾಯಿಕ ಬೋಧನಾ ವಿಧಾನ ಮತ್ತು ಐಟಿಎನ್ ಅಭಿವೃದ್ಧಿ ಬೋಧನಾ ವಿಧಾನಗಳ ಪರಿಣಾಮ ಕುರಿತು ಒಂದು ತಾಳಸಿಕ ಅಧ್ಯಯನ”	2012-13
೦೪	Sri Rajan Hanamanta	1100620017	“A Comparative Study of use of Translation method and Direct method in teaching English for 9th std students	2012-13
೦೫	ಶ್ರೀ ಕೃಷ್ಣಾ ಎಲ್. ಮಾಳವ	11006200074	“ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಸಾಮಗ್ರಿಕರಣದ ಸಾಧನೆಗೆ ಅಡಕದಾದ ಸಮಸ್ಯೆಗಳ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ”	2012-13
೦೬	ಶ್ರೀ ಸಂಗಮೇಶ ಹ. ಚಿತ್ತಿ	11006800007	“ಐಟಿಎನ್ ನಗರದ ಪ್ರಾಥಮಿಕ ಶಾಲೆಯ ೯ ನೇ ತರಗತಿಯ ವಿದ್ಯಾರ್ಥಿಗಳ ರೇಖಣಿಕೆದ ಪರಿಶೀಲನೆಗಳ ಚಿತ್ರಣದ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ”	2012-13
೦೭	ಶ್ರೀಮತಿ ಶೋಭಾ ಪಾಟೀಲ್	1200620009	“ಬಾಗಲಕೋಟೆ ಜಿಲ್ಲೆಯ ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಅಡಕತೆ ನಿರ್ವಹಣೆಯಲ್ಲಿ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು”	2013-14


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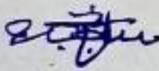
DE	ಶ್ರೀಮತಿ ವಾಣಿಶ್ರೀ ಬಿ. ಚೋಳೇಶ್ವರಿ	1200620034	“ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಸಾವಧಾನಿಕರಣದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಶಾಲಾ ಗುಣಮಟ್ಟವನ್ನು ಬೆಳಗಾವಿ ತಾಲೂಕು ಮಟ್ಟದ ಸಾಂಸ್ಕೃತಿಕ ರಚನೆಗಳಾದ ಐತಿ, ಅಖಿ ಮತ್ತು ಶಾಲಾ ಸಂಕೀರ್ಣಗಳ ಪಾತ್ರ”	2013-14
DE	ಶ್ರೀ ರಂಗಪ್ಪ ಹನುಮಪ್ಪ ಬ್ಬಾವದ	1200620016	“ಬದಾವಿ ತಾಲೂಕಿನಲ್ಲಿ ಅಕ್ಷರ ದಾಸೋಹ ಕಾಯಂತ್ರಮದ ಅನುಷ್ಠಾನ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಪ್ರಗತಿ:	2013-14
GD	ಶ್ರೀಮತಿ ಎಸ್.ಎಸ್. ಬೇಳಗಿ	133000 100029000001 4	“ಬಿ.ಸಿ.ಡಿ ಪ್ರತಿಕ್ಷಾಠಿಗಳ ಗಣಿತ ವಿಷಯ ಪಾಠಯೋಜನೆಗಳನ್ನು ಬರೆಯುವಾಗ ಮಾಡುವ ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರೋಪಾಯಗಳು”	2013-14
GD	ಶ್ರೀಮತಿ ಮಾಯಾದೇವಿ ಕೆ. ಬಾರ್	1200120025	“ಸವಕಿಕ್ಷಣ ಅಭಿಯಾನದಡಿಯಲ್ಲಿನ ನಲಿ ಕಲಿ ಕಾಯಂತ್ರಮದ ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಮಕ್ಕಳ ಕನ್ನಡ ಭಾಷೆ, ಗಣಿತ ಮತ್ತು ಪರಿಶರ ಅಧ್ಯಯನ ಸಾಮರ್ಥ್ಯ ಸಾಧನೆಯ ಪರಿಣಾಮದ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ”	2013-14
GD	ಶ್ರೀ ರಾಮಪ್ಪ ಎಸ್. ನಾಪ್ಪ	170079	“ಕಲಬುರಗಿ ಜಿಲ್ಲೆಯ ಅಳಂದ ತಾಲೂಕಿನ ಸರ್ಕಾರಿ ಅನುದಾನಿತ ಅನುದಾನರಹಿತ ಇಯ್ ಪ್ರೌಢ ಶಾಲೆಯಲ್ಲಿನ ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಒಂದು ಅಧ್ಯಯನ”	2014-15
GD	ಶ್ರೀ ಕೆ.ಕೆ. ಅಸ್ತಿ	1300000030	“ಐಜಯಪುರ ತಾಲೂಕಿನ ಪ್ರೌಢ ಶಾಲೆಗಳಲ್ಲಿ ರಿಡಿಂಗ್ ಕಾನದರ ಒಂದು ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನ ಮತ್ತು ಬಳಕೆಯ ಸಮಸ್ಯೆಗಳ ತುಲನಾತ್ಮಕ ಅಧ್ಯಯನ”	2014-15
GD	ಶ್ರೀ ಮಲ್ಲಿಕಾರ್ಜುನ ಕಕಮರಿ	1401290014	“ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಹಂತದಲ್ಲಿ ಮಕ್ಕಳ ಗಣಿತ ಮೂಲಭೂತ ಪರಿಕಲ್ಪನೆಗಳ ಕೊರತೆಯ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ”	2014-15
GD	ಶ್ರೀಮತಿ ಮೋಸೀನಾ ಬಿ.	14010290001/ 1427227	“ಸವಕಿಕ್ಷಣ ಅಭಿಯಾನದಡಿಯಲ್ಲಿನ ಪರಿಹಾರ ಬೋಧನೆ ಕಾಯಂತ್ರಮದಿಂದ ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಮಕ್ಕಳ ಸಾಮರ್ಥ್ಯ ಸಾಧನೆಯ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ”	2015-16


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ಗೃ	ಶ್ರೀ ರಾಜೇಂದ್ರ ಗುಡಿಗೇನವರ	1401200030/ 1427029	“ಜಮಖಂಡಿ ತಾಲ್ಲೂಕಿನ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿ ವಿಜ್ಞಾನ ಬೋಧನೆಯಲ್ಲಿ ಸರಳ ಪ್ರಯೋಗಗಳ ಕುರಿತು ಅಧ್ಯಯನ”	2015-16
ಗೃ	ಶ್ರೀ ಮಹೇಶ ಎ. ಸಂಗಪ್ಪ	14000090993	“ಕೊಪ್ಪಳ ಜಿಲ್ಲೆಯ ಕುಕ್ಕರಿ ತಾಲ್ಲೂಕಿನ ಉನ್ನತೀಕರಿಸಿದ ಶಾಲೆಗಳಲ್ಲಿ ಏನೇ ತರಗತಿ ಅನುಷ್ಠಾನಗಳ ಪರಿಣಾಮಗಳ ಅಧ್ಯಯನ”	2015-16


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M.ED RCU BELAGAVI (REGULAR) DISSERTATION GUIDANCE

Sl.No	Name of the Student	Reg. No	Topic	Academic Year
01	ಶ್ರೀ ಅಮೀಶ್ ಬಾ. ನವಾಪ್	ME111402	“ಇಂದಿ ಶಾಲಾರ್ಥಿಗಳ ಪರಿಚಯ ಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಅರಿವು ಮೂಡಿಸುವಲ್ಲಿ ಸಮೂಹ ಮಾಧ್ಯಮಗಳ ಪಾತ್ರ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ”	2011-12
02	ಶ್ರೀ ಮಹದೇವ ಕೆ.ಎಸ್. ಎನ್. ಕೂಡಗಿ	ME111421	“ಬಿಜನಿಯರ್ ನಗರದ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕ ಪರಿಚಯ ಕೇಂದ್ರಗಳ (ಡಿ.ಇಡಿ) ಪ್ರತಿಷ್ಠೆಗಳ ವೃತ್ತಿ ಸಂಶೋಧನೆ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ”	2011-12
03	ಶ್ರೀ ಅಜೀಷ್ ಎಸ್. ಬೊಡಿ	ME111404	“ ಬಾಲಶಿಕ್ಷಣದ ಶೈಕ್ಷಣಿಕ, ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳ ಕುರಿತು ಒಂದು ವಿಶೇಷ ಅಧ್ಯಯನ”	2011-12
04	ಶ್ರೀ ಗುರುಪಾದಪ್ಪ ಡಾ. ಕಾಂಬಡೆ	ME121601	“ಮಾಧ್ಯಮಿಕ ಶಾಲಾ ಹಂತದಲ್ಲಿ ಅಂಗ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಸಾಂಸ್ಕೃತಿಕ ಬೋಧನೆ ಮತ್ತು ಸ್ವಾಭಾವಿಕ ಬೋಧನೆಗಳ ಪರಿಣಾಮ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ”	2012-13
05	ಶ್ರೀ ರಮೇಶ್ ಬಿ. ಪಾಟೀಲ	ME121609	“ಪ್ರಾಥಮಿಕ ಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಾಧನಾ ಅಭಿವೃದ್ಧಿಗಳ ಸಂಬಂಧ ಸಂಶೋಧನೆಯನ್ನು ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ”	2012-13
06	Smt Nandashree J	ME131607	“Attitude of Rural and Urban PU students towards basic science”	2013-14
07	ಶ್ರೀ ಹನುಮಂತ ಸಾಬು ಈ ನವಾಪ್	ME141607	“ಪ್ರೌಢ ಶಾಲಾ ಶಿಕ್ಷಕರ ವೈಯಕ್ತಿಕ ಹೊಂದಾಣಿಕೆಯಿಂದ ಶಿಕ್ಷಕರ ವೃತ್ತಿಯ ಸಾಫಲ್ಯತೆಯ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ”	2014-15


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M.ED DISSERTATION LIST

Sr	Name of Student	Name of Guide	Topic	Year
724	Shanmugha	Dr. M. S. Shivamurthy	An Exploratory English Language Teaching with Selected Techniques & Development Strategy	2023
725	Saharashini Gubbarah	Dr. Jagadeesh Pattanshetti	Attitude of Secondary School Students Towards Learning Mathematics	2023
726	Kaishoraya Chappariwar	Dr. Jagadeesh Pattanshetti	An Exploration of Stress Among the Secondary School Women Teachers	2023
727	Vijaya Saravani	"	A study on Relationship between mathematical ability & Academic Achievement of Secondary School Students	2023
728	Rushmi Kumbhar	Dr. B.S. Hiravath	A Study on Adaptation of ICT as Teaching Approach in degree college	2023
729	Sameer Multani	Dr. B. Y. Khatri	"A study on the Problems of Lecturers in Teaching English in P. U. Colleges of Chikhal Taluka"	2023
730	Arundhathi	Dr. M. B. Katti	Assessment of Pandurg Taluka High School Teachers' Effectiveness	2023
731	Shaju Joseph	Dr. B. Y. Khatri	A Study of Relationship Between the Socio-Economic Status & Academic Performance of Students in Unaided Secondary School in Vijayapur City.	2023

Sr	Name of Student	Name of Guide	Topic	Year
732	Shruti	Dr. B. Y. Khatri	Effectiveness of Learning Styles in English Language Teaching	2023
733	Shruti	Dr. B. Y. Khatri	Effectiveness of Learning Styles in English Language Teaching	2023
734	Shruti	Dr. B. Y. Khatri	Effectiveness of Learning Styles in English Language Teaching	2023
735	Shruti	Dr. B. Y. Khatri	Effectiveness of Learning Styles in English Language Teaching	2023
736	Shruti	Dr. B. Y. Khatri	Effectiveness of Learning Styles in English Language Teaching	2023
737	Shruti	Dr. B. Y. Khatri	Effectiveness of Learning Styles in English Language Teaching	2023
738	Shruti	Dr. B. Y. Khatri	Effectiveness of Learning Styles in English Language Teaching	2023



EFFECTIVENESS OF GOOGLE CLASS ROOM AS A PLATFORM OF LEARNING AT UNDERGRADUATE LEVEL

**RANI CHENNAMMA UNIVERSITY, BELAGAVI
IN PARTIAL FULFILLMENT OF THE DEGREE OF
MASTER OF EDUCATION**

**Researcher
Ashwinl. S. Anantapur
Reg No: ME201402**

**Research Guide
Dr. B.V. Khuntia**

**B.L.D.E.A's
J.S.S. College of Education
and P.G. Department of studies in Education
Vijayapur
2021-22**

Signature of the guide

Signature of the Principal

EFFECTIVENESS OF GOOGLE CLASS ROOM AS A PLATFORM OF LEARNING AT UNDERGRADUATE LEVEL

**RANI CHENNAMMA UNIVERSITY, BELAGAVI
IN PARTIAL FULFILLMENT OF THE DEGREE OF
MASTER OF EDUCATION**

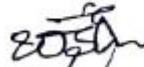
**Researcher
Ashwinl. S. Anantapur
Reg No: ME201402**

**Research Guide
Dr. B.V. Khuntia**

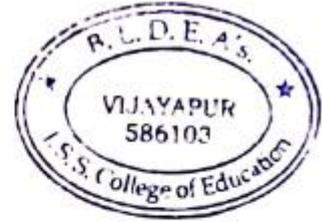
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2021-22**

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CERTIFICATE

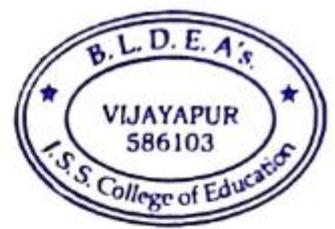
This is to certify that the Project Report entitled "EFFECTIVENESS OF CLASS ROOM AS A PLATFORM OF LEARNING AT UNDERGRADUATE LEVEL" is the record of the research work completed by A.S. Anantapada during the academic year 2021-2022 under my guidance and supervision in partial fulfillment of the requirements for the Degree of Master of Education, Rajawade University, Belagavi, and that the dissertation has not been submitted in account of any other degree or diploma.

Place: VIJAYAPUR

(Signature of)


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BLDEA's JSS College of Education
Vijayapur


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VIJAYAPUR



M.ED DISSERTATIONS

**"A Comparative Study on Attitude of
Secondary School Students towards
Learning English Language"**



RANI CHANNAMMA UNIVERSITY, BELAGAVI.

By

Miss. Sukanya. L. Myageri
M.A., B.Ed.
Reg.No.: MB191408

GUIDE

Dr. Jyoti. S. Pattanshetti

Asst. Professor

B. L. D. E. A's J. S. S. College of Education
P. G. Dept of studies in Education &
Research Centre Vijayapur

A DISSERTATION SUBMITTED TO THE POST GRADUATE
DEPARTMENT OF STUDIES IN EDUCATION,
RANI CHANNAMMA UNIVERSITY, BELAGAVI.

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

MASTER OF EDUCATION

2019-21

IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR.



RANI CHANNAMMA UNIVERSITY, BELAGAVI.

CERTIFICATE

This is to certify that this dissertation entitled "A Comparative Study on Attitude of Secondary School Students towards Learning English Language". Presented by **Miss. Sukanya. L. Myageri** represents her original work and she carries it out under my guidance and supervision which is worthy of examination for the degree of Master of Education.

Place: Vijayapur

Date: 25.08.2021

Guide:

Dr. Jyoti. S. Pattanshetti

Asst. Professor
Dr. Jyoti S. Pattanshetti
B. L. Assistant Professor
B.L.D.E.A's J.S.S. College of Education
PG Studies in Education &
Research Centre Vijayapur
VIJAYAPUR.

Place: Vijayapur

Date: 25.08.2021

Dr. B. Y. Khasnis

Principal

B. L. D. E. A's J. S. S. College of Education
P. G. Dept of studies in Education &
Research Centre Vijayapur.

PRINCIPAL,

PG DEPT OF STUDIES IN EDUCATION
J.S.S. COLLEGE OF EDUCATION

IQAC Co-ordinator
B.L.D.E.A's J.S.S. College of Education
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M.ED DISSERTATIONS

"ಪ್ರೌಢಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಾಹುರ್ಯ ಬೆಳವಣಿಗೆಯ
ಮೇಲೆ ಅವರ ಸಾಮಾಜಿಕ ಆರ್ಥಿಕ ಪರಿಸ್ಥಿತಿಯ ಪ್ರಭಾವ
ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ"

ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ



ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ (ಎಂ.ಇಡಿ) ಪದವಿಯ ಧಾಗತಾ ಅವಶ್ಯಕತೆಗಳನ್ನು ಪೂರೈಸಲು
ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ವಿಭಾಗ ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಳಗಾವಿ
ಇವರಿಗೆ ಸಲ್ಲಿಸುತ್ತಿರುವ ಪದವಿಯ
ಕೆಲ ಪ್ರಬಂಧ

ಸಂಶೋಧಕರು

ಕು. ಮಂಜುನಾಥ ಸಂಕದ
ರ. ನಂ. P15LA21E0015

ಮಾರ್ಗದರ್ಶಕರು

ಶ್ರೀ. ಎಸ್. ಎಸ್. ಪಾಟೀಲ
ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು

ದಿ.ಎಲ್.ಡಿ.ಇ ಸಂಸ್ಥೆಯ

ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ವಿಭಾಗ ಮತ್ತು ಸಂಶೋಧನಾ ಕೇಂದ್ರ
ಜಿ.ಎಸ್.ಎಸ್ ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ವಿಜಯಪುರ

2022-2023

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BLDEA's JSS College of Education
Vijayapur

Principal
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ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ

ಇ.ಎಲ್.ಡಿ.ಇ ಸಂಸ್ಥೆಯ

ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ವಿಭಾಗ ಮತ್ತು ಸಂಶೋಧನಾ ಕೇಂದ್ರ, ಬಿ.ಎಸ್.ಎಸ್
ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ದಿಶಿಯಪುರ

-: ಪ್ರಮಾಣ ಪತ್ರ :-

ಈ ಮೂಲಕ ಪ್ರಮಾಣೀಕರಿಸುವುದನಂದರೆ, ಕುಮಾರ.ಮಂಜುನಾಥ ಸಂಕದ ಇವರು 2022-2023ನೇ ಸಾಲಿನ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರ ಪದವಿಯ ಛಾಗಣ: ಅವಶ್ಯಕತೆಗಳನ್ನು ಪೂರೈಸಲು ನನ್ನ ಮಾರ್ಗದರ್ಶನದಲ್ಲಿ ಮತ್ತು ಅನುಮೋದನೆಯಲ್ಲಿ "ಪ್ರೌಢಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಾಮರ್ಥ್ಯ ಬೆಳವಣಿಗೆಯ ಮೇಲೆ ಅವರ ಸಾಮಾಜಿಕ ಆರ್ಥಿಕ ಪರಿಸ್ಥಿತಿಯ ಪ್ರಭಾವ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ "ಎಂಬ ವಿಷಯದ ಕುರಿತು ರಚಿಸಿದ ಈ ಪ್ರಬಂಧದ ಪ್ರಸ್ತಾವನೆಯು ಪರಿಷ್ಕರಣ ಯೋಗ್ಯವಾಗಿದೆ ಎಂದು ಈ ಮೂಲಕ ದೃಢಪಡಿಸುತ್ತೇನೆ.

ಸಂಶೋಧನಾ-ಮಾರ್ಗದರ್ಶಕರು

ಶ್ರೀ.ಎನ್.ಎನ್.ಪಾಟೀಲ

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು

ಸ್ಥಳ : ದಿಶಿಯಪುರ

ದಿನಾಂಕ : 21-03-2023

ಪ್ರಾಚಾರ್ಯರು
Principal,

BLDEA's J.S.S. College of Education
PG Studies in Education & Research Centre,
VIJAYAPUR
M.Sc, M.Ed, M.Phil, Ph.D, PGDHE

IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR.

PHD GUIDSHIP



ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಬೆಂಗಳೂರು ರಸ್ತೆಯ ಮೈಸೂರು - 04, ಭೊತ್ತರಮನಹಟ್ಟಿ, ಬೆಲಗಾವಿ - 591156
(ಐಕ್ಯಾಕ್ ಗ್ರೇಡ್ B+ (2021))

RANI CHANNAMMA UNIVERSITY

Vidyasangama, National Highway - 04, Bhootaramanahatti, Belagavi - 591156
(NAAC Accredited with B+ Grade - 2021)

E-mail: rcuregistrar@gmail.com
rcub.ac.in

ಕುಲಸಚಿವರ ಕಾರ್ಯಾಲಯ
Office of the Registrar

Website: www.rcub.ac.in
Phone No.: 0031-2565203/34

ಕ್ರ.ಸಂ: ರಾ.ವಿ/ಬೆ.ಗಾ.ವಿ/ಬಿ.ಎ.ಇ./ಸ.ಮ/2022-23/

ದಿನಾಂಕ:

ಕಛೇರಿ ಆದೇಶ

ವಿಷಯ: ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಷಯದಲ್ಲಿ ಪಿಎಚ್.ಡಿ ಮಾರ್ಗದರ್ಶಕರಂದು ಮಾನ್ಯತೆ ನೀಡುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಬಿ.ಓ.ಎಸ್ ನಮಿತಿ ಸಭೆಯ ದಿನಾಂಕ: 23-11-2022
2. ಮಾನ್ಯ ಕುಲಸಚಿವರ ಅನುಮೋದನೆ ದಿನಾಂಕ: 26-11-2022

Ref No.: RCUB/R.O/Ph.D Guideship/2022-23/ 3604

Date: 26 NOV 2022

ಮೇಲ್ಕಂಡ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ, ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಷಯದಲ್ಲಿ ಪಿಎಚ್.ಡಿ ಮಾರ್ಗದರ್ಶಕರಂದು ಮಾನ್ಯತೆ ಪಡೆಯಲು ಕುಲಸಚಿವರ ಕಾರ್ಯಾಲಯಕ್ಕೆ ನೀಡಿದ ಸಲ್ಲಿಸಿರುವ ಅರ್ಜಿಯನ್ನು ಅಭ್ಯಾಸ ಮಂಡಳಿಗೆ ಕಳುಹಿಸಲಾಗಿ, ಅಭ್ಯಾಸ ಮಂಡಳಿಯು ನಿಮ್ಮ ಅರ್ಜಿಯನ್ನು ಪರಿಶೀಲಿಸಿ, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪಿಎಚ್.ಡಿ ನಿಯಮಾವಳಿ 10(10.3) ಪ್ರಕಾರ ಪಿಎಚ್.ಡಿ ಮಾರ್ಗದರ್ಶಕರಂದು ಮಾನ್ಯತೆ ಮಾಡಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತಾರೆ.

ಮುಂದುವರಿದು, ಅಭ್ಯಾಸ ಮಂಡಳಿಯ ಶಿಫಾರಸ್ಸಿನನ್ವಯ, ಡಾ. ಭಾರತಿ ವಾಯ್. ಏಸ್ಸಿನ್, ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು, ಬಿ.ಎಲ್.ಡಿ.ಇ ಸಂಸ್ಥೆಯ ಜಿ.ಎಸ್.ಎಸ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ವಿಜಯಪುರ ಇವರಿಗೆ ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಷಯದಲ್ಲಿ ಪಿಎಚ್.ಡಿ ಮಾರ್ಗದರ್ಶಕರಂದು ಮಾನ್ಯತೆ ನೀಡಲಾಗಿದೆ.

Hanthalat
ಕುಲಸಚಿವರು 26/11/2022

ಇವರಿಗೆ,

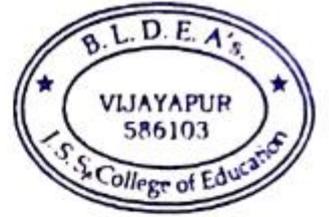
- ✓ ಡಾ. ಭಾರತಿ ವಾಯ್. ಏಸ್ಸಿನ್,
ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು,
ಬಿ.ಎಲ್.ಡಿ.ಇ ಸಂಸ್ಥೆಯ ಜಿ.ಎಸ್.ಎಸ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ,
ನ್ಯಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ಕೇಂದ್ರ,
ಎಸ್. ಎಸ್. ಹೈಸ್ಕೂಲ್ ಆವರಣ, ವಿಜಯಪುರ-586101.

ಪ್ರತಿ ಮಾಹಿತಿಗಾಗಿ:

- ನಿರ್ದೇಶಕರು, ಸ್ಕೂಲ್ ಆಫ್ ಎಜ್ಯುಕೇಶನ್, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಂಗಳೂರು.
- ಬಿ.ಓ.ಎಸ್ ಅಧ್ಯಕ್ಷರು, ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಭಾಗ, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಂಗಳೂರು.
- ಅಧ್ಯಕ್ಷರು, ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಭಾಗ, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಂಗಳೂರು.
- ಅಪ್ರಕಾರ್ಯದರ್ಶಿಗಳು, ಕುಲಸಚಿವರ ಕಾರ್ಯಾಲಯ, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಂಗಳೂರು.
- ಸಹಾಯಕ ಕುಲಸಚಿವರು, ಪರಿಣಿತ ವಿಭಾಗ, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಂಗಳೂರು.

IQAC Co-ordinator
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Vijayapur

Principal
Principal,
I. S. S. College of Education
VIJAYAPUR.



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ರಾಣಿ ಚನ್ನಮ್ಮ



ಸುಶ್ರುತಾತ್ಮಯ



ವಿಜಯಪುರದ ರಾಜ್ಯದ ಕಛೇರಿ - 04, ಭೂತರಾಮನಹಟ್ಟಿ, ಬೆಲಗಾವಿ - 591156
(ನಾಕ್ ಆಕ್ರೆಡಿಟೆಡ್ B+ ಗ್ರೇಡ್ - 2021)

RANI CHANNAMMA UNIVERSITY

Vidyasangama, National Highway - 04, Bhootaramanahatti, Belagavi - 591156

(NAAC Accredited with B+ Grade - 2021)

E-mail: rcubphd2018@gmail.com
rcubstrat@rcub.ac.in

ಕುಲಸಚಿವ ಕಛೇರಿ
Office of the Registrar

Website: www.rcub.ac.in
Phone No.: 0031-2565257

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Date: 24 FEB 2024

Ph.D. REGISTRATION CERTIFICATE

Sub: Confirmation of Ph.D. Registration.

Ref: Provisional Registration No : 1001/11 Dated: 22-06-2023

The candidate SUJATA SHIVAPPA MATTIWARD has successfully qualified in the Ph.D. course-work and is found eligible for the confirmation of Ph.D. Registration.

The details of the candidate are mentioned below:

Name & Address of the Candidate SUJATA SHIVAPPA MATTIWARD At: Post: Kochari Tq: Hukkeri Dist: Belagavi-591340 Ph : 9535969083	Name & Address of the Guide DR. MANJUNATHI B. KORI Assistant Professor, Department of Education, BLDE A'S JSS College of education, PG Studies In Education and Research Centre, S. S High School Campus, Ram Mandir Road Vijayapur-586101
Title of the Research: ಪ್ರೌಢ ಶಾಲಾ ಪಠ್ಯದ ಆಧಾರದ ಮೇಲೆ ಶಿಕ್ಷಣದ ವಿವಿಧ ಶಿಕ್ಷಣದ ಪ್ರಗತಿಯ ಕಾರ್ಯಪರಿಷ್ಕರಣೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ	
Dean Faculty of Education	Department: Education.
Nature of the Research Programme: (Full-Time)	Registration No: PEDN2022012 Date : 25-03-2023

Brief Instructions for the Doctoral Candidates

After the confirmation of the registration, every doctoral candidate shall submit half yearly progress reports regularly, till the submission of the thesis, through the research supervisor and Chairperson of the P.G. Department.

Besides, the candidate shall make, once in a year (preferably during the meeting of Doctoral Committee in the month of January), presentation about the progress made by him/her during the last one year and also the work plan for the next one year.

If a candidate fails to submit two consecutive half-yearly progress reports in time and/or if the progress of the candidate is not satisfactory for two half-year periods, the Doctoral Committee shall recommend to the University for the cancellation of his/her registration in consultation with the concerned Research Supervisor. Before cancellation, a show-cause notice shall be issued to the candidate.

Every candidate shall present a pre-submission colloquium to the Department after the submission of synopsis. For further information, refer to the Ph.D. Regulations.

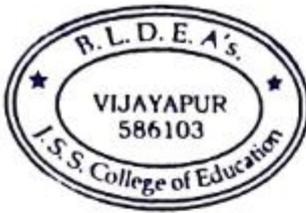
To,
The Concerned Research Scholar and Research Supervisor.

- Copy to:
1. Chairman, Department of Education, Rani Channamma University, Belagavi.
 2. Office copy.

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ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ



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RANI CHANNAMMA UNIVERSITY

Didyasangama, National Highway - 04, Bhootaramanahatti, Belagavi - 591156
(NAAC Accredited with B+ Grade - 2021)

E-mail: rcuregistrar@gmail.com
registrar@rcub.ac.in

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Office of the Registrar

Website: www.rcub.ac.in
Phone No.: 0831-2565203/3

ಕ್ರ.ಸಂ.: ರಾಚವಿ/ಸಂವಿ/ರಸಕಾ/ಅ.ಮ/2022-23/

ದಿನಾಂಕ:

ಕಛೇರಿ ಆದೇಶ

ವಿಷಯ: ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಷಯದಲ್ಲಿ ಪಿಎಚ್.ಡಿ ಮಾರ್ಗದರ್ಶಕರಂದು ಮಾನ್ಯತೆ ನೀಡುವ ಕುರಿತು.

ಉಲ್ಲೇಖ: 1. ಬಿ.ಓ.ಎಸ್ ಸಮಿತಿ ಸಭೆಯ ದಿನಾಂಕ: 26-07-2022

2. ಮಾನ್ಯ ಕುಲಸಚಿವರ ಅನುಮೋದನೆ ದಿನಾಂಕ: 30-09-2022

Ref No.: RCUB/R.O/Ph.D Guideship/2022-23/ 3057

Date: 13 OCT 2022

ಮೇಲ್ಕಂಡ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ, ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಷಯದಲ್ಲಿ ಪಿಎಚ್.ಡಿ ಮಾರ್ಗದರ್ಶಕರಂದು ಮಾನ್ಯತೆ ಪಡೆಯಲು ಕುಲಸಚಿವರ ಕಾರ್ಯಾಲಯಕ್ಕೆ ನೀಡಿದ ಸಲ್ಲಿಸಿದ ಅರ್ಜಿಯನ್ನು ಅಭ್ಯಾಸ ಮಂಡಳಿಗೆ ಕಳುಹಿಸಲಾಗಿ, ಅಭ್ಯಾಸ ಮಂಡಳಿಯು ನಿಮ್ಮ ಅರ್ಜಿಯನ್ನು ಪರಿಶೀಲಿಸಿ, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪಿಎಚ್.ಡಿ ನಿಯಮಾವಳಿ 10(10.3) ಪ್ರಕಾರ ಪಿಎಚ್.ಡಿ ಮಾರ್ಗದರ್ಶಕರಂದು ಮಾನ್ಯತೆ ಮಾಡಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತಾರೆ.

ಮುಂದುವರಿದು, ಅಭ್ಯಾಸ ಮಂಡಳಿಯ ಶಿಫಾರಸ್ಸಿನನ್ವಯ, ಡಾ. ಜ್ಯೋತಿ ಎಸ್. ಪಲ್ಲಣಶೆಟ್ಟಿ, ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು, ಬಿ.ಎಲ್.ಡಿ.ಇ ಸಂಸ್ಥೆಯ ಜಿ.ಎಸ್.ಎಸ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ವಿಜಯಪುರ ಇವರಿಗೆ ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಷಯದಲ್ಲಿ ಪಿಎಚ್.ಡಿ ಮಾರ್ಗದರ್ಶಕರಂದು ಮಾನ್ಯತೆ ನೀಡಲಾಗಿದೆ.

J.S.S. College of Education
VIJAYAPUR.
Inward No: 11
Date 17/10/2022

ಕುಲಸಚಿವರು

ಇವರಿಗೆ,

ಡಾ. ಜ್ಯೋತಿ ಎಸ್. ಪಲ್ಲಣಶೆಟ್ಟಿ,
ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು,

ಬಿ.ಎಲ್.ಡಿ.ಇ ಸಂಸ್ಥೆಯ ಜಿ.ಎಸ್.ಎಸ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ,
ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ಕೇಂದ್ರ,

ಎಸ್. ಎಸ್. ಹೈಸ್ಕೂಲ್ ಆವರಣ, ವಿಜಯಪುರ

IQAC Co-ordinartor
BLDEA's JSS College of Education
Vijayapur

ಪ್ರತಿ ಮಾಹಿತಿಗಾಗಿ:

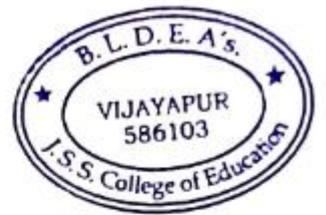
- ನಿರ್ದೇಶಕರು, ಸ್ಕೂಲ್ ಆಫ್ ಎಜ್ಯೂಕೇಶನ್, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಲಗಾವಿ.
- ಬಿ.ಓ.ಎಸ್ ಅಧ್ಯಕ್ಷರು, ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಭಾಗ, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಲಗಾವಿ.
- ಅಧ್ಯಕ್ಷರು, ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಭಾಗ, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಲಗಾವಿ.
- ಅಪ್ರಕಾರ್ಯದರ್ಶಿಗಳು, ಕುಲಸಚಿವರ ಕಾರ್ಯಾಲಯ, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಲಗಾವಿ.
- ಸಹಾಯಕ ಕುಲಸಚಿವರು, ಪರಿಶಿಕ್ಷಾ ವಿಭಾಗ, ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಲಗಾವಿ.

Principal,
J.S.S. College of Educa:
VIJAYAPUR.

Principal
B. L. D. E. A's.
J.S.S. College of Education
VIJAYAPUR.

IQAC Co-ordinartor
BLDEA's JSS College of Education
Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR.



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Department of Education



B.L.D.E.A's J.S.S. COLLEGE OF EDUCATION
POST GRADUATE STUDIES IN EDUCATION
AND RESEARCH CENTRE VIJAYAPUR
First Progressive Report
(12.10.2023 to 11.04.2024)

Doctor of Philosophy in Education

RESEARCH TITLE :
Effectiveness of Career Guidance on Career Choice and
Vocational Aspirations among Pre-University Students

Research Scholar
PRIYA A BEOI
Reg. No: PEDN202202
School of Education
Rani Channamma University
Belagavi

Research Guide
Dr. Bhavati Y. Khanis
Assistant Professor
B.L.D.E.A's J.S.S. College of Education
P.G. Studies in Education & Research
Centre, Vijayapur

Submitted to
SCHOOL OF EDUCATION

Sign of Researcher

Sign of Guide

Sign of Chairman

Principal,
BLDEA's J.S.S. College of Education,
PG Studies in Education & Research Centre,
VIJAYAPUR.

Chairman,
Department of Education,
Rani Channamma University,
Belagavi - 591156, Karnataka



ವಾರ್ಷಿಕ ಪ್ರಗತಿ ವರದಿ, ಪದವಿ
ಪದವಿ ಅಭ್ಯಾಸ ಮಾಡುತ್ತಿರುವ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ
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ಪ್ರತಿ ಅಭ್ಯಾಸ

ಸಂಶೋಧಕರು
ಪದವಿ ಅಭ್ಯಾಸ ಮಾಡುತ್ತಿರುವ
Reg. No: PEDN2022012
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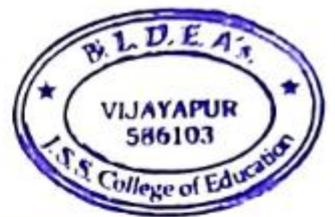
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Principal,
BLDEA's J.S.S. College of Education,
PG Studies in Education & Research Centre,
VIJAYAPUR.

Chairman,
Department of Education,
Rani Channamma University,
Belagavi - 591156, Karnataka

IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR.



PHD THESIS

**EFFECTIVENESS OF E-CONTENT PACKAGE
IN LEARNING GEOGRAPHY AT SECONDARY
SCHOOL LEVEL**



A Thesis submitted to the Department of Education,
Rani Channamma University, Belagavi in partial fulfillment of the
requirements for the degree of

**Doctor of Philosophy
in
Education**

Submitted by
SHRAVANAPPA KAMBAR
(RCUB/EDN/12-13/39)

Research Guide
Dr.A.V. BAMAGOND

M.Sc(Bot), M.Sc(Zoo), M.Ed, Ph.D.

Assistant Professor

B.L.D.E.A'S, J.S.S. College of Education and
Post Graduation Studies and Research Centre in Education,
Vijayapura.

Department of Education
Rani Channamma University, Vidyasangama
Belagavi

2019

IQAC Co-ordinator
B.L.D.E.A's J.S.S. College of Education
Vijayapur

Principal,
J.S.S. College of Education
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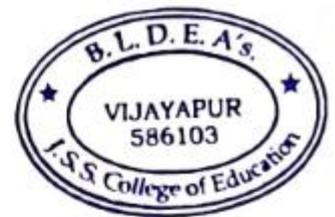
M.Sc(Bot), M.Sc(Zoo), M.Ed, Ph.D.
Assistant Professor
B.L.D.E.A's, J S S Collage of Education and
Post-Graduation Studies and Research Centre in Education,
Vijayapura.

Department of Education
Rani Channamma University, Vidyasangama
Belagavi

2019


IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur


Principal,
J.S.S. College of Education
VIJAYAPUR.



PHD THESIS

**EFFECTIVENESS OF COMPUTER ASSISTED INSTRUCTION
(CAI) AND TRADITIONAL METHOD IN LEARNING
BIOLOGY AT PUG LEVEL**



A Thesis submitted to the Department of Education, Rani Channamma
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Education**

Research Scholar
ANIL L. RATHOD
(RCUB/EDN/12-13/38)

Research Guide
Dr. A. V. BAMAGOND

M.Sc(Bot), M.Sc(Zoo), M.Ed, P.D., NET, KSET.

Assistant Professor

B.L.D.E.A'S, J.S.S. College of Education and
Post Graduation Studies and Research Centre in Education,
o Vijayapura.

Department of Education
Rani Channamma University, Vidya Sangama
Belagavi

2020


IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur


Principal,
J.S.S. College of Education
VIJAYAPUR.



**EFFECTIVENESS OF COMPUTER ASSISTED
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ANIL L. RATHOD
(RCUB/EDN/12-13/38)

Research Guide
Dr.A.V. BAMAGOND
M.Sc(Bot), M.Sc(Zoo), M.Ed, Ph.D, NET, KSET.
Assistant Professor
B.L.D.E.A's, J S S College of Education and
Post Graduation Studies and Research Centre in Education,
Vijayapura.

Department of Education
Rani Channamma University, Vidyasangama
Belagavi

IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR.

Dr. B Y Khusnis,
BLDEA's JSS College of Education,
PG Studies in Education and
Research Center Vijayapur

ATISHIY KALIT
Vol. 9, Pt. A
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“Effect of Activity-Based Method of Teaching Mathematics on Students’ Achievement”

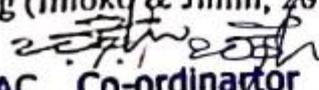
ABSTRACT

Mathematics is used either consciously or unconsciously in various aspects of life and is the basic tool for industrialization and national development. It is also recognized to play a vital role in contemporary society, making it indispensable for the existence of any nation (Asante, 2010). The importance of Mathematics can be seen in its applications to science and technology, medicine, the economy, the environment, and in public decision making. The implication is that for effective functioning in society, there is a need for all the citizens to study and understand science and mathematics.

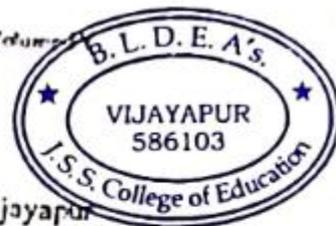
Keywords:- Mathematics is used either consciously or unconsciously, The importance of Mathematics can be seen in its applications to science and technology, medicine, the economy, the environment, and in public decision making.

INTRODUCTION

Mathematics is used either consciously or unconsciously in various aspects of life and is the basic tool for industrialization and national development. It is also recognized to play a vital role in contemporary society, making it indispensable for the existence of any nation (Asante, 2010). The importance of Mathematics can be seen in its applications to science and technology, medicine, the economy, the environment, and in public decision making. The implication is that for effective functioning in society, there is a need for all the citizens to study and understand science and mathematics. The imperative role of mathematics notwithstanding, Mathematics is one of the most poorly taught, widely hated, and abysmally understood subjects in our schools (Ali, et al., 2010). This is evident in the persistent poor performance of Nigerian secondary school students in external examinations such as the Senior School Certificate Examination (SSCE). Analysis of students’ achievement in Mathematics shows that the performance of Nigerian students is not encouraging (Imoko & Jimin, 2016). This is because mathematics is today, part


IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur


Principal,
J.S.S. College of Education
VIJAYAPUR.



"Impact of Constructivist Approach in Mathematics Learning"

Dr B Y Khasnls

Prin BLDEA's JSS College of Education, P G Studies in Education and Research Centre Vijayapur

Introduction:

Mathematics occupies an important place in all civilizations, past and present, throughout the world. As has been discussed in earlier units, Mathematics pervades all branches of knowledge and all walks of life. The development and innovations in science and technology, which are the main driving force of unprecedented change happening across the world, are based on the application of mathematics. The whole world seems to be mathematically designed so much so that Sir James Jeans, the famous British astronomer, once told, "God is a supreme mathematician who created this well ordered and systematic Universe". Developing the ability of mathematization which is regarded as constituting the higher aims of mathematics, includes developing such abilities as problem solving, use of heuristics, estimation and approximation, optimisation, use of patterns, visualization, representation, reasoning and proof, making connections, mathematical communication including developing aesthetic feeling. Such a higher aim in mathematics "is to develop the child's inner resources, to think and reason mathematically, to pursue assumptions to their logical conclusion and to handle abstraction. It includes a way of doing things, and the ability and the attitude to formulate and solve problems" (NCERT, p.46). Teachers expect to engage every child in class. Constructivism opens new avenues for the research in education and offers new challenges for the teachers to reform the traditional methods of teaching. The teachers who believe that learning should be interesting and meaningful have to move past their concern that his/her role is of information executive and that of the students is of passive recipients. Researchers Influenced by constructivist ideas, and decided to take up this approach to teaching Mathematics at standard VIII student. Researchers viewed Mathematics as the most appropriate subject for employing constructivist model because of the complex nature of this subject. On the part of teacher, it requires careful observations of internal working patterns of students' minds and analyze their thought processes. Also, the factors such as current status of Mathematics teaching and high rate of failure in Mathematics are attributable to the selection of this subject for the present study.

Objectives:

1. To compare the mean gain score of post-test of experimental group and control group
2. To know the opinion of boys and girls on constructivist approach.

Hypothesis of The Research:

There will be no significant difference between mean gain score of the post-test of experimental group and control group.

Design:

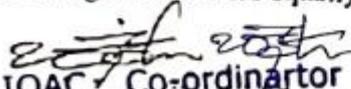
Researcher consider Traditional method and Constructivist method as Independent variable, Score of Achievement test and Response on Questionnaire taken as Dependent variable, Gender taken as moderate variable and interaction in the class, maturity, understanding were taken as Intervening variable. For present study, the population consisted of the Vijayapur district, aided English medium school students of. For the present study, convenient sampling technique were used for selecting Researcher were used cluster sampling technique for selecting two class of Standard 8 from selecting school. Total 89 students (experimental group (51) and control group (38) were included in sample. Researcher develop various activities for experiment like as Envelop Techniques, Model of the square and square root and Model of the circle. Researcher collect the data with the use of Achievement test and Questionnaire for data analysis. For the present study, the researcher used test for comparison and calculate the percentage for analysis of questionnaire related to the constructivist approach. In the present study, researcher was used experimental research method. According to the need and suitability for the present study, researcher used "Randomized pre-test post-test equivalent group design."

Results:

Comparison of mean score of gain score of experimental group and control group

Group	N	Mean	SeD	t-value	Significance
Experimental	51	12.68	1.16	1.53	Not Significant at 0.01 level
Control	38	10.89			

Above table reveals that, calculated t-value is 1.53 which is significant at 0.01 level. Therefore, the null hypothesis no.3 is not rejected and we can say that there will be no significant difference between the mean score of gain score of experimental group and control group. It means that constructivist approach and conventional teaching method were equally effective in mathematics.


IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur


Principal,
J.S.S. College of Education
VIJAYAPUR

4. Effectiveness of Internship in Teacher Education Programme



Dr. B. Y. Khasnis

Asst. Prof BLDEA's JSS College of Education, Vijayapur, Karnataka.

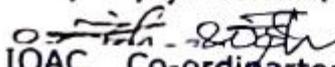
Introduction

The internship program operates within the framework of the Teacher training department of the School of Education, in accordance with internship regulations determined by the Division of teaching internship and new teachers at the Ministry of Education. Within this framework, interns meet at Bar-Ilan once every two weeks for a workshop that lasts four academic hours and is conducted by academic staff with personal experience in teaching in schools, and who have extensive appropriate training in group facilitation, conflict resolution, and professional self-development in the school environment. Internship coordinators maintain personal contact with the tutors, to provide customized internship processes to interns.

Workshops in an academic framework enable the creation of a protected "theoretical-academic learning spaces" allowing planned integration between theory and practice. The academic workshop supports professional handling of uncertainty situations, through a combination of rational thinking and complex approaches of cases analyses derived from the interns' experiences, and providing practical tools for finding solutions. The workshop has a special structure (a task force in an academic framework), and it enables the creation of practical-professional knowledge on the basis of theoretical knowledge (teacher training and Bachelor's degree studies), through high-level processes of critical thinking, in-depth understanding, awareness and insight into attitudes, behaviors, and personal motives.

All these are required to develop teaching capabilities in various subjects, at the same time developing skills in a variety of interpersonal interactions with students, teachers, and parents required in teaching.

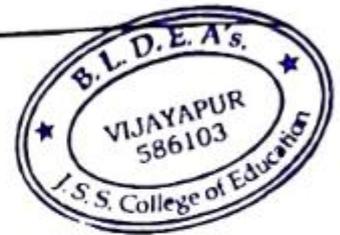
The internship program includes training in the simulation center. In addition, the uniqueness of the internship program in special education is manifest in the combination of an experience workshop in psychodrama, custom-tailored to the unique needs of special education teachers.


IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur


Principal,
J.S.S. College of Education
VIJAYAPUR.

GRT

STATUS OF WOMEN EDUCATION IN INDIA. IT'S IMPACT ON RURAL AREA



M. S. Hiremath

Principal, BLDEA's J S S College of Education, Vijayapur (karnataka).

INTRODUCTION:

Women's education in India has been one of the major issues of concern of the Government of India as well as the society. Today the educated women play very significant role in overall development and progress of the country.

Hon'ble Speaker Lok sabha Smt. Meira Kumari delivered the Convocation Address at the 60th convocation of the SNDT Women's University, Mumbai on January 4th 2011, she said "women is the builder and molder of Nation's Destiny" In India, women account for about 48percent of the total population they have played a critical role in our freedom struggle and in laying the foundation of our society. They are a integral part of our planning and implementation process.

Our constitution envisages a social order that is just and equitable; where all citizens have equal opportunities and there is no discrimination on basis of sex. Gender equality is the underlying principle of our fundamental Rights; Fundamental Duties and directions principles of state policy. The constitution of India empowers state to adopt positive discrimination and make special provisions in favour of India Article 51A (e) make it a fundamental Duty of every citizen to renounce practices which are derogatory to the dignity of women. We are one of the first democratic countries to give equal right to vote both men and women and our Constitution provides for 33% reservation in Local Bodies for women. Today we have over a million women elected representatives in local bodies.

We were amongst the first countries in the world to have a women Prime Minister and today we have a women President and also we have Chair person of the ruling coalition is a women and so is the leader of opposition in Lok Sabha. It is a matter of great satisfaction that around 49% of the women electorate voter in the 15th Lok Sabha election in 2009.

Today, India is one of the world leaders in having professionally qualified women, from sports to literature to corporate sector to arts and entertainment. Indian women are excelling and making their mark in every field. But there is no denying the fact that we have made considerable progress, yet social evils like gender discrimination, female foeticide, dowry system and domestic violence, poor progress of Literacy rate still exist.

We must believe that education is an Instrument of social change. It enhances knowledge,





RESEARCH ARENA

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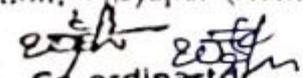
National Education Policy: The New Reform in Indian School Education System

Malayya S. Hiremath

Introduction:

The present educational system of India is a legacy from the British, and is, therefore, not likely to fulfill the needs of free India. This has been realized ever since independence and Commissions have been appointed from time to time to go into the whole question and suggest ways and means for re-structuring the educational organization and bringing it closer to the needs and aspirations of independent India. The commissions submitted their reports, but they were not implemented on the usual plea of lack of resources. Consequently, our educational system continues to be as outmoded as ever. There has been much quantitative expansion, but practically nothing has been done to bring about a qualitative change. The result has been a rapid deterioration of educational standards, educated unemployment on a mass scale, frustration and dissatisfaction, leading to student strikes and violence on the campuses all over the country. This has served to focus attention on the urgent need for the over-hauling of the present

Malayya S. Hiremath: Assistant Professor of Education, BLDE's JSS College of Education, Vijayapur (Karnataka) India.


IOAC Co-ordinator
IOAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur


Principal,
Principal,
J.S.S. College of Education
VIJAYAPUR.

Role Of Technology In Future Education



Dr. Manjunath B. Kori

Asst. Professor

LDEA's J.S.S College of Education

P.O Studies In Education and Research Centre, Vijayapur

Abstract

There must also move towards the goal of transforming the traditional paradigm of learning. However the most important development affecting the teaching - learning process in the coming decades is also may be the application of information and communication technology. This ICT encompasses all communication technologies such as Internet, wireless networks, M-Learning, Power point presentation (PPT), Concept mapping, e-learning, Computer Assisted Learning (CAL), Technology enhanced Learning (TEL), Satellite communication, digital Television etc. Hence Technology can be perceived as a big change agent for education in future days.

Technology demand more effective and challenging teachers to cope up with the demand of the future learners. In present day technology has become an important part of education system. Teaching and Learning is changing with this new context. The education system of the future will no longer be regarded as class room and book bound, but rather as interactive through technology based medium.

This paper explores (1) The role of technology in present (2) New Requirements (3) New Competencies (4) Future needs of technology in Education. (5) Technology and its benefits for students and teacher.

Key words: ICT, Technology, CAL, TEL, m-learning.

Introduction:

Formal and non formal, informal and visible and invisible learning are living in an expanded education and in a virtual space through the network. At primary and secondary Education, students starts to use them in class but the reality is that now a days almost every student goes to school with a wide range of technological skills. Modern technology trends in education include distance learning, open source, social networks, mobile devices and online learning among the other trends.

The educational system of the future will no longer be regarded as class room and book bound but rather as interactive and fun through technology based medium. These trends furthermore ensure that most information is readily available, education over vast distance is possible and the cost of education is reduced.

Education Technology

The Technology is more than ever living in our society and it is an important part of the education. Schooling and teaching is challenging with this new context. Technology have some characteristics that make them an essential tool in our daily life and for instance, in our school. New Technologies have changed the way we communicate and the way we live and work.

New Competencies:

For teachers to be able to integrate the use of Technology into teaching various kinds of skills need to be developed. A vast array of competencies is demanded such as

- Creativity
- Flexibility
- Logistic skills for assigning work and study places and grouping students.
- Skill for project.
- Administrative and organizational skills
- Collaborating Skills.

Scope Of Technology In Education:

- Technology as a subject (i.e., Computer studies)
- Technology as a tool to innovate teaching - learning practice
- Technology as an administrative tool (i.e., Education management Information system(EMIS)
- Technology is an expanding learning opportunity (i.e., distance learning, E-learning)
- Technology as a facilitator of higher - order thinking skills

IQAC Co-ordinator
LDEA's JSS College of Education
Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR.

A RELATIONSHIP BETWEEN ROLE PERCEPTIONS OF DEGREE COLLEGE LECTURERS AND SOME VARIABLES

Dr. Jyoti S. Pattanshetti

Assistant Professor B. L. D. E. A's J. S. S. College of Education, P. G. Studies in Education and Research Centre Vijayapur

INTRODUCTION

Education has a special significance in the context of a transitional society like India. India is now considered to be one of the most promising economies of the world. While, higher education gives India an edge in the world economy as evident from the availability of the skilled manpower, and research scholars working abroad. Unemployment, illiteracy and relative poverty continue to be the major deterrents to realize her potential in human resources.

"Higher education is the most urgent to change the attitudes of youth generation" The basic function of higher education is to provide the sources of knowledge to store, open and express. A teacher is a role model for most of the students in our society. The most effective factor in a teacher's personality is his behavior that a student has to follow. The behavior of a teacher is a composite of knowledge, skills and attitude. The main motivation of teacher towards his profession is his attitude which is developed from learning, training, direct and indirect experiences. Totally the higher education is the gateway for the better future.

ROLE PERCEPTION

Perception is the process of attaining awareness or understanding of sensory information. It originated from the Latin word *perception*, which means receiving, collect. The main role of perception in learning is to speed up the learning process and recall. Perception involves the use of identification and sensory information of a subject. Exposure to stimulus develops the interest and conscious knowledge of a person which enables better understanding and learning of the person about a specific subject.

Role Perception is a range of viewpoints, attitudes, understandings, approaches, or expectations that are related to the status and the position of a person or a group of people within the institution. Role Perception and its actualization are a combined expression of the individual's psychological dimension and the social-organizational dimension in which he or she acts (Levinson, 1977). Role Perception is influenced by many factors, such as formal education, training for the role, childhood experiences, and personality and College Environment.

DIMENSIONS OF ROLE PERCEPTION

Following are the main Dimensions of Role Perception.

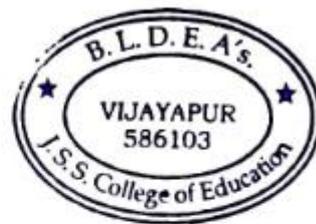
1. Self Dimension
2. Home Dimension
3. Professional Dimension
4. Social Dimension

In developing self-concept, one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational, constructive and social. Role Perception is an active process. Students attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

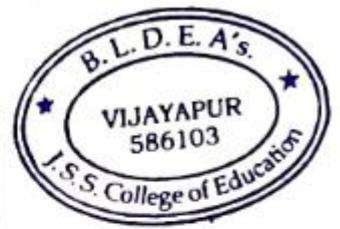
OBJECTIVES OF THE STUDY

1. To Study the influence of Designation on the Role Perception of Lecturers working in Degree College.
2. To Study the influence of Age on the Role Perception of Lecturers working in Degree College.
3. To Study the influence of Gender (Male and Female) on the Role Perception of Lecturers working in Degree College.
4. To Study the influence of Faculty (Arts, Science and Commerce) on the Role Perception of Lecturers

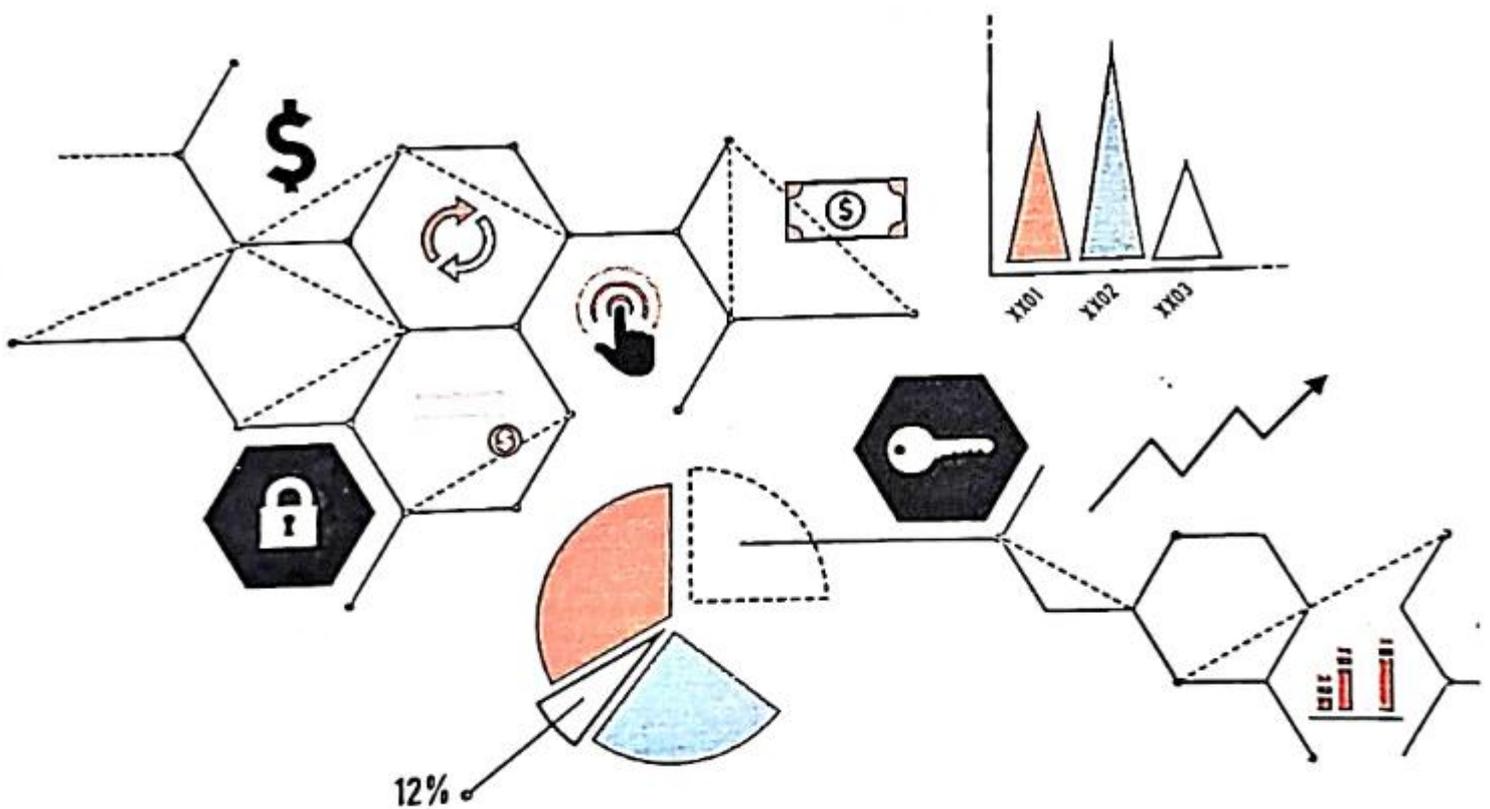
IQAC Co-ordinator
LDEA's JSS College of Education
Vijayapur



Principal,
J.S.S. College of Education
VIJAYAPUR.



RESEARCH METHODOLOGY



Dr.(Smt.) Bharathi Y.Khasnis

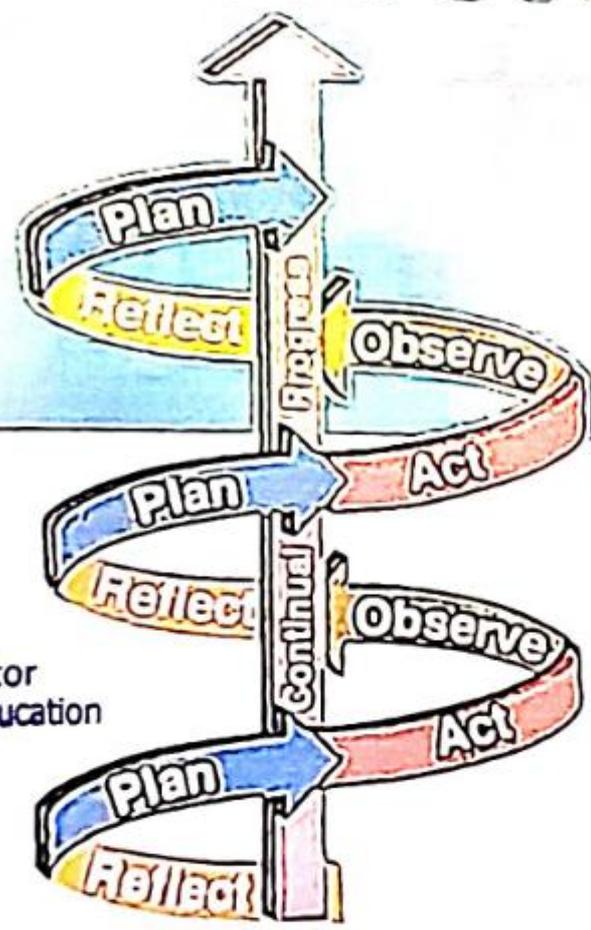
Bharathi Y. Khasnis
IQAC Co-ordinator
JLDEA's JSS College of Education
Vijayapur

[Signature]
Principal,
J.S.S. College of Education
VIJAYAPUR.



ACTION RESEARCH

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[Signature]
IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur

[Signature]
Principal,
J.S.S. College of Education
VIJAYAPUR.

Dr. B. Y. Khasnis

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Dr. A. V. Bamagond

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[Signature]



WOMEN EDUCATION

Dr. Malayya .S, Hiremath
IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur

Dr. Malayya .S, Hiremath
Principal,
J.S.S. College of Education
VIJAYAPUR.

Dr. MALAYYA .S, HIREMATH



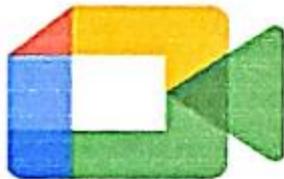
WORK SHOP




IQAC Co-ordinator
LDEA's JSS College of Education
Vijayapur


Principal,
J.S.S. College of Education
VIJAYAPUR.

COURSE WORK



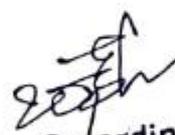
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IQAC Co-ordinator
B.L.D.E.A's J.S.S. College of Education
Vijayapur


Principal,
J.S.S. College of Education
Vijayapur