

**RAYAPATI VENKATA RANGA RAO
COLLEGE OF EDUCATION**

JKC COLLEGE ROAD, GUNTUR-522006, A.P., INDIA

www.rvrrced.org

SELF STUDY REPORT

For Assessment and Reaccreditation

(Cycle – 2)



**Submitted to
NATIONAL ASSESSMENT
AND ACCREDITATION COUNCIL**

**P.O. Box. No.1075, Opp : NLSIU, Nagarbhavi, Bangalore-560072,
India.**



RAYAPATI VENKATA RANGA RAO COLLEGE OF EDUCATION

(Under the aegis of Nagarjuna Education Society)

JKC College Road, Guntur - 522006, Andhra Pradesh, India

Prof. Digumarti Bhaskara Rao

M.Sc., M.A., M.A., M.Ed., Ph.D.

Principal

Former Dean, Faculty of Education

Former Chairperson, BoS in Education

Acharya Nagarjuna University

External Member, BoS in Education

Vikrama Simhapuri University

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Courses : B.Ed., M.Ed., M.Phil., Ph.D.

NAAC Accreditation : B Grade

Permanent Affiliation : B.Ed., & M.Ed.

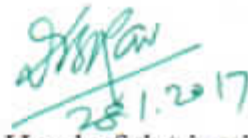
Estd : 1983

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.


28/1/2017

Signature of the Head of the institution

With Seal

Prof. K. John Paul

M.Sc. (Tech). Ph.D.

REGISTRAR,



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NAAC 'A' Grade

CERTIFICATE

This is to certify that R.V.R.R. College of Education, Guntur is affiliated to the Acharya Nagarjuna University since 2001 for B.Ed. Course and since 2011 for M.Ed. Course and recognized by the University Grants Commission and the following courses are taught in the said college as per approval.

S.No.	Name of the Course and Duration	<u>Affiliation</u> Permanent /Temporary	Period of validity for the year (s)
1	B.Ed. Course	Permanent	From the year 2001 (and revised order given as per NCTE rules from the year 2015-16)
2	M.Ed. Course	Permanent	From the year 2011 (and revised order given as per NCTE rules from the year 2015-16)

John Paul 27/01/17

REGISTRAR

REGISTRAR

ACHARYA NAGARJUNA UNIVERSITY

NAGARJUNA NAGAR-522 510.

GUNTUR (A.P.) INDIA



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PREFACE

The self study report is submitted to NAAC as a part of its journey towards excellence on behalf of the management and staff of R.V.R.R College of Education.

SPONSORING SOCIETY - NAGARJUNA EDUCATION SOCIETY (NES)

The post independence India was marked with several initiatives and ventures. One such unique venture was the founding of Nagarjuna Education Society in Guntur city of Andhra Pradesh state. The Nagarjuna Education Society (Regd.), Guntur, was established and registered in 1967 by Philanthropists, Medical Doctors, Industrial and Commercial houses and the elite of Guntur with a mission of serving the Society through education.

Guntur, a town got its fame since 17th century, through its earliest recorded reference comes from the Idern plates of Ammaraja-I (922-929 CE), the Vengi Chalukyan King. It is an educational centre, catering to the needs of people of coastal districts over two hundred years. The two, century old colleges, A.C. College and Hindu College produced great people who attained national importance in various fields and participated in independence struggle. But, since mid sixties of 20th century, these two colleges were unable to meet the increasing demand for higher education with the rural youth becoming more and more education conscious. The promoters of the society, who have prospered through education, believed that they owe their prosperity to the opportunities provided by the society. They felt that they have a duty to pay back to society and the best way is to provide educational opportunities to the young inturn.

The Nagarjuna Education Society (NES) had taken its birth with the sacred objective of providing educational opportunities to the rural youth who had been migrating to the towns in pursuit of education. The concept gained momentum and the Nagarjuna Education Society was established and registered on 27th December, 1967 (No. 56 of 1967) under Societies Act XXI of 1860 with the following primary objectives, incorporated in the memorandum of articles.

- a) to establish, aid and maintain educational, cultural and other institutions to impart education, at all stages, for promotion of literature, arts and science and all other subjects for the diffusion of useful knowledge in Andhra Pradesh.

- b) to raise necessary funds to maintain educational institutions under its management and administer the same.
- c) to grant aid to deserving students for promotion of studies.
- d) to print and publish journals or magazines with articles contributing to the growth of knowledge, human understanding and culture.

The strength of the society is that it is not a religious or a family trust. No individual had a controlling interest and the society did not bequeath large endowments that confer managing right or controlling interest on any group or individual. It is purely an educational society to which numerous people, organisations and individuals continue to donate, only to contribute to the cause of education.

The enthusiasm, spirit of service and the pursuit of objectives have been sustained for the last 50 years by the succession of promoters. Power struggles to get hold of the society, crises of management and dominance of individuals in the society's affairs are totally absent in its history. General Body Meetings, elections to the Executive Body are regularly conducted in a cordial manner and the elected members are vested with their defined responsibilities as per the memorandum of articles. Most of the Executive Members are unanimously elected. Everyone acts as a trustee with the same mission of promoting education, not himself.

Each of the institutions under Nagarjuna Education Society has an elected Executive Body with the President of the society being the President of all the institutions. The Secretary & Correspondent of the institution acts as the executive authority. All the elected posts are honorary without any remuneration or perks. The donations received by the Society are allocated to its various institutions according to their needs and the donors wish.

The promoters of Nagarjuna Education Society have advanced considerable personal money to the institutions during the lean periods of income, in the early stages of the institutions which is a reflection of their commitment.

The Nagarjuna Education Society during 50 years of existence established the following institutions, all known for quality education in their category. The notable feature is that none of the institutions had ever been closed temporarily. There was never

an instance where any of the institution had to challenge the action of the statutory bodies or seek redressal of grievances in a court of law.

1. Jagarlamudi Kuppuswamy Choudary College, Guntur (1968)
2. S.G.V.R. High School, Perecharla, Guntur (1968)
3. Dr. K.L.P. Public School, Guntur (1983)
4. *R.V.R.R. College of Education, Guntur (1983)*
5. R.V.R. & J.C. College of Engineering, Guntur (1983)
6. J.C. College of Law, Guntur (1990)
7. Chebrolu Hanumaiah Institute of Pharmaceutical Sciences, Guntur (2005)
8. Madala Sakunthala Bhaskar College of Nursing, Guntur (2006)

Mission of the Promoting Body

As enunciated in the memorandum of articles, the mission of the society is i) to create educational opportunities to the predominantly agrarian society in and around Guntur, ii) to develop competent human resources for propagation of knowledge and development of social skills, iii) to support, financially and otherwise, economically weak students to pursue education, and iv) to encourage and promote literary and cultural heritage of the region.

Vision of the Promoting Body

To enrich the society through education by generating globally competent manpower that can make an honest living in the country or outside and capable of contributing to the socio-economic development and welfare of the society. To inculcate in the students and general public, social skills, respect for ethics and law, tolerance and understanding needed to peacefully coexist in a multi-racial and multi-ethnic society consisting of the very rich and very poor people.

RAYAPATI VENKATA RANGA RAO COLLEGE OF EDUCATION

Rayapati Venkata Ranga Rao College of Education (R.V.R.R. College of Education) is the fourth earliest institution of NES. It was established in the year 1983. It celebrated its Silver Jubilee in the year 2008. It has a well maintained campus with right academic ambience and learning environment. It has adequate space provision for class

rooms, laboratories, seminar hall, assembly halls, curriculum laboratory, ICT centre, research centre, amenities and such other requirements.

A spacious Library is located in the ground floor of the building. This acts as a hub of knowledge, with a collection of volumes, number of titles and annual subscriptions to several reputed journals related to education. The library has a separate section for research scholars who got admission in M.Phil. and Ph.D. courses. The institution provides internet and intercom facility for all staff members and internet facility for all students.

The institution is governed by the management known for its commitment to society and linking the cause of education with a strong foundation of values and ethics in all its decision making processes and governance initiatives. The management is progressive, forward looking and enthusiastic in its contribution to the growth and development of all the institutions, with a concern for equity, expansion, employability and excellence. The distinguished personalities with rich experience in the field of Higher Education are in the executive body and governing body to guide all the activities of the institution. The leadership of the institution is committed with deep passion and zeal, in enabling both B.Ed. and M.Ed. departments to enhance their contribution towards excellence in teacher education.

NCTE recognized the institution since its inception. It was granted PERMANENT AFFILIATION for its B.Ed. and M.Ed. courses by the Acharya Nagarjuna University. The institution has gone for NAAC accreditation in 2012 and secured B grade. It is included under 2f and 12b of UGC Act. It is one of the best Private Unaided Colleges of Education in the State of Andhra Pradesh. It offers regular programmes for B.Ed. and M.Ed. students. It has a research centre with a provision for guiding M.Phil. and Ph.D. students. The institution currently has only B.Ed. Programme with student strength of 53.

The teaching learning process at R.V.R.R. College of Education has been standardised in line with the guidelines issued by NCTE and Acharya Nagarjuna University. The evaluation system in the case of B.Ed. programme consists of Continuous Internal Evaluation (20% weightage) and Semester End Public Examination (80% weightage). The final grade will be awarded based on the combined marks in both internal and term end exam. Grading on a 10 point scale has been adopted in the

evaluation system. SGPA (Semester Grade Point Average) and CGPA (Cumulative Grade Point Average) are awarded at the end of every semester end examination.

The students of R.V.R.R. College of Education are given ample opportunities for the holistic development with emphasis on co-curricular activities including sports and cultural activities. An effective student mentoring is practiced in the institution. Mentors are nominated for every batch of 8 students and given the responsibility of monitoring the academic performance and advise them on personal matters as well. The system of mentoring is resulted in providing timely corrective advise to keep the students on track in the academic and non-academic matters.

As far as research programmes are concerned, the research centre at R.V.R.R College of Education is recognised by Acharya Nagarjuna University and works as per the guidelines of the affiliating University, namely, Acharya Nagarjuna University. The institution has produced 15 Ph.D. degrees under the able guidance of Dr. Digumarti Bhaskara Rao, the Principal and Former Dean of Faculty of Education, Acharya Nagarjuna University. Around 40 scholars are pursuing their Ph.Ds under the supervision of Research Directors of the Institution.

Under the able and committed leadership of successive Secretary & Correspondents and Principals, the institution has been gloriously moving on the path of progress securing a state wide recognition and honour in its three decades of existence.

The institution was first accredited with B in 2012 by NAAC. The period (2012-17) of the second cycle of assessment and accreditation of the institution has witnessed some quantitative and qualitative improvements in the institution. The benchmarking is in the light of the five core values of NAAC namely (i) Contributing to National Development (ii) Fostering Global Competencies among Students (iii) Inculcating a Value System among Students (iv) Promoting the Use of Technology (v) Quest for Excellence. This has been reflected in Vision, Mission and Objectives of the institution also as quoted below:

Motto of the Institution

“KNOWLEDGE, DISCIPLINE, EXCELLENCE”

The motto of the institution is ***Knowledge, Discipline and Excellence.***

The rationale of this motto is that knowledge and discipline are the pre-requisite conditions for the achievement of the set goals. Knowledge is the base for any achievement. Discipline embodies endurance, continuity and determination and relentless effort to reach the goal. The amalgam of a disciplined mind with knowledge will yield excellence. Excellence takes the man to the heights of success. Knowledge removes ignorance, discipline makes life orderly and excellence leads to quality of life. Our academic activities and programmes reflect the main motto of the institution. Our onward journey carries this banner forever and ever.

Mission of the institution

1. To prepare student teachers, imparting knowledge and skills anchored on the needs of the nation.
2. To propagate and disseminate knowledge relevant to make effective teachers.
3. To prepare teachers with professional zeal and zest.
4. To promote research that addresses educational needs and problems of learners, teachers and community.
5. To strive to sustain our institution as a scholarly abode for student teachers and teacher educators and community at large.

Vision of the Institution

1. To make the institution as a centre of excellence in teacher education.
2. To contribute to the growth of teaching profession with moral and professional standards.
3. To be an effective resource centre of teacher education.
4. To render service to community at large.
5. To strive to improve standards among student teachers and to improve their overall personality.

Objectives of the Institution

1. To enable the student teachers to acquire theoretical knowledge required to become ideal teachers.
2. To enable the student teachers to acquire teaching skills to master the art of teaching.
3. To develop desirable attitudes, ethics and perceptions to become responsible citizens as teachers.

4. To endeavour continuously to make the institution as a centre of excellence in teacher education.
5. To promote qualitative research in teacher education.
6. To make the student teachers as self reliant and resourceful members of the society.
7. To enable the student teachers to become the effective disseminators of cultural heritage of the nation.
8. To inculcate human values among student teachers.
9. To develop communication skills among student teachers relevant to the modern world.

The Emblem

The emblem of the institution consists of four elements, viz., Lamp, Lotus, Book and Sun.



These four elements are the symbols that reflect the Indian culture. They depict the meaning as explained here under.

The Lamp in the emblem is the symbol of the teacher: The lighting lamp will dispel the darkness. Likewise, the teacher removes the darkness of ignorance prevailing in the minds of the students and fills the minds with the brightness of knowledge. There is a saying in Upanishads called “Deepadheeupavath’, which means the lighted lamp can only light another lamp. If the teacher is a lighted lamp, the student is a lamp that is lit by the lighted lamp, the Guru.

The Lotus is the symbol of spiritual perfection: The blossomed lotus represents aspiration of the institution that the teacher shapes the student to reach that perfect state.

The Book is the hallmark of knowledge: The book shows the way, in which the teacher moulds the student. The book is an instrument by which the teacher carves out the process of making the student into a responsible citizen of the Global village.

The Sun is the symbol of knowledge: The sun indicates that the student acquires useful knowledge through the teacher and makes himself a complete man and transfers this knowledge from one generation to another generation.

The emblem of the institution as a whole implies that the enlightened teacher acts like a sun kindling and imparting the light of knowledge among his disciples and blossoming like the lotus.

Part – I

Institutional Data

A. Profile of the Institution

1. Name and address of the institution : *Rayapati Venkata Ranga Rao College of Education, JKC College, Road, Guntur - 522006*
2. Website URL : *www.rvrccd.org*
3. For communication : 0863-2350496, 8500009898

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	9493333555	0863-2350496	rvrrce@rediffmail.com
Vice-Principal			
Self - appraisal Co-ordinator	9440776315	0863-2350496	rk_moturi@rediffmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	Prof. D. Bhaskara Rao	9493333555
Vice-Principal		
Self - appraisal Co-ordinator	Prof. M. Ravi Kumar	9440776315

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐
 Any other (specify and indicate) ☐

5. Campus area in acres:

8 acre

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
12	1983

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

Acharya Nagarjuna University

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

Month & Year

2f	MM	YYYY
	Dec	2015

Month & Year

12B	MM	YYYY
	Dec	2015

10. Type of Institution

- | | | |
|---------------|---------------------------------------------|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self-financed | <input checked="" type="checkbox"/> |
| | v. Any other (specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input type="checkbox"/> |
| | iii. Co-education | <input checked="" type="checkbox"/> |
| | | |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. IASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |
| | iv. Affiliated College | <input checked="" type="checkbox"/> |
| | v. Constituent College | <input type="checkbox"/> |
| | vi. Dept. of Education of Composite College | <input type="checkbox"/> |
| | vii. CTE | <input type="checkbox"/> |
| | Viii. Any other (specify and indicate) | <input type="checkbox"/> |

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		
		B.Ed.	Degree	Degree	2 Years	English
iv.	Post Graduate			Diploma		
		M.Ed.	B.Ed.	Degree	2 Years	English
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 upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	F.SRO/NCTE/AOS00402/B.Ed./AP/2015/6916		150
Post Graduate	M.Ed.	F.SRO/NCTE/APS04673/M.Ed./AP/2015-16/655-51		50
Other (specify)				

(Additional rows may be inserted as per requirement)

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?

Two

- b) Fee charged per programme

B.Ed. Rs. 16,500/- per year
M.Ed. Rs.26,750/-

- c)

3. Are there programmes with semester system

B.Ed. & M.Ed.

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.

Two

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

D.Ed.

4

B.Ed.

2

M.Ed. (Full Time)

--

M.Ed. (Part Time)

--

Any other (specify and indicate)

6. Are there Programmes offered in modular form

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

Number	
--------	--

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

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

Number	All
--------	-----

8. Are there Programmes with faculty exchange/visiting faculty

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

Number	
--------	--

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

- Heads of practice teaching schools

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

- Academic peers

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

- Alumni

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

- Students

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

- Employers

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

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

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

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

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	2
--------	---

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

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

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

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

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 | <input type="checkbox"/> |
| b) Common entrance test conducted by the University/Government | <input checked="" type="checkbox"/> |
| c) Through an interview | <input type="checkbox"/> |
| d) Entrance test and interview | <input type="checkbox"/> |
| e) Merit at the qualifying examination | <input type="checkbox"/> |
| f) Any other (specify and indicate) | <input type="checkbox"/> |
| <i>(If more than one method is followed, kindly specify the weightages)</i> | |

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

- | | |
|-----------------------------------------|-----------|
| a) Date of start of the academic year | 22-7-2015 |
| b) Date of last admission | 27-8-2015 |
| c) Date of closing of the academic year | 30-4-2015 |
| d) Total teaching days | 178 |
| e) Total working days | 198 |

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	05	34	39	5	27	32	0	7	7
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

If yes, how many?

Yes		No	✓
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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

70 898

b) Unit cost including salary component

1,66,239

(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 (%)
D.Ed.				
B.Ed.	75%	54%	80%	49%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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?

9. Time allotted (in percentage) Yes ☒ No ☐

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	75%	15%	10%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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	10	No. of Lessons Pre-practice teaching	4
------------------------------	----	--------------------------------------	---

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
D.Ed.		
B.Ed.	20%	80%
M.Ed. (Full Time)	20%	80%
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	1
---	---

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

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	✓	

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

Yes	✓	No	
-----	---	----	--

Number	1
--------	---

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

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

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

Compulsory	<input checked="" type="checkbox"/>	Optional	<input type="checkbox"/>
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Criterion III: Research, Consultancy and Extension

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

Number	3	8	%
--------	---	---	---

2. Does the Institution have ongoing research projects?

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

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

<input checked="" type="checkbox"/>

- Teachers are provided with seed money

X

- Adjustment in teaching schedule

<input checked="" type="checkbox"/>

- Providing secretarial support and other facilities

<input checked="" type="checkbox"/>

- Any other specify and indicate

X

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8
National journals – referred papers Non referred papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Books	<input checked="" type="checkbox"/>	<input type="checkbox"/>	45
Any other (specify and indicate)	---	---	---

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

Yes ☒ No ☐

Number

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

	Faculty	Students
National seminars	<input type="text" value="45"/>	<input type="text" value="---"/>
International seminars	<input type="text" value="1"/>	<input type="text" value="---"/>
Any other academic forum	<input type="text" value="---"/>	<input type="text" value="---"/>

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

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching	<input checked="" type="checkbox"/>
Aids/audio-visual, multimedia, etc.)	<input type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input type="checkbox"/>
Question bank	<input type="checkbox"/>
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

Yes

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	2
State level	2
National level	0
International level	0

Criterion IV: Infrastructure and Learning Resources

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

4000

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

44

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

2.25.419

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

23,359

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

25,018

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

62,00,000

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

Yes

☐

No

☒

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	7	16	2	3
Non-teaching	2	3	2	3

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	0	0	0	0
Non-teaching	0	0	0	0

11. a. Number of regular and permanent teachers

	Open		Reserved (Gender-wise)	
	M	F	M	F
Lecturers	5	14	2	2
Readers	0	2	0	1
Professors	2	0	0	0

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

	Open		Reserved	
	M	F	M	F
Lecturers	0	0	0	0
Readers	0	0	0	0
Professors	0	0	0	0

c. Number of teachers from Same state

28

Other states

0

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1 : 1.3
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

Permanent	Open		Reserved	
	M	F	M	F
	2	3	2	3

Temporary	M	F	M	F

b. Technical Assistants

Permanent	M	F	M	F
	1	1	0	0

Temporary	M	F	M	F
	0	0	0	0

14. Ratio of Teaching – non-teaching staff

2.8 : 1

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

29,56,581

16. Is there an advisory committee for the library?

Yes



No

☐

17. Working hours of the Library

On working days

9:30 to 5:30

On holidays

10:00 to 1:00

During examinations

9:30 to 5:30

18. Does the library have an Open access facility

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

19. Total collection of the following in the library

a. Books	9650
- Textbooks	9081
- Reference books	569
b. Magazines	20
e. Journals subscribed	29
- Indian journals	28
- Foreign journals	01
f. Peer reviewed journals	02
g. Back volumes of journals	
h. E-information resources	
- Online journals/e-journals	--
- CDs/ DVDs	--
- Databases	24
- Video Cassettes	--
- Audio Cassettes	08

20. Mention the

Total carpet area of the Library (in sq. mts.)	2400
Seating capacity of the Reading room	120

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 type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input type="checkbox"/>
Power back up	<input type="checkbox"/>
User orientation /information literacy	<input 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	40
Maximum number of days books are permitted to be retained	
by students	15
by faculty	1 month
Maximum number of books permitted for issue	
for students	2
for faculty	10
Average number of users who visited/consulted per month	9.0
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	170 : 1

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

17

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

	2013-2014		2014-2015		2015-2017	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	150	11,000	70	4,956	20	1200
Other books	199	7,225	156	13,500	150	17,430
Journals/ Periodicals	29	11,000	0	0	0	0
Any others specify and indicate						
<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	2013-2014	2014-2015	2015-2017
B.Ed.	18%	9%	7%
	2012-2013	2013-2014	2014-2015
M.Ed. (Full Time)	0	0	7.1%

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?

10/9

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			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	96	96	96	100	100	100			
Number of first classes	25	29	31	0	02	0			
Number of distinctions	0	0	0	19	22	28			
Exemplary performances Prathibha Awards						03			

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

NET

SLET/SET

Any other (CTET)

I	II	III
02	0	0
02	03	04
	2	

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

Financial Aid	2013 – 2014	2014 – 2015	2015 - 2017
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	68 (B.Ed.) 14 (M.Ed.)	97(B.Ed.) 18(M.Ed.)	31 (B.Ed.)
Loan facilities			
Any other specify and indicate			

(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

Non-teaching staff

Yes		No	✓
Yes		No	✓

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

Yes		No	✓
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If yes, number of students residing in hostels

Men

Women

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

Sports fields
Indoor sports facilities
Gymnasium

Yes	✓	No	
Yes	✓	No	
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.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		2
Inter-university						
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		
National		
International		

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

2009

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	2012-13 (%)	2013-14 (%)	2014-15 (%)
Higher studies	13%	42.3	11.3%
Employment (Total)	8037	57.5	86%
Teaching	70.37	49.5	71
Non teaching	10	8	15

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.

2012-13	2013-14	2014-15
47	31	82

24. Does the institution provide the following guidance and counselling 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	4
Staff council	4
IQAC/or any other similar body/committee	6
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	

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

Loan facility	Yes	✓	No	
Medical assistance	Yes	✓	No	
Insurance	Yes		No	✓
Other (specify and indicate)	Yes		No	✓

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

0	2	
---	---	--

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 organisation

--	--	--

- 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:

--	--	--

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

--	--	--

- e. Research development programmes attended by the faculty

--	--	--

- f. Invited/endowment lectures at the institution

--	--	--

- 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

6 hours

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

Grant-in-aid

Nil

Fees

29,83,500

Donation

20,85,000	Society
-----------	---------

Self-funded courses

Nil

Any other (specify and indicate)

Nil

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	23	25.8
% spent on the salary of non-teaching employees	5.4	4.8
% spent on books and journals	0.4	0.33
% spent on developmental activities (expansion of building)	---	---
% spent on telephone, electricity and water	1.3	1.34
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	2.3	2
% spent on maintenance of equipment, teaching aids, contingency etc.	0.1	0
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0	0
% spent on travel	0.15	0.1
Any other (specify and indicate)		
Total expenditure incurred		

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.
<input type="text"/>	1561261.50 (2012-2013)
<input type="text"/>	1170818 (2013-2014)
<input type="text"/>	2,50,717 (2014-2015)

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

	Category	Men	%	Women	%
a	SC	1		16	
b	ST	0		0	
c	OBC	4		11	
d	Physically challenged	--		--	
e	General Category	0		7	
f	Rural	4		12	
g	Urban	17		6	
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	3	10.8	2	20
b	ST	0	0	0	0
c	OBC	2	7.18	3	30
d	Women	19	67.9	6	60
e	Physically challenged	0	0	0	0
f	General Category	23	82.15	5	50
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	
	Batch I	Batch II	Batch I	Batch II
SC			100	97.8
ST			98.8	100
OBC			100	100
Physically challenged				
General Category			100	100
Rural			99	99
Urban			100	100
Any other (specify)				

Part – II

Evaluative Report

Executive Summary and SWOC Analysis

Criterion I : Curricular Aspects

Rayapati Venkata Ranga Rao College of Education was established by Nagarjuna Education Society (N.E.S), affiliated to Acharya Nagarjuna University (A.N.U), recognised by National council of Teacher Education (N.C.T.E) and approved by Andhra Pradesh State Council of Higher Education (A.P.S.C.H.E), Government of Andhra Pradesh.

- The institution was established in 1983.
- It offers B.Ed., M.Ed., M.Phil., and Ph.D.
- The institution has a clear vision, mission and objectives.
- All the courses run in the institution are planned to achieve the desired goals.

Criterion II: Teaching, Learning and Evaluation

- The faculty members of the institution use best methods, techniques and strategies to improve the quality of teaching learning process.
- The institution ensures all round development of the student teachers by exposing them to different types of curricular and co-curricular activities.
- The institution has an integrated approach to teaching, learning and evaluation.
- Continuous and comprehensive evaluation makes teaching-learning process more flexible and effective.
- Emphasis on co-curricular activities in addition to curricular activities.

Criterion III : Research, Consultancy and Extension

- Acharya Nagarjuna University has granted Research centre to the institution in the year 2003.
- A research committee is established in the institution to create and monitor research activities in the institution.
- The institution produced 20 Ph.D.s.
- The institution offers educational services to nearby schools.
- The institution organises extension activities like organising health awareness programmes, blood donation camps, energy conservation awareness programmes, rallies on some social issues.

Criterion IV: Infrastructure and Learning Resources

- The institution has adequate infrastructure to implement all components of the programmes effectively and is strengthened regularly keeping in view the emerging requirements.
- The institution is endowed with excellent facilities required for creating congenial academic atmosphere.
- The institution has two big Multipurpose Halls, Spacious air conditioned Seminar Hall, Library cum Reading room stacked with a large number of books, ICT Resource Centre, Art and Craft Resource Centre, Curriculum Laboratory, Health and Physical Education Resource Centre, Psychology Laboratory, Educational Technology Laboratory and sufficient number of class rooms with required furniture for running all the courses in a smooth and effective manner.
- All the class rooms and laboratories are well ventilated and suitably furnished.
- Internet facility is provided to all the staff and students.
- The infrastructure resources of the institution are utilised to the fullest extent. Students and staff are encouraged to make maximum use of the resources.

Criterion V: Student Support and Progression

- The institution provides equal opportunity to each and every student teacher to participate in all the activities of the institution.
- Student mentors help students in solving their personal, domestic, psychological and academic problems.
- Placement and career guidance is provided to the student teachers by the Placement Cell.
- Guidance and Counselling Cell provides guidance services to the student teachers.
- The institution has a alumni association for creating an association between alumni and present students. The alumni of the institution give support to the students through guidance and placement.
- The institution has a cultural committee to coordinate the cultural and literary activities of the student teachers.
- The institution makes serious efforts to increase the employability skills of the student teachers by giving necessary guidance.

Criterion VI : Governance, Leadership and Management

- The institution functions since its inception in 1983 with a vision of providing quality teacher education to its student community.
- The secretary and correspondent of the institution is highly enthusiastic to enhance professional development of student teachers and teacher educators.
- The institution, besides having a vision for imparting quality teacher education, has a vision for having quality financial and academic administration.
- The institution follows the approach of democratic leadership.
- The institution ensures the involvement of all its stakeholders in its academic programmes.
- The feedback of the students, parents and alumni are analysed and necessary steps are taken to improve the functioning of the institution.
- Various statutory and non statutory committees of the institution work with pre defined objectives.
- The leadership in the institution always looks for vision and mission of the institution which are in tune with objectives of the teacher education policy of the nation.
- The institution encourages decentralization of responsibility.
- The institution maintains transparency in financial management.
- IQAC is established and is functioning.

Criterion VI : Innovative Practices

- The institution creates awareness about social issues among the student teachers.
- The institution creates awareness about environmental issues among the student teachers.
- The institution promotes best practices to improve the quality of teacher education.
- The institution focuses on developing teaching skills of student teachers.
- The institution has introduced mentoring system for student teachers.
- The institution has introduced tutorial system for student teachers.
- The institution appreciates any innovative approach or idea suggested by anybody and implements it for the improvement of the institution.

SWOC ANALYSIS

Strengths

1. The management of the institution is with high and noble ideals contributing the best to the society.
2. The institution has eminent, experienced and dynamic principal.
3. The institution has qualified faculty with potential in teaching and dedicated to profession.
4. The institution has the best infrastructure for all programmes of Education.
5. The institution offers amenities like best library facilities, very good laboratories, sufficient playfield and spacious classrooms apart from teaching learning material.
6. Student-centric teaching learning process.
7. Committed leadership at all levels.

Weaknesses

1. Declining student enrolment in B.Ed. and M.Ed. Programs.
2. There is no scope at university level for B. Ed. students specifically to participate in sports and games. Hence the college does not put forth its efforts in participation.

Opportunities:

1. More scope for research work in Education.
2. Emphasis on soft skills development.

Challenges:

1. According to the Supreme Court orders and N.C.T.E directions, the B. Ed. students are not eligible to be appointed as SGTs in primary and elementary schools in Andhra Pradesh state.
2. Limited availability of job opportunities to the teacher trainees of regional language medium in the local private English medium schools.
3. NCTE's decision to conduct B.Ed. and M.Ed. programmes as 2 year courses kept away the students in choosing these courses.
4. Lack of sufficient funds for running the institution due to decline in student enrolment into B.Ed. Course and no admissions into M.Ed. Course.
5. Maintaining expected quality standards of all the academic and administrative parameters.

The institution is aware of these facts and efforts are being made to overcome the weaknesses and take on threats to do better with the opportunities and maximally exploit the strengths.

Criterion - 1

CURRICULAR ASPECTS

1.1 Curricular Design and Development

1.1.1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Objectives

1. To enable the student teachers to acquire theoretical knowledge required to become ideal teachers.
2. To enable the student teachers to acquire teaching skills to master the art of teaching.
3. To develop desirable attitudes, ethics and perceptions to become responsible citizens as teachers.
4. To endeavour continuously to make the institution as a centre of excellence in teacher education.
5. To promote qualitative research in teacher education.
6. To make the student teachers as self reliant and resourceful members of the society.
7. To enable the student teachers to become the effective disseminators of cultural heritage of the nation.
8. To inculcate human values among student teachers.
9. To develop communication skills among student teachers relevant to the modern world.

The major considerations of the institution are given below

Intellectual Aspects

- (i) To enable the student teachers to acquire essential theoretical knowledge.
- (ii) To enable the student teachers to have critical, creative thinking and problem solving abilities.

- (iii) To make the student teachers to have self-understanding, social maturity and emotional intelligence.
- (iv) Spiritual bent of mind is also included in the intellectual objectives of the institution.

Academic Aspects

- (i) To enable the student-teachers to acquire indispensable teaching competencies.
- (ii) To promote the rational, analytical and logical thinking among the student teachers.
- (iii) To impart scientific attitude, scientific temper, inquisitive nature among the student – teachers.
- (iv) To develop communication skills among student – teachers to disseminate knowledge.
- (v) To prepare the trainee teachers as responsible citizens of the society, to follow the human values, customs and duties of a true human – being.

Training Aspects

- (i) To develop the student teachers as artisans to build an ideal nation.
- (ii) To train relevant teaching competencies among the student – teachers that are required for the modern world.
- (iii) To train the student teachers upto date to reach the global trends and to use ICT and computers.
- (iv) To encourage the student teachers to build character and aesthetic sense among themselves.
- (v) To train the student teachers to be as productive human resource for building up the nation.

Access to the Disadvantaged

- (i) To provide inclusive educational environment to the disadvantaged student-teachers.
- (ii) To provide necessary modifications in the curricular aspects for the challenged student teachers depending upon their challenges.
- (iii) To provide necessary guidance to the challenged student teachers to challenge their disabilities with empathy.

Equity

- (i) The college strongly believes in “All Are Equal”. Keeping in mind, equality is well-maintained in the campus, irrespective of gender, religion, race, social, economic differences and creed.
- (ii) Women Grievance Redressal Cell has been established to maintain the equality among the gender and to cease eve-teasing.
- (iii) Ragging is strictly prohibited in the institution as per the UGC regulations of 2009, vide no. F-1-16/2009 (cpp-11, dated 21-10-2009, page No. 4037). Anti ragging committee was established to maintain academically healthy environment in the institution.

Self-Development

- (i) To enable the student teachers to have self-understanding, self-realization and self-actualization.
- (ii) To motivate the student teachers to be as self-reliant and to face the challenges of life.
- (iii) To develop the spirituality among the student teachers which is the very essence of life.

Community and National Development

- (i) To encourage the student teachers, sensitizing towards the social maladies.
- (ii) To inculcate social and ethical values among the student teachers.
- (iii) To encourage the student teachers to participate in programmes like NSS, SUPW, NCC, Vana mahotsava, each one teach one, and AIDS awareness to shoulder the responsibility of the society.

Issues of Ecology and Environment

- (i) To encourage the student teachers to develop greenery in the campus.
- (ii) To develop the conservation concept towards natural resources among the student teachers through various activities.

Value Orientation

- (i) To encourage the student teachers to conduct assembly, seminars, prayers, mournings etc.
- (ii) To imbibe self-discipline rather than imposed discipline.

- (iii) To encourage the student teachers to participate in religious, social gatherings and services.

Employment

- (i) To train student teachers to build confidence about self-dependence.
- (ii) To provide employment opportunities through placement cells.
- (iii) Students were encouraged to participate in the campus selections which were conducted in different institutions.

Global Trends and Demands

- (i) To have thorough knowledge and understanding of global trends and demands so as to enable them to meet the demands.

1.1.2. 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, formalizing the decisions in statutory academic bodies).

The teacher education in Andhra Pradesh is governed by APSCHE in the state and NCTE at the centre. The institution is affiliated to Acharya Nagarjuna University. Hence, it is following the B.Ed. Common core curriculum developed by A.P. State Council of Higher Education (APSCHE), Government of Andhra Pradesh. For M.Ed. Course the institution follows the curriculum designed by the Acharya Nagarjuna University.

From 2015-16 onwards the B.Ed. and M.Ed. courses have been changed to two year courses. The curriculum for the two years B.Ed. course is proposed by NCTE and prepared by APSCHE and is being followed by all the universities belonging to Andhra Pradesh. Hence, the college has no right to modify the course at all.

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

The present two years B.Ed. curriculum is proposed by NCTE and developed by APSCHE. Keeping the global trends and the present needs in mind, the new courses like Understanding the Self, Art Education, Gender, School and Society, Environmental Education and Action Research are included as curricular aspects.

The entire teaching learning process is shifted from scholastic achievement to Continuous Comprehensive Evaluation (CCE). Our institution as an affiliated college cannot alter or modify the existing curriculum.

The M.Ed. curriculum from the academic year 2013-2014 is choice based credit system of teaching and evaluation, a new trend in education which is globally accepted. The M.Ed. curriculum from 2013-2014 is having courses like Educational Technology and Computer Education as a compulsory paper, Value Education and Human Rights Education, Environmental Education and Special Education as optionals, following the global trends.

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

Environment

The existing curriculum which has been implemented from 2015-16 has a course especially on environmental education. The main thrust is on Swatch Bharat, protecting and management of environment, participating in Swatch Bharat programmes and also by conducting essay writing, elocution competitions on environmental issues.

Value Education

The institution insists on values. To instill values among student teachers, self management by the student teachers is encouraged. The institution is imparting the following activities like conducting assembly by the students themselves, seminars, prayers, religious and social activities and services like attending old age homes, orphanages etc., to inculcate the value system among the student teachers.

ICT

The present syllabus which is being in practice from 2015 onwards has ICT as a course. The institution puts focus on ICT applications for the development of professional competencies through activities like use of LCD projector, presentation of power point lessons, preparation of self-instruction material etc.

The institution has a well-equipped computer lab with all the facilities for the students to hands-on exposure to the applications of computers. Student teachers are

given training in different computer applications like multimedia presentation, computer assisted instruction, computer assisted learning and e-learning.

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

The institution has a well equipped computer lab. It is being used for both academic and administrative activities. The institution is also using biometric device for attendance, scholarships etc. The institution is a Wi-Fi-enabled campus with internet facilities. The teaching faculty is using PowerPoint presentations in their teaching. There is also a special air-conditioned theatre for presenting the power point presentations.

1.2 Academic Flexibility

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

The institution attempted to provide experiences to the student teachers so that teaching becomes a reflective practice for the academic years 2013-14 and 2014-15. The institution followed the syllabus framed by APSCHE which is adopted by Acharya Nagarjuna University as an affiliated college. As per the syllabus there were six papers, out of these six papers four papers were general papers namely:

Paper I (EDN-01) Foundations of Education.

Paper II (EDN-02) Psychology of Teaching and learning.

Paper III (EDN-03) School Management and Issues in Education.

Paper IV (EDN-04) Information and Communication Technology (ICT) in Education.

Two elective methodologies from the following papers V/ VI (EDN-05/06) Methods of teaching Mathematics.

Paper V/ VI (EDN-05/06) Methods of Teaching Physical Sciences.

Paper V/ VI (EDN-05/06) Methods of Teaching Biological Science.

Paper V/ VI (EDN-05/06) Methods of Teaching Social Science.

Paper V/ VI (EDN-05/06) Methods of Teaching English.

Paper V/ VI (EDN-05/06) Methods of Teaching Telugu language (Telugu Bodhana Paddhatulu).

Along with these papers, projects like case–study and life–skill project, ICT project, school study project, community study project, along with methodology projects were imparted. Above all these things, teaching practice sessions (Micro teaching and macro teaching), Internship for thirty days were included as essential academic activities. Seminars, Assignments, Workshops, Fieldtrips, Educational tours, Social service activities, visits to orphanages were conducted as academic activities.

Co-Curricular activities

Co-curricular activities like celebration of National festivals, observation of important days, sports day, elocution, essay writing, quiz, celebrating religious festivals like Ugadi, Sankranti, Semi-Christmas etc. were observed

Community activities

Participating in NSS, social service activities, AIDS awareness rally, swine-flue awareness, voter awareness campaign, swatch bhara and vanamahastav programmes by the student teachers provided a great opportunity to become as efficient teachers.

From 2015-2016 onwards the B.Ed. course has been changed to two years duration course. The curriculum has been proposed by NCTE and formulated by Andhra Pradesh State Council for Higher Education (APSCHE) which is being implemented by the Acharya Nagarjuna University. Our institution is affiliated to Acharya Nagarjuna University. Hence we were abide to follow the same. The curriculum is divided into four semesters and each semester consists of theory and practicum.

First Semester:

- I - Philosophical Foundations of Education
- II - Perspectives in Child Development
- III - ICT for Enriching Teaching and Learning
- IV- Pedagogy of School subject- I (Part-A) Mathematics/ Biological Sciences/ Social Sciences
- V - Pedagogy of School Subject – II (Part- A) English/Telugu/Physical Sciences

Second Semester:

- VI- Sociological Foundations of Education

VII- Learning and Teaching

VIII- Classroom Management, Leadership and Action Research

IX- Art Education

Third Semester:

X -Pedagogy Mathematics/ Social Sciences/ Biological Sciences

XI- Pedagogy Physical Sciences/ English/ Telugu

XII- Learning Assessment

XIII- Understanding the self

Fourth Semester:

XIV- Contemporary India and Education

XV- Gender, School and Society

XVI- Inclusive Education

XVII- Environmental Education

In each semester for every course the student teacher has to do four or five activities. For every semester they have to do other academic activities like assignments, seminars, workshops, guest lectures, etc. Along with these papers and activities they have to attend teaching practice sessions (Micro and Macro teaching) and internship programme which is almost for five months distributed in three semesters. Field trips, educational tours, social service activities, visit to orphanages and old age homes, conducting social surveys, case studies, action researches are also the part of their academic activities.

Co-Curricular activities

Co-Curricular activities like yoga, meditation, sports day, games, celebration of national festivals, observation of important days, celebration of festivals like New Year day, Ugaadi, Sankranti, Semi-Christmas etc are to be conducted.

Community activities

Participating in social service activities, social surveys, AIDS awareness rallies, swine-flu awareness, voter awareness campaign, vanamahotsav, swatch bharath programmes by the student teachers enables them to become as ideal teachers.

The M.Ed. course from 2013-2014 onwards is choice based credit system of teaching and evaluation. IT is adopted by ANU and the college as an affiliated college to ANU followed the same.

The M.Ed. course is for 1 year with two semesters. The course structure is given below:

Course of Study

1st Semester/ 1st year:

Compulsory Papers

Paper 1: Educational Philosophy and Sociology

Paper 2: Advanced Educational Psychology

Paper 3: Research Methodology and Educational Statistics

Paper 4: Educational Technology and Computer Education

2nd Semester/ 2nd year

Part I : Compulsory Papers

Paper 1 : Value Education and Human Rights Education

Paper 2: Educational Guidance & Counselling

Special Theory Papers

Any two optional papers to be chosen from the following groups

Paper 3: Teacher Education

Paper 4: Management, Planning and Economics of Education

Paper 5: Distance and Non Formal Education

Paper 6: Elementary and Environmental Education

Paper 7: Educational Measurement and Evaluation

Paper 8: Special Education

Paper 9: Any noncore paper offered by various PG departments of ANU.

Part – II : Dissertation

Along with the above course of study, they also participated in co-curricular, extra-curricular and social service activities planned by the institution; so that, teaching becomes a reflective practice.

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

The institution is affiliated to Acharya Nagarjuna University and has to abide by the syllabus prescribed by the university, even though, there are a few occasions at which students have freedom to choose some of the curricular activities depending upon their interest. Thus, there is some flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field.

Some Examples

- The students are free to choose second methodology subject as they are admitted into college with 1st methodology as a fixed one.
- The students are freely allowed to choose lessons whilst teaching practices and internship programme.
- The student teachers are allowed to select school from the list of schools which were opted by the institution for internship programme and other activities.
- The student-teachers have freedom to choose activities assigned to them in the practicum part of B.Ed. programme.

1.2.3. Value-added Courses

The institution at present is not offering any value added courses to student-teachers because there is no such scope in the curriculum which is proposed by NCTE and formulated by APSCHE.

1.2.4. How does the institution ensure the inclusion of the following aspects in the curriculum?

- i. Interdisciplinary/Multidisciplinary
- ii. Multi-skill development
- iii. Inclusive education
- iv. Practice teaching

- v. School experience / internship
- vi. Work experience /SUPW
- vii. Any other (Specify and give details)

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

The institution ensures to include some of the following aspects in the curriculum and some of the aspects were already in the curriculum given below:

Inclusive Education: Course-16 (XVI) for the present two year B.Ed. course is a part in the semester-IV.

School Experience/Internship

As per the present two years B.Ed. Curriculum, the trainee teachers have to attend 4 weeks of school experience and community experience and 16 weeks of teaching practice and internship programme in the semesters II ,III and IV.

The institution advices student-teachers to observe the lessons of other methodology teachers in the school experience programme as an interdisciplinary activity.

1.3 Feedback on Curriculum

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

For the smooth functioning of any institution feedback is an essential tool. Keeping it in mind, the institution adopted many methods to get feedback from the students, alumni, employers, parents and community.

To get feedback from the students a complaint and suggestion box is arranged at the very reach of the students in the college. The suggestions present in the box are discussed by the IQAC committee and the worthy suggestions were immediately implemented into the curriculum practices.

Periodic parent-teacher meetings will be arranged in the college. The college principal presides the meetings. Any complaints and suggestions are discussed in those meetings and are implemented immediately.

Feedback from the Headmaster's of practicing schools

The institution has a habit of getting feedback from the headmasters' of practicing schools regarding students and curricular aspects. The feedback is well discussed in the IQAC committee meetings of the college. The issues that were raised will be resolved immediately.

Alumni Feedback

The College alumni meetings will be held periodically. The members of the alumni discusses about the issues related to the institutional functioning, curricular aspects and students placement. Any worthy suggestions put forth by alumni meetings will be implemented for the betterment of the institution. This process is an on –going activity of the institution.

Teacher Evaluation by the students as a feedback

After completing the academic course just before the last working day, all the students were distributed feedback forms. The students have to fill it boldly, freely without any inhibitions about the performance of the teachers who taught them the different subjects of their courses. The filled in feedback forms were assessed and analyzed to evaluate the performance of the teacher trainers of the institution.

1.3.2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

Yes, there is a mechanism for analysis and use of the outcome from the feedback to review and identify the areas for improvement of the institution.

Feedback collected from students, parents, H.M.'s of practicing schools and alumni is analyzed by the IQAC committee and the important, valuable, useful suggestions will be put into practice for the betterment of the institution.

The institution has to follow the curriculum proposed by NCTE, formulated by APSCHE and adopted by Acharya Nagarjuna University. Hence, the institution cannot bring any modifications to the existing curriculum on its own.

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

The senior faculty members of the institution are actively involved in curriculum development / revision process of B.Ed. and M.Ed. courses since 2000 onwards. They send timely suggestions and feedback about the curriculum being implemented in the state to the concerned authorities as when required. Major contributions of some senior faculty members with regard to curriculum development are given below.

Contributions of Prof. Digumarti Bhaskara Rao

The principal of the institution Prof. Digumarti Bhaskara Rao is a renowned educationist, well-known to all in the fraternity of Education. He is acting as member, Board of Studies in Education of Acharya Nagarjuna University since 15 years. He acted as chairman, Board of Studies, Faculty of Education, Acharya Nagarjuna University during 2012. He also acted as Dean, Faculty of Education, Acharya Nagarjuna University from 1-1-2013 to 1-1-2015. He actively participated in curriculum development as a member for B.Ed. and M.Ed. courses which are being offered by A.N.U, Adikavi Nannaya University and Vikrama Simhapuri University. He also participated in the curriculum development of B.Ed. Special Education course for Krishna University. He received many awards and accolades on his credit.

Participated in the Seminars in 2000 and 2003 organized by the A.P. State Council for Higher Education, Government of Andhra Pradesh to prepare the B.Ed. Common Core Curriculum that was implemented statewide in Andhra Pradesh.

Acted as Coordinator of the Workshops organized in 2001, 2003 and 2004 to prepare and revise the M.Ed. Curriculum of Acharya Nagarjuna University.

Coordinated the Workshops organized in 2005 and 2006 to prepare and revise the M.Phil. and Ph.D. Curriculum of Acharya Nagarjuna University.

Committee member in the work shop on ‘Preparation of Model Curriculum for B.Ed. Course in Andhra Pradesh’ organized by APSCHE – at Osmania University, Hyderabad on 21-22, December, 2012.

Active member in the ‘Workshop on preparation of 2 year M.Ed. Curriculum for Acharya Nagarjuna University’ organised by Acharya Nagarjuna University, Guntur in May 2015.

Contributions of Prof. M. Ravi Kumar

1. Resource person in the revision of B.Ed. Mathematics curriculum – Nagarjuna University – at A.L. College of Education, Guntur in 1997.
2. Resource person in the revision of B.Ed. Mathematics curriculum - Nagarjuna University – at St. Josephs College of Education, Guntur in 2000.
3. Resource person in the revision of M.Ed. Curriculum – Nagarjuna University – at R.V.R.R College of Education, Guntur in 2005. Prepared syllabus for Computer Education paper.
4. Resource person in the subject ‘ICT in Education’ in the work shop on preparation of ‘Model Curriculum for B.Ed. Course in Andhra Pradesh’ organized by APSCHE – at Osmania University, Hyderabad on 21st December, 2012.
5. Resource person in the subject ‘ICT in Education’ in the two day orientation programme organised by Vikrama Simhapuri University, Nellore for the faculty of B.Ed. colleges on 29th November, 2013.
6. Resource person in the Subject ‘ICT in Education’ for preparing curriculum for 2 year M.Ed. course of Acharya Nagarjuna University, Guntur in May 2015.
7. Member, Board of Studies in Education, Acharya Nagarjuna University.

1.4. Curriculum update

1.4.1. 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).

The B.Ed. course of 2013-2014 and 2014-2015, for these two years all the universities in the joint Andhra Pradesh state followed the syllabus formulated by APSCHE. Then the course was only for one year duration course. The M.Ed. Course was also for one year with two semesters.

From 2015 onwards, both M.Ed. and B.Ed. courses were changed into two years duration courses by the recommendations of J.S. Varma Commission and recommendations (2015). The NCTE proposed the curricula for both M.Ed. and B.Ed. courses and intern APSCHE formulated the curricula. Accordingly, the B.Ed. course

consists of four semesters having courses–XVII, more weightage is given to practicum activities. The main emphasis is shifted from teaching to learning. Ultimately, the course has been turned into learner- centric.

Two-Year M.Ed. Curriculum

The two year M.Ed. curriculum was prepared by Acharya Nagarjuna University, the affiliating University of the institution, according to 2014 NCTE norms and was approved in Board of Studies in Education, Acharya Nagarjuna University. This curriculum came into force from the academic year 2015-16.

Main features of the Programme:

The two-year M.Ed. programme is a professional programme in the field of Teacher Education that seeks to provide opportunities for students to:

- Extend as well as deepen their knowledge and understanding of Education.
- Specialize in select areas of study and develop research capacities, leading to specialization in either Elementary Education or Secondary Education.
- To prepare Teacher Educators and other educationl professionals, including Curriculum Developers, Educational Policy Analysts, Educational Planners, Administrators, Supervisors, Researchers and School Principals, with specialization either in Elementary Education (up to Class VIII) or in Secondary Education (Classes VI-X).

The overall thrust of two year M.Ed. Programme is 'Fostering Quality Teacher Education'.

Quality Teacher Education is broadly conceptualized as the one which is:

- Effective for meeting the objectives.
- Relevant and responsive to the school education system.
- Mediated by adequate and appropriate inputs and teaching-learning processes.
- Equitable.
- Resource-efficient.

The intellectual fraternity of the field of education ideally thought of to bring quality in the field to raise the standards of the education system in India. In reality, the courses did not attract the students folk, a very few students are joining into these courses,

due to two main draw-backs. Courses duration is the very first constraint, the other one is fees pattern.

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

The institution is affiliated to Acharya Nagarjuana University (ANU) and has to abide by it in all the aspects of academic and non academic in nature. The institution has no right to revise or modify the curricula prescribed by the University. The same rule is applicable to B.Ed. and M.Ed. courses that are being offered by our institution.

1.5 Best Practices in Curricular Aspects

1.5.1 : What are the quality sustenance and quality enhancement measures undertake by the institution during the last five years in curricular aspects?

Keeping in mind, the motto, objectives, mission and vision, the institution adopted the following as best practices in curricular aspects:

- (i) Remedial classes were arranged to the academically back ward students by the faculty.
- (ii) The institution adopted mentoring system. Counselling will be given in academic, personal and other problems of the student folk.
- (iii) The institution adopted mentorship system. The pedagogy faculty act as mentors and they look after the issues related to students.
- (iv) As a part of curricular aspects, the student-teachers were encouraged to participate in Seminars, workshops, and to take-up assignments.
- (v) Every year if needed in every semester, the students were taken on field-trips.
- (vi) The institution has a well-equipped ICT resource centre. So, the teaching faculty and students were encouraged to use it for imparting education. The institution encourages ICT enabled teaching-learning process.

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

The institution to fulfill its motto, vision and objectives puts some innovative practices in curricular aspects for the best results.

- (i) Brain-storming, workshops, buzz sessions, pair-work, role-play, team-teaching, Co-operative and collaborative techniques are used.

- (ii) To improve the life skills of the student folk, life skills education is being practiced as an on-going process.
- (iii) The institution insists the students to develop improvised apparatus with no cost or low cost in teaching learning process.
- (iv) Every year the student-teachers will be exposed to yoga and meditation for a period of 15 days.

Additional Information to be provided by institutions opting for Reaccreditations / Re-assessment

1. What are the main evaluative observations/ suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

The main evaluative observations/ suggestions made in the first assessment report by the NAAC peer team with reference to curricular aspects are as follows:

Section II : CRETERION WISE ANALYSIS	Observations (Strength and or / Weaknesses) On Key – Aspects.
2.1 Curricular Aspects :	
2.1.1 Curricular Design & Development :	<ul style="list-style-type: none"> • The Syllabus prescribed by Acharya Nagarjuna University is followed. • Two Faculty members are on Board of Studies of Education for B.Ed. and M.Ed. courses respectively. • The present curriculum is yet to incorporate aspects of Value Based Education.
2.1.2 Academic Flexibility :	<ul style="list-style-type: none"> • Semester system has been introduced at M.Ed. level while Annual System is in operation at B.Ed. level. • There is no provision of elective options at B.Ed. level while at M.Ed. level students are free to select two specializations out of six. • Personality development programmes are yet to be offered.
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> • The Feedback on curriculum from students has been taken from 2010-11 but it is yet to be analysed and used for curriculum revision.
2.1.4 Curriculum Update	<ul style="list-style-type: none"> • For M.Ed., the curriculum is updated once in three years while for B.Ed. there is no time frame.

	<ul style="list-style-type: none"> • The present curriculum is not in tune with the UGC and NCTE curriculum frame work. • Curriculum update is yet to be made on the basis of feedback from the stakeholders.
2.1.5 Best practices in Curricular Aspects (If any)	<ul style="list-style-type: none"> • Best practice related to Curriculum aspects is yet to be evolved.

The peer team recommended that reasoning and thinking abilities should be developed in the students by devoting one period per week for the exercises.

1.2 What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

The B.Ed. course that is being offered as one year course till 2014-2015 academic year has been changed to two years and four semesters by the direction of the supreme court of India, nationwide. Accordingly, the curriculum is planned by NCTE and formulated by APSCHE. The ANU in turn adopted it. At the beginning, the university conducted a two days workshop on new curriculum. All the staff members of the institution participated actively, expressed their views and opinions. They also made recommendations which will improve the quality. Keeping in mind, the suggestions made by the NAAC peer team, the faculty insisted to implement value based education at B.Ed. level.

Most of the observations made by the peer team were related to old and discarded one year curriculum. The present curriculum included all the recommendations made by the peer team to the institution.

Criterion - 2

TEACHING, LEARNING AND EVALUATION

2.1 Admission process and student profile

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

Admission Process

B.Ed.Course

A candidate seeking admission to B.Ed. course has to qualify at the B.Ed. Common Entrance Test (Ed.CET) conducted by the Andhra Pradesh State Council of Higher Education (APSCHE), Government of Andhra Pradesh for the respective academic year. The candidates will be admitted strictly in accordance with the rank secured at the entrance examination, keeping in view the rules and regulations in force in respect of statutory reservation of seats to different categories of students. Every year, APSCHE will appoint a convener for admissions. The convener will look after the whole admission process for that academic year.

Usually the notification for Ed.CET is given in the month of March and the test is held in the month of May. The admissions are made by the Convener in the month of August for the N.C.T.E recognised and University approved colleges of Education. From 2010 onwards, web counselling was introduced for B.Ed. admissions.

However, if the seats are not filled from convener, then Govt. allows the institution to fill up the vacant seats through spot admission procedure from the candidates who have applied for admission in the College through advertisement in two newspapers. Till 2008, 80% of the B.Ed. seats were filled by Ed.CET convener, whereas the management admitted the 20% of the B.Ed. students on its own following the criteria issued by the Government of Andhra Pradesh for filling the Management Quota Seats. From 2009 onwards, the percentage of management quota was increased to 25%.

All the certificates of the candidates are verified at the verification centers for the convenor quota seats. The course tuition fee is fixed by the Andhra Pradesh Government.

The reporting date to the college of the students joined through convener quota and the date of the commencement of the classes are fixed by the APSCHE.

M.Ed. Course

Admission of students into M.Ed. course is made by Acharya Nagarjuna University based on the Common Entrance Examination conducted by the University. There is 20% Management Quota for M.Ed. course. The fee is fixed by the Acharya Nagarjuna University for the M.Ed. course.

Student Profile

The total intake of students for B.Ed. course sanctioned by NCTE is 160, of which 120 (75%) are allotted to the institution by the Convener, Ed CET and remaining 40 seats are admitted by the management as per A.P. State Government rules. The total intake of students for M.Ed. course is 48, of which 40 seats are allotted by affiliating authority, i.e., Acharya Nagarjuna University and the remaining 8 are admitted by the management of the institution as per A.P. Government rules.

From the academic year 2015-16, the B.Ed. and M.Ed. courses are changed into two year duration with four semesters. The intake of the B.Ed. course students is 2 units, i.e., $2 \times 50 = 100$. Out of which 75% are allotted to the institution by the APED.CET Convener and remaining 25% seats are admitted by the management as per A.P. State Government rules.

The total intake of M.Ed. course is 50, out of which 40 seats are allotted by affiliating authority i.e., Acharya Nagarjuna University and the remaining 10 seats are admitted by the management of the institution as per AP government rules from the academic year 2015-16.

2.1.2. 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 institution offers admission into B.Ed. and M.Ed. courses. Usually, the convenor of the respective CET (Ed.CET for B.Ed. and PG CET for M.Ed.) allot the candidates to the colleges after counseling. For the management quota seats and left over seats by the convener are filled through advertisements, following all the admission norms.

The College erects hoardings and banners as a means of advertisement to attract the local candidates. These banners and hoardings contain all the relevant information related to admissions.

The college maintains its website and in it the details relating to academic programmes and its admissions procedure, norms, fee particulars, others facilities available at college are given.

The office staff and staff-members of the institution attend to queries of the aspirants relating to admissions, fee particulars and facilities available at college.

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

The admissions process is totally a transparent one. 75% of the seats allotted to college were filled by the convenor following all the reservation norms laid down by the AP state government. The management quota seats are filled by the management following all the reservation norms laid down by the AP State Government. The seats under the management quota are filled following admission norms.

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

The institution admits some of the students with diverse needs and backgrounds to retain the students into the college, the college adopted the following approaches:

- The institution adopted the inclusive education as its strategy to fulfill the needs of the diverse students.
- The staff members of the institution are empathetic towards disadvantaged students.
- The college guidance cell, anti-ragging committee, students' welfare committee, women grievance redressal committees, anti-sexual harassment committee look after the needs and issues of the students with diverse needs.
- Poor students of the institution are provided with free books and some of them will also be offered with fee concession.
- The college management uses its good offices in providing admission into hostels.

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

Yes, there is a provision for assessing student's knowledge and skills before the commencement of the actual teaching programme. The following tests will be conducted by the concerned subject lecturers in an informal manner:

- (i) Proficiency in Content.
- (ii) Language proficiency test in both the languages, i.e., English and Telugu.
- (iii) General knowledge test.
- (iv) Teaching Aptitude.

All the above tests will be conducted orally/written and the results will be utilised to formulate the curricular operations.

2.2. Catering to Diverse needs

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

The institution has the following amenities to create an overall environment conducive to effective learning and all round development of the students.

- The institution has required facilities to run the B.Ed. and M.Ed. programmes according to NCTE norms.
- The institution has ambient, well- ventilated, well-equipped class-rooms.
- The institution has all the laboratories that are required to fulfill the criteria laid down by the NCTE with latest equipments.
- The institution has an ICT Resource centre with 32 computer terminals, 2 laptops, and 2 LCD projectors, webcams, digital camera and handycam. The students are encouraged to use the labs extensively for their academic purposes.
- The institution has air conditioned multipurpose, multimedia Seminar hall.
- A well stacked library with a good number of books, journals, periodicals, encyclopedias, reference books, magazines, daily newspapers etc. It has two

computer terminals with internet facility and also a Xerox machine at the disposal of the students.

- The institution complex has a well-equipped gymnasium with a sprawling play ground with provisions for playing cricket, basket-ball, volley-ball, along with indoor shuttle-badminton court.
- There is a first-aid room in the complex of the institution to attend medical emergencies.

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

To cater to the diverse learning needs of the students, the institution follows the following strategies:

- Special classes will be arranged to Telugu medium students who are coming from rural background to improve skill in English language.
- Remedial classes will be arranged to academically backward students to maintain the learning pace along with average students.
- Assignments and project activities will be allocated to students depending upon their individual capacities and capabilities.
- Some of the members of the management committee are doctors, offer free medical aid to the needy students.
- The teaching faculty guides the students to get through the CTET, APTET, APSET and UGCNET examinations.

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

- There are a lot of activities envisioned in the curriculum for student-teachers to understand the role of diversity and equality in teaching learning process.
- The present B.Ed. Curriculum consists of courses like ‘Inclusive Education’, ‘Gender, School and Society’, ‘Understanding the Self’, ‘Sociological Foundations of Education’, ‘Art Education’, impart diversity and equity in teaching, learning process.
- Action research, case studies, workshops, seminars, provides the knowledge to understand the concepts of diversity and equity.

- Co-curricular activities like celebration of national festivals, observing the important days, celebrating religious festivals, rangoli competitions, wearing traditional dresses, depicting the different cultures prevailing in the society, etc. are envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process.
- Different teaching methods are to be employed to cater the diverse needs of the diverse students.

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

The institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs by organizing the following activities:

- Orientation programmes and workshops were arranged by the institution.
- The management of the institution encourages the teaching faculty to use ICT to enhance their knowledge. In this regard, the management provided 10 independent internet connections in the institution under the NME scheme offered by the MHRD, Government of India. The campus is a Wi-Fi campus.
- Encouraging teacher educators to attend seminars/workshops.
- Feedback by the students-teachers, parents and other stakeholders.
- The principal of the institution periodically guides the teacher-educators.

2.2.5. 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 various practices that help student teachers to develop knowledge and skills related to diversity and inclusion and apply them affectively in classroom situations are given below.

- The concept of inclusive education included the diverse needs of differently able students. This method improves the knowledge and skills of the student teachers.
- The student teachers are encouraged to be empathetic towards disadvantaged classmates.

- Orientation classes, simulated situations are very much useful to impart life skills.
- ICT in classroom management is very much helpful to cater the needs of diverse students in the classrooms.
- Different students require different teaching strategies to comprehend the subject matter. Hence the student teachers are encouraged to adopt them.
- Visits to special schools, orphanages, case studies on street children, enrich the visual field of student teachers to have knowledge and skills relating to diversity and inclusion.

2.3 Teaching, Learning Process

2.3.1. 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 a well-established library with periodicals, journals, magazines, encyclopedias, reference books etc. for the use of students.
- Micro teaching and teaching practices encourage the student teachers to participate actively in learning process.
- Group techniques like pair-work, buzz-sessions, role-play, brain storming, peer teaching through seminars is a part of institutional strategies for active learning by the students.
- Case study, social surveys were included as practicum activities. All these, encourage the students in active learning.

2.3.2. How is ‘learning’ made student-centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self-management of knowledge, and skill development by the students.

The institution profoundly believes in ‘student centered approach’ in education. So, the institution gives freedom of choice to the students in the following activities.

- Selection of second methodology subject by the students themselves.
- Selection of individual projects related to practicum activities of the B.Ed. Curriculum.

- The students organize assembly, events, sports meet by and for themselves.
- Different subject clubs will be reconstituted and organise different activities under these clubs.

The present B.Ed. curriculum is based on the CCE model which contributes to self management of knowledge and skill development by the students. The M.Ed. student teachers can choose optional subjects of their own interest.

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

The present B.Ed. curriculum which is in force from 2015-2016 academic year onwards consists of theory and practicum. There are 17 courses to be completed in 4 semesters. The practicum activity is hectic, consists of many activities, the different instructional approaches and experiences provided for ensuring effective learning of the above are given below:

- Tutorials (two-block hours): To enhance the knowledge of the student teachers by interacting with the concerned teacher educator.
- Group discussions, seminars, workshops etc.
- The student teachers are encouraged to prepare self instructional material using programmed learning under the guidance of the teacher educators.
- The student teachers are given an opportunity to prepare a digital lesson from the school curriculum in their concerned methodologies.
- The student teachers are encouraged to observe the lessons of other methodologies that are not opted by them to gain access to have contemporary teaching techniques. This is an innovative practice adopted by the institution giving good results.

2.3.4. Does the institution has 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.

The present curriculum does not give any special emphasis on the models of teaching.

2.3.5. 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.

Yes, the student teachers use micro teaching techniques for developing their teaching skills. The list of teaching skills practiced by the student teachers is as follows:

- (i) Introducing the lesson
- (ii) Skill of Questioning
- (iii) Stimulus variation
- (iv) Use of geometrical instruments
- (v) Skill of Reading
- (vi) Use of black board work
- (vii) Illustrating with examples
- (viii) Analysis of the problem
- (ix) Skill of explanation
- (x) Skill of reinforcement

Among the above mentioned, five skills will be selected in each pedagogy depending upon the subjects.

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

The process of practice teaching in schools is planned to develop maximum teaching skills to enable the student teachers to be professionally productive.

- Each student teacher practices three lessons in each methodology (i.e.) total 6 lessons.
- Before commencement of the actual teaching practice, the demonstration lessons will be given by the concern teacher educators in each methodology.

- After completion of teaching practice the student teachers will be allotted to various schools. All the student teachers are well oriented about the rules (for internship programme) and regulations of the schools, school infrastructure, teaching faculty, school time-table, school curriculum and environment, etc., so that, they feel themselves as a part of that teaching practice. During internship each student teacher has to teach 17 lessons in each methodology by teaching two lessons per day.

In the present two years B.Ed. programme, the teaching practice programme will be conducted in 3rd and 4th semesters. In 3rd semester, each student teacher has to complete 20 lessons for 6th and 7th classes in each pedagogy subject. The duration for this internship session is 8 weeks. In the 4th semester also, each student teacher has to complete 20 lessons for 8th, 9th and 10th classes in each pedagogy subject with duration of 8 weeks.

- Mentor teacher monitors the presentation of the lesson and give remarks in their teaching report.
- The peer group observation is also taken into consideration for improvement in performance. Each student teacher observes in both methodology courses delivered by their peer and also provides feedback.
- Feedback is also taken from the head master/head mistress of the concerned school.

2.3.7. Describe the process of Block teaching / Internship of students in vogue

The Principal of the institution identifies the schools around the college within a distance of 10 kms from the institution and in turn the principal will get the prior permission from District Educational Officer for conducting internship programme. The student teachers choose the schools according to their convenience and attend to internship programme in the 3rd semester; student teachers attend for 8 weeks and teach lessons to 6th and 7th classes. In the 4th semester, they attend for internship for 8 weeks and teach lessons to 8th, 9th and 10th classes.

- The student teachers observe the lessons of peer students and senior teachers of the school.

- They attend to the school in the morning before the first bell and stay in the school till the last bell, work as teachers and perform duties assigned by the headmaster.
- They also collect data related to practicum activities of the B.Ed. course.
- Except the present batch, the previous batch student teachers had to conduct a unit test to the students to whom they taught lessons and evaluate their scholastic achievement.
- At the end of the internship programme, each student teacher has to produce an internship completion certificate from the headmaster / head mistress of the attached school.

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

Yes, the practice teaching sessions/plans are developed in partnership, cooperatively involving the school staff and mentor teachers.

Before the internship programme, the senior faculty of the institution along with headmaster of the selected schools for internship and the teachers belonging to those schools sit together, discuss about the syllabus to be covered for those particular classes, accommodation to the trainee teachers and other issues for smooth conduction of internship programme.

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

In the present B.Ed. curriculum, 'individual differences in Inclusive Education', is a part of the curriculum. From this paper the students gain the knowledge related to diverse needs of students in schools. The student teachers observe their peer learners who have diverse needs in the institution itself and apply this knowledge in the internship programme to cater the diverse needs of students in the schools.

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

According to present B.Ed. Curriculum, the B.Ed. student teachers have to teach a lesson as digital lesson. Keeping global trends in education, the student teachers were given enough scope to acquaint with using of LCD Projectors, OHP, Internet etc.,

The student teachers encouraged to use these practices even in internship programme where as those schools are equipped with such modern gadgets.

2.4 Teacher Quality

2.4.1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes, the practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor teachers.

Before the internship programme, the senior faculty of the institution along with headmaster of the selected schools for internship and the teachers belong to those schools sit together, discuss about the syllabus to be covered for those particular classes, accommodation to the trainee teachers and other issues relating to the internship were discussed for smooth conduction of internship programme.

2.4.2. 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 selected practice teaching schools is 1:12. Usually, high schools will have two sections in each class. Hence, we can get six sections (8, 9, 10 classes) so as to enabling us two students to each section.

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

Feedback is very essential for the performance improvement of any activity especially; it is a must for education. The present curriculum emphasizes the Continuous and Comprehensive Evaluation. Hence, the teacher educators continuously monitor the academic progress of student teachers. They give continuous academic feedback to the students to improve their academic performance.

In micro teaching practice and teaching practice, the teacher educators provide continuous feedback to the student teachers to improve their quality in teaching.

In internship programme, the school teachers and peer student teachers give feedback on teaching to the student teachers.

This feedback to the student teachers is very much useful to improve their performance to become an efficient teacher in the future.

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

The faculty members of the institution along with the headmasters of the selected schools, the teachers belonging to those schools sit together and discuss about the policy directions, educational needs of the schools. After this process, the faculties before sending the student teachers to the internship conduct orientation classes about these matters and educate the students about these matters. The school plant records which were prepared by the previous batch students were given to the students to understand the physical facilities available at the schools to which they were assigned to do their internship.

The teacher educators also attend to the schools to which the student teachers were assigned to do their internship. These student teachers try to resolve any issue arises during the internship.

Usually the entire teaching practice session will last for five months in three consecutive semesters. So, the same batch students will be sent to the same school again and again. Hence, they are well aware of policy directions and educational needs of the schools to which they were assigned to do their teaching practice.

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

- A.P. State government recently changed the text books from class I to class X. This practice is a routine practice by A.P. State Government every year, they change a class after the other cyclically. So, the teaching community including the faculty of the institution purchase new text books and adopt them into their practice. They also read the teachers' hand book and teaching modules prepared by the SCERT of A.P. Government to update their understanding towards the curricular changes.
- It is a common practice of A.P. state government after introduction of new text books, the SCERT arranges orientation classes at district level. Usually, the faculty members of B.Ed. colleges also attend these classes par with school teachers.

- The institution has independent internet connections under the NME scheme by MHRD, Government of India along with well equipped ICT resource centre.
- The faculty and the students make use of it extensively to clarify their doubts regarding recent developments in school subjects and teaching methodologies
- All the above said facilities are also available to the student teachers to keep pace with the recent developments in school subjects and teaching methodologies.
- After joining into the B.Ed. academic course, the student teachers were assigned to study the text books old and new alike to understand the sequential pattern of modifications in the curriculum that took place in time scale.

2.4.6. 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.)

- In vacations and in internship programme, whenever the staff has free time, they are provided with computer training in the college ICT lab by the lab assistant to enrich their personal and professional / career development.
- The institution encourages the staff members to avail the facilities of ICT resource centre for pursuing higher academic qualifications.
- The management of institution always encourages the staff members to qualify UGCNET and APSET.
- The institution also encourages the faculty members to attend activities like seminars, workshops on duty.

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

Yes, the institution has mechanism to reward and motivate staff members for good performance. The principal and also the Secretary and Correspondent of the institution appreciate the good performance of staff members.

2.5. Evaluation Process and Reforms

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

The barriers to students learning identified are,

- Most of the students joining into the B.Ed. course come from Telugu medium stream. They also possess poor academic standards and IQ. Hence, this is the only avenue they can get admissions.
- Majority of the B.Ed. course aspirants come from rural background. Hence, their parental educational status and their social status is low, even majority are coming from below poverty line.

To address the above identified barriers of learning, the institution adopted the following measures:

- The institution arranges special English classes to the students who are coming from Telugu medium background. Hence, they can refer the English medium books in the library par with the English medium students.
- The methodology lecturers of the institution act as mentors and move along with the students to identify their problem relating to their personal, academic, social, health and economical and pursue them time to time.
- The institution has anti-ragging committee; women grievance redressal cell and guidance cell. These cell members are always ready to solve the problem relating to the students which hinder their progress.
- The institution's library and ICT resource centre are open in holidays and in vacations. The institution encourages students to avail the services of these two by the students during vacation.
- All the faculty members spend their own time along with poor students to cope up with the pace of the curriculum.

2.5.2. *Provide details of various assessment /evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?*

There is a Continuous and Comprehensive Evaluation in the institution. The different tasks and assessment procedures are provided here under:

- Conducting slip tests and unit tests.
- According to university academic schedule, the institution conducts two examinations: (i) Midterm examinations (ii) Term end examinations in the format of university examination.
- The students have to complete practicum activities .They are also a part of evaluation process.
- Students have to do assignments and seminars which were also used in evaluation process.
- The present B.Ed. curriculum consists of both internal and external evaluation. The internal evaluation is done based on the completion of assignments, seminar, mid semester examinations and semester end examinations conducted by the institution. The external evaluation is done based on the examination conducted by the university.
- At the end of the course, the university practical examinations will be conducted. The institutional faculty along with concerned subject school teachers will evaluates the performance of the student teachers.

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

The right method of evaluation includes the feedback mechanism. If the feedback is not given to the students on their performance, the very purpose of evaluation may not be fulfilled. For improving the students' performance and curriculum transaction, the institution adopted the following methods:

- After conducting slip tests and unit tests, the faculty of the institution put all the needed remarks on the scripts along with figures of marks and spends an hour

especially to discuss about the mistakes committed by the students in slip tests and unit tests.

- Mid semester and semester end examinations will be conducted on the lines of university examinations. The results of these examinations are discussed by the faculty to the student teachers. They discuss about the mistakes committed by the students at large. They give guidelines to improve performance in the coming examinations.
- Students have to do assignments and seminars. While doing so, the students' mistakes and doubts are clarified in tutorial classes on workshop mode.

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

The faculty of the institution use ICT to prepare and evaluate digital lessons by the student teachers.

- The faculty use ICT to prepare question papers.
- In analyzing the performance of the students as an ongoing activity throughout the course, the ICT is being used.
- The internal and practicum marks attained by the students were uploaded to University site from the institution by using ICT which is a paperless practice and eco-friendly.

2.6. Best practices in teaching-learning and evaluation processes

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

- Interactive tutorials.
- Students self administration.
- Student centric approach in which students can select/opt assignments/ seminars/ projects/ second methodology, selection of school for internship by themselves.
- All teaching, learning and evaluation schedules are planned and organized by the faculty along with students. The institution adopted monitor system. Bright students were used as monitors.

- The present two years B.Ed. course consists of ‘Understanding the Self’ as one of the course. The entire course is delivered through workshop mode using buzz-sessions, introspection, simulations, brain-storming, etc.

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

The institution profoundly felt that the best practices that were used yield good results. Hence, the institution inclined to use them in the future.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

2.1 : What are the main evaluative observations / suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how they been acted upon?

The main evaluation observations / suggestions made in the first assessment report by the peer team with reference to Teaching, Learning and Evaluation are as follows:

2.2 Teaching – Learning & Evaluation	
2.2.1 Admission Process and student Profile	<ul style="list-style-type: none"> • At B.Ed. level 75% of seats are filled through entrance test conducted by A.P. State Council of Higher Education, Hyderabad and the remaining are filled by the Management. In M.Ed. 80% seats are filled through CET conducted by Acharya Nagarjuna University while Management admits 20% of students which does not have NCTE approval. • The College gives advertisement about the courses in the local Newspaper. • Both males and females from urban and rural areas are admitted.
2.2.2 Catering to the Diverse Needs	<ul style="list-style-type: none"> • The College is yet to assess the learning level of students after admission. • Remedial programmes are yet to designed and implemented. • Tutorial classes are yet to be made part of Teaching -Learning Process.
2.2.3. Teaching – Learning Process	<ul style="list-style-type: none"> • Majority of time Lecture method is followed. • Educational Technology is used occasionally. • Some faculty members use ppt while teaching.

2.2.4. Teacher Quality	<ul style="list-style-type: none"> • Only 20.0% pf Faculty members are with Doctoral Degree while four Faculty members are pursuing their Doctoral degree. • Majority of appointed faculty members at B.Ed. and M.Ed. levels are yet to have qualification as per NCTE norms. • Faculty development programmes need to be organized.
2.2.5. Evaluation Process and reforms	<ul style="list-style-type: none"> • Evaluation process is as per University Rules. • Students Grievances regarding internal evaluations are addressed to some extent. • Reforms in Examinations are not evident.
2.2.6. Best Practices in Teaching, Learning and Evaluation (If any)	<ul style="list-style-type: none"> • Best practice in Teaching-Learning and Evaluation is yet to be thought and implemented.

2.2 . What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

The NAAC peer team recommended for training in models of teaching to student-teachers.

Basing on the peer team report, the institution assesses the learning level of students immediately after admission as an entry level test. The faculty of the institution conducts the following tests to test the educational standards of the students at the entry level. The tests are:

- (i) Proficiency in content.
 - (ii) Language proficiency test in both the languages i.e. English and Telugu.
 - (iii) General Knowledge test.
 - (iv) Teaching aptitude test.
- Basing on the peer team report to conduct remedial programmes, the institution planned and conducting remedial programmes to cater the needs of educationally backward students.
 - Special classes were arranged to Telugu medium students who come from rural background to improve skills in English language.

- To the academically backward students, to maintain the learning pace along with average students remedial classes were arranged.
- Some of the faculty members arranged special classes after the college hours especially on Saturdays and special classes to the students who joined college on the second spell of counselling or otherwise.
- The peer team also suggested to increase the use of educational technology. Basing on this, the faculty increases the use of educational technology in teaching learning process.
- From 2013-2014 academic year onwards, according to curriculum the student teachers have to prepare two digital lessons in each methodology. Accordingly, the faculty trained the student teachers to use LCD projectors and to prepare power point presentations.

Criterion -3

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Research is an intellectual and creative activity. It is an integral part of quality practice in teacher education. It plays a vital role in quality improvement and helps the faculty to keep abreast with the current knowledge and development in the field of teacher education, find answers to questions and evolve strategies and techniques. With a view to develop new and innovative approaches in teacher education, research issues are made an integral part of academic environment of the institution.

A research cell is constituted by principal of the institution for motivating and providing facilities to the teacher educators as well as students for research work. At the beginning of the academic year, the research committee conducts meeting with the faculty and discussed research related issues like enrolment and research progress of M.Phil. and Ph.D. scholars of the Research Centre of the institution. All the information received by the research cell regarding any new rules and regulations pertaining to research work is disseminated through the meeting. Any useful information is also displayed on the notice board.

The institution promotes a research culture among faculty members and motivates faculty members to take up research works. The institution motivates its teacher educators in the following way.

- Motivate the teachers to register for M.Phil. or Ph.D. programme.
- Faculty members are encouraged to attend Seminars / Workshops.
- Faculty members are informed to participate in orientation programmes on educational concerns.
- Faculty members are encouraged to publish research papers and books.
- Faculty members are encouraged for doing action research on classroom problems.
- Student teachers are also encouraged to conduct action research on classroom problems during their teaching practice programme in schools.
- Academic leave is provided to teachers to attend seminars / workshops.

Four faculty members of the institution have completed their Ph.D. degrees and two faculty members have submitted their Ph.D. thesis in the last 3 years.

Name of faculty	Topic	Date
Dr. M. Ravi Kumar	A Study of Teaching Effectiveness, Teaching Aptitude and Attitude towards Teaching Mathematics of Prospective Mathematics Teachers	7 th March, 2014
Dr. K. Venkateswarlu	A Study of Socio-Economic Status, Intelligence and Academic Achievement of Secondary school Tribal Students	22 nd June, 2015
Dr. M. SreeDevi	Educational Philosophy of Bagavan Sri Satya Saibaba	18 th January, 2016
Dr. M. Jyothsna	A Study of Emotional Intelligence, Achievement Motivation and Achievement in English of Secondary School Students	8 th July, 2016
Smt. G.V. Siva Lakshmi	Cognitive Preference Styles in Physics, Attitude towards Physics of Junior Intermediate Students	Thesis submitted
Sri M. Ravi Krishna	Sarangapani pada sahyam-samagra pariseelana	Thesis submitted

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

Thrust areas of research prioritized by the faculty members of institution are:

- Science Education
- Teaching
- Teaching Effectiveness
- Teacher Education
- Tribal Education
- Environmental Education
- ICT
- Sarva Shiksha Abhiyan

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

Yes, the institution encourages action research. The institution has the requisite research facilities for students and staff members to do action research. The institution has a rich collection of text books, reference books, encyclopedia, journals, dictionaries, printed articles etc. The institution provides Internet facility and Reprographic Facility to the students. It encourages the student teachers to prepare action research proposals on school practices. Some action research problems selected by the student teachers, during the teaching practice are:

- Problem of Low Achievement
- Problem of lack of confidence
- Problem of Absenteeism
- Problems of Slow learners
- Problem of indiscipline

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

Details of the Conferences/ Seminars / Workshops attended by the faculty members in last five years are given below:

Session- 2012-13

Sr. no.	Name	Type/Date	Subject/ Topic	Organisor
1.	Dr. M. Ravi Kumar	National Seminar from 26 th -28 th March, 2012	Life Skills Education - Need of the Hour	St. Joseph's College of Education, Guntur
2.	Dr. K. Venkateswarlu	National Seminar on 7 th July 2012 National Seminar on 8 th July 2012	Emerging Trends in School Teaching and Learning Teacher Education - A New Vision	Y.V. Rao Siddhartha College of Education, Vijayawada, Montessori Mahila College of Education, Vijayawada
3.	Dr. M. Sreedevi	National Seminar in Feb 2013	Assessment of Personality	St. Joseph's college of Education, Guntur

Session- 2014-15

S.No.	Name	Type/Date	Subject/ Topic	Organisr
1.	Prof. D. Bhaskara Rao	UGC National Seminar from 15 th -18 th April, 2015	Teacher's Role in Quality Enhancement	A.L. College of Education, Guntur
		UGC Sponsored National Seminar from 15 th to 17 th April, 2015	Professional Attitude of Prospective Teachers	A.L. College of Education, Guntur
2.	Dr. M. Ravi Kumar	UGC Sponsored National Seminar on 10 th and 11 th December, 2014	Recent trends in Mathematical Sciences and Future Prospect	Andhra Christian College, Guntur
		UGC National seminar from 8 th to 10 th January, 2015	Empowering Teacher Education for Quality Teacher Education	A.L College of Education, Guntur
		UGC Sponsored National Seminar on 19 th and 20 th February, 2015	Core Human Values and Professional Ethics	St. Josephs College of Education for Women, Guntur.
		UGC Sponsored National Seminar on 19 th and 20 th February, 2015	The Role of Parents and Teachers in Practicing Human values among Children	St. Josephs College of Education for Women, Guntur.
		National Seminar on 15 th April, 2015	Evaluation in Education	K.G. Prasada Rao-A.N.R. College of Education, Gudivada.
		UGC Sponsored National Seminar on 15 th , 16 th and 17 th April, 2015	Professional Attitude of Prospective Teachers	A.L College of Education, Guntur
3.	Smt. Ch. Jalaja Kumari	National Seminar on 19 th -20 th Feb, 2015	Core Human Values and Professional Ethics	St. Josephs College of Education for Women, Guntur
		National Seminar from 15 th -18 th April, 2015	Teacher's Role in Quality Enhancement	A.L College of Education, Guntur

		National Seminar on 15th April 2015	Question Paper Setting for Teacher Education	K.G.Prasad Rao-A.N.R College of Education, Gudivada.
4.	Smt. G.V. Siva Lakshmi	National Seminar on 19th-20 th Feb, 2015	Core Human Values and Professional Ethics	St. Joseph's college of Education, Guntur
		National Seminar from 15th-18 th April, 2015	Teacher's Role in Quality Enhancement	A.L College of Education, Guntur
		National Seminar on 15 th April 2015	Question Paper Setting for Teacher Education	K.G. Prasad Rao-A.N.R College of Education, Gudivada.
5.	Dr. M. Jyothsna	National Seminar on 15 th April 2015	Question Paper Setting for Teacher Education	K.G.Prasad Rao-A.N.R College of Education, Gudivada.
		UGC National Seminar from 15 th -18 th April, 2015	Teacher's Role in Quality Enhancement	A.L College of Education, Guntur
6.	Sri. S. Kishna Babu	Lecture Programme on 24 th Feb 2015	Scientific Socialism	Acharya Nagarjuna University, Guntur
7.	Smt. Ch. Phani Madhavi	National Seminar on 19th-20 th Feb, 2015	Core Human Values and Professional Ethics	St. Joseph's college of Education, Guntur
		National Seminar on 15 th April 2015	Question Paper Setting for Teacher Education	K.G. Prasad Rao-A.N.R College of Education, Gudivada.
8.	Dr.K.Venkateswarlu	National Seminar on 15 th Nov, 2014	Philosophy Teachers meet cum Workshop	Acharya Nagarjuna University, Guntur
		Global Seminar from 28 th -30 th Jan, 2015	Understanding the contemporaneity of Acharya Nagarjuna philosophy in the global context	Acharya Nagarjuna University, Guntur

		National Seminar on 19th-20 th Feb, 2015	ICT and Globalisation	St. Joseph's college of Education, Guntur
		National Seminar on 24 th Feb 2015	Dialogue on Indian Secularism	Dr. K.R.R. Mohan Rao Centre for Scientific Socialism, Acharya Nagarjuna University, Guntur
		Lecture Programme on 3 rd March, 2015	Lecture programme given by G. Rama Krishna	Department of Prof. K. Satchidananda Murthy centre for Studies in Afro-Asian Philosophies, Acharya Nagarjuna University, Guntur
		National Seminar on 30th-31st March, 2015	Social Philosophy of Dr. Ambedkar	Acharya Nagarjuna University and Ministry of Social justice and empowerment, New Delhi.
		National Seminar on 15 th April 2015	Question Paper Setting for Teacher Education	K.G.Prasad Rao-A.N.R College of Education, Gudivada.
		UGC National Seminar on 15 th -18 th April, 2015	Teacher's Role in Quality Enhancement	A.L College of Education, Guntur
9.	Sri. K. Pullaih	National Seminar on 19th-20 th Feb, 2015	Core Human Values and Professional Ethics	St. Joseph's college of Education, Guntur
		National Seminar from 15th-18 th April, 2015	Teacher's Role in Quality Enhancement	A.L College of Education, Guntur
10.	Dr. M. Sreedevi	National Seminar on 19th-20 th Feb, 2015	Core Human Values and Professional Ethics	St. Joseph's college of Education, Guntur

	National Seminar from 15 th -18 th April, 2015	Teacher's Role in Quality Enhancement	A.L College of Education, Guntur
	National Seminar on 15 th April 2015	Question Paper Setting for Teacher Education	K.G.Prasad Rao - A.N.R College of Education, Gudivada.

Session- 2015-16				
Sr. no.	Name	Type/Date	Subject/ Topic	Organisator
1	Dr. M. Ravi Kumar	Two-days workshop on 9 th and 10 th November 2015	Two years B.Ed. Curriculum	Acharya Nagarjuna University, Guntur
		Two-days workshop on 26 th and 27 th September 2016	Preparation of SSR for Assessment and Accreditation	Acharya Nagarjuna University, Guntur
2	Smt.Ch. Jalaja Kumari	Two-days workshop on 9 th and 10 th November 2015	Two years B.Ed. Curriculum	Acharya Nagarjuna University, Guntur
3	Smt.G.V.SivaLakshmi	Two-days workshop on 9 th and 10 th November 2015	Two years B.Ed. Curriculum	Acharya Nagarjuna University, Guntur
4	Sri. S. Krishna Babu	Two-days workshop on 9 th and 10 th November 2015	Two years B.Ed. Curriculum	Acharya Nagarjuna University, Guntur
		Two-days workshop on 26 th and 27 th September 2016	Preparation of SSR for Assessment and Accreditation	Acharya Nagarjuna University, Guntur
5	Smt.Ch.PhaniMadhavi	Two-days workshop on 9 th and 10 th November 2015	Two years B.Ed. Curriculum	Acharya Nagarjuna University, Guntur

6	Dr.K. Venkateswarlu	National Symposium on 26 th Sept, 2015	Issues and challenges in emancipating the depressed classes	Osmania University, Hyderabad
		One-day orientation-cum-workshop on 7 th Oct, 2015	Two years Teacher Education - Semester System/ CBCS Curriculum	Adikavi Nannaya University, Rajamundry
		National workshop on 5 th Oct, 2015	Right to reservation in private sector as human right	Osmania University, Hyderabad
		National Seminar on 9 th and 10 th Oct, 2015	Classrooms of the Future interplay of educational psychology and technology	Acharya Nagarjuna University, Guntur
		National Seminar on 16 th -17 th Oct, 2015	Nurturing world class sports persons-roles, strategies and responsibilities	Andhra Christian college, Guntur.
		National seminar on 24 th and 25 th Oct, 2015	Teacher Education: Issues, Concerns and Challenges	Department of Education, IASE, Osmania University
		International seminar on 4 th -5 th Dec, 2015	Peace Education	Acharya Nagarjuna University in association with Prasanna social service organisation
		National Workshop on 29 th -30 th January 2016	Research Methodology and report Drafting commerce, Management and Social Sciences	Adikavi Nannaya university, Rajahmundry
		Workshop on 13 th June, 2016	Scopus – Research Management	Acharya Nagarjuna University, Guntur

			and Publishing Tool	
7	Sri. K. Pullaiah	National Seminar on 16 th -17 th oct, 2015	Nurturing world class sports persons-roles, strategies and responsibilities	Andhra Christian college, Guntur.
8	Dr. M. Sreedevi	Two Days workshop on 9 th and 10 th November 2015	Two years B.Ed. Curriculum	Acharya Nagarjuna University, Guntur

3.2 Research and Publication Output

3.2.1. Give details on 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.

- Conducted a programme on preparation of teaching aids.
- Development of transparencies by teachers and students.
- Development of teaching aids like charts, models, folders, and flashcards.
- Power point presentation by the faculty members.

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

The institution has facilities for developing instructional materials. The following are the major facilities available in the institution.

- Spacious and well stacked Library.
- Well equipped ICT Resource centre.
- Internet facility at different locations of the institution.
- Printers.
- Scanners.
- Digital camera.
- Handycam.
- Photocopier.

- Slide projector.
- Film strip projector.
- Over Head Projector.
- LCD Projector.
- DVD player.

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

Yes, the institution developed some technology related instructional materials.

- Transparencies and slides on different topics of their subjects are prepared by the faculty members.
- Power point presentations on different topics of their subjects are prepared by the faculty members.

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

The institution organises training programme to its staff and students on “Preparation of Powerpoint Presentations and use of LCD projector”. Some faculty members have participated in the workshops organised by the University on the preparation of other materials.

2016-2017

Sr. no.	Name	Type/Date	Subject/ Topic	Organisor
1.	Dr. M. Ravi Kumar	One day workshop on 21 st 09 2016	Adhaar linked biometric and Geo Tagging.	Acharya Nagarjuna University.
2.	Dr. M. Ravi Kumar & Sri. S. Krishna Babu	Two days workshop on 26 st and 27 th September 2016	Preparation of SSR of NAAC.	Acharya Nagarjuna University.

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

(A) Research Paper/ Articles

Sr. No.	Author(s)	Year of Publication	Title	Name of Journal with ISSN/ ISBN No. / Proceeding of Symposium/ Seminar etc.	Vol. No. & Page No.
1	Dr.K.Venkateswarlu & Prof. D. Bhaskara Rao	2015	A Study of Socio-economic Status, Intelligence and Academic Achievement of Secondary School Tribal Students.	International Journal of Education, Technology and Social Media. ISSN: 2321-0885	IV & 376 – 393
2	Dr. M. Jyothsna & Prof. D. Bhaskara Rao	2015	A Study of Emotional Achievement, Achievement Motivation and Achievement in English of Secondary School Students	Education For All ISSN No : 2319-2437	Vol. 4
3	Dr.K.Venkateswarlu & Prof. D. Bhaskara Rao	2016	A Study of Academic Achievement of Secondary School Tribal Students in Prakasam District	Journal Of Educational & Psychological Research ISSN No 2230-9586	Vol 6 & 13 – 19
4	Dr. K.Venkateswarlu & Prof. D. Bhaskara Rao	2016	Awareness of Child Rights Education Among Prospective Teachers	Quest In Education ISSN No: 0048-6434	Vol 41 & 2- 9
5	Dr. K.Venkateswarlu & Prof. D.	2016	Socio-Economic Status of Secondary School Tribal	Journal of Community Guidance and Research	Vol. 33 & 94 – 108

	Bhaskara Rao		Students	ISSN NO:0970-1346	
6	Dr. M. Ravi Kumar & Prof. D. Bhaskara Rao	2014	Attitude towards Teaching Mathematics of Prospective Teachers in relation to Certain Selected Variables	International Journal of Multidisciplinary Educational Research. ISSN: 2277-7881	Vol. 3, issue 3(2), March 2014, 17-37
7	Dr. M. Ravi Kumar	2014	A Study of Teaching Aptitude of Prospective Mathematics Teachers	International Journal of Multidisciplinary Educational Research. ISSN: 2277-7881	Vol. 3, issue 6(1), June 2014, 1-16
8	K. Murali & Dr. M. Ravi Kumar	2016	Significance of Information and Communication Technology (ICT) in Classroom Management: An Analysis	International Journal of Multidisciplinary Educational Research. ISSN: 2277-7881	Vol.5, Issue 1(4), Jan 2016, 206-217
9	Dr. M. Ravi Kumar & Prof. D. Bhaskara Rao	2016	Professional Attitude of Prospective Teachers	Seminar proceedings book on "Teacher's Role in Quality Enhancement: 15 th to 17 th April 2015", ISBN:978-93-85108-27-3	Vol.1, 50-57
10	Sri. M. Ravi Krishna	2015	Thagarajaswamy	Misimi ISSN NO: 2454-4329	Vol. 25 & 7-13
11	Sri. M. Ravi Krishna	2015	Suryarayandra Nighantuvu Purvapapalu	Misimi ISSN NO: 2454-43293	Vol. 26 & 23-25
12	Sri. M. Ravi Krishna	2015	Samannyuni asamanya sekarana	Misimi ISSN NO: 2454-4329	Vol. 26 & 78-81
13	Sri. M. Ravi Krishna	2015	Raja raja Narendruni chitram	Misimi ISSN NO: 2454-4329	Vol. 26 & 49-50

14	Sri. M. Ravi Krishna	2015	Venkayya veligimchina telugu velugu	Telugu Velugu	Vol. 03 & Issue 11 44-45
15.	Dr. K.Venkateswar lu & Dr. M. Vasanth Rao	2015	Psychological Training	International Journal of Law, Education, Social and Sports Studies. ISSN No: 2394- 9724	Vol 2 S3 & 67 – 72
16	Dr. K.Venkateswar lu	2016	A Study on Awareness of International Understanding Among Prospective Teachers	International Journal of Multidisciplinary Educational Research ISSN No: 2277- 7881	Vol 4 & 226 – 237
17	Dr. K.Venkateswar lu	2016	A study of Teaching Aptitude of Prospective Teachers	Jamshedpur Research Review. ISSN No: 2320- 2750	Vol 4 & 134 – 138
18	Dr. K.Venkateswar lu	2016	Awareness of peace Education among Prospective Teachers	International Journal of Education for the Future ISSN No: 2394- 9902	Vol 2
19	Dr. K.Venkateswar lu	2016	Ambedkar Thoughts on Education	Adult Education And Development ISSN 2395-6143	Vol 34 & 21 - 25

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

The awards received by the faculty members of the institution in the past five years are given as follows.

S. No.	Name of the Faculty	Awards Received
1.	Prof. D. Bhaskara Rao	<ul style="list-style-type: none"> • Intellectual of the year, 2012 (USA). • Internal Gold Star Millennium Award (India), American Order of Merit (USA). • The Seat of Wisdom (USA).
2.	Sri. M. Ravi Krishna	<ul style="list-style-type: none"> • Telugu Bhasha Puraskaram Award (A.P. State Govt.) • Nagabhairava Koteswara Rao Spurthi Award • Suravaram Prathap Reddy Literary Award (Telangana State) • Appointed as Advisory Board Member for Sapthagiri monthly magazine, Published by TTD, Tirupathi • Appointed as Executive Member for KRKN Memorial Academy of Fine Arts.

3.3 Consultancy

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

Yes, the institution provides consultancy services to schools and colleges of education in the last five years. The institution encourages its faculty to provide the consultancy services in their respective fields of expertise. The teacher educators collaborate with school teachers to improve teaching-learning. The faculty does not take any remuneration for their services. The faculty members of the institution provide the following consultancy services.

1. Support service for improving teaching-learning process in schools.
2. Guidance and counselling services for students and staff of schools and colleges of education.

3.3.2. 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 publicise the available expertise.

Majority of the faculty members of the institution are competent enough to undertake consultancy services related to teacher education.

- 1) Prof. D. Bhaskara Rao, Former Dean, Faculty of Education, Former Chairperson, B.O.S in Education, Acharya Nagarjuna University and Principal of the institution is an eminent teacher educator in Andhra Pradesh. He is a well known person in the field of Teacher Education in Andhra Pradesh and Telangana states. He has been providing consultancy services to many teacher education institutions and schools for the last 30 years.
- 2) Consultancy services for quality teaching in mathematics and mathematics pedagogy is offered by the faculty member of the institution Prof. M. Ravi Kumar. He is a school managing committee member of a reputed C.B.S.E school, Dr. K.L.P. Public School, Guntur and academic advisor to a State syllabus school, Nandi School, Pedanandipadu. He organises orientation programmes for newly recruited teachers of Nandi School, Pedanandipadu. He is a subject expert in the selection committee of teacher recruitment panel of Dr. K.L.P. Public school. He is a member, Board of Studies in Education, Acharya Nagarjuna University.
- 3) Smt. Ch. Jalaja Kumari and Dr. M. Sreedevi, faculty members of the institution provide consultancy services to the needy persons with regard to the usage of Educational technology in teaching-learning process.
- 4) Smt. G.V. Siva Lakshmi, faculty member of the institution provides consultancy services related to Physical Science pedagogy.
- 5) Guidance and consultancy services are offered by Sri S. Krishna Babu, a faculty member of the institution. He provides guidance and counselling services to the needy students of any institution.
- 6) M. Ravi Krishna and Smt. Ch. Phani Madhavi, language faculty members of the institution provides guidance and counselling services with regard to the issues related to the pedagogy of language subjects.

3.3.3. *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?*

Free consultancy is being provided to the students and institutions. Hence, the institution did not get any revenue in the last five years through consultancy services. Consultancy is treated as a service activity.

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

The institution does not get any revenue through consultancy as it provides free consultancy which reflects its vision and mission. Consultancy in the institution is purely a social service activity.

3.4. Extension Activities

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

The institution has organized the following extension activities to benefit the local community.

- A 'Voter Awareness Campaign' was conducted by the students of the institution at Swarna Bharathi Nagar, a slum area in Guntur city on 28-03-2014. The faculty of the institution has given guidance to the students on voter awareness programme. The student teachers of the institution educated the masses of Swarna Bharathi Nagar where most of the inhabitants are illiterates and labourers. The students had a good discussion with some of the old people. Girl students approached the women door to door and gave advices related to the casting of their vote. Male students approached the men and educated them about the importance of voting. Our students started from the college as a rally. Slogans were displayed on ply-cards.
- The students of the institution as a part and parcel of social service took up a 'Swine Flu' awareness rally to the nearby colony known as Swarna Bharathi Nagar. There they were divided into groups, met the locals and explained about the swine flu disease, measures to prevent it. They also distributed homeopathic pills to the residents of Swarna Bharathi Nagar colony under the guidance of Principal and staff of the institution.

- The Principal of the institution and faculty members are helping in times of disasters/ emergencies and promoting health and care of vulnerable people and communities.
- Environment protection is promoted through “Tree Plantation and Environmental Awareness Programmes”.
- The institution regularly organises blood donation programme.
- The staff members of the institution are actively involved in community support services.

Community services hosted by the college in previous years

NGO/ Local bodies	Extension activity
1)With other NGO's and Govt. Organisations	<ul style="list-style-type: none"> • The institution organizes every year “Blood Donation Camp” in collaboration with NTR Memorial Trust Blood Bank, Guntur. • The institution organized Swine flu awareness campaign in collaboration with Guntur Municipal Corporation. • The institution organized cultural programmes like Folk Dance, Drawing Competitions, Drama competitions, Patriotic Singing Competitions, Essay writing competitions and debating competitions in association with Gogineni Kanakaiah Kalaniketan, a cultural organization established in the name of the main pillar of this institution.
2)Sri Gogineni Kanakaiah Kalaniketan	

Community Services hosted by the College in previous years

Session	Village Visit	NGO's/Special Schools
2014-15	Swanabharathi Nagar	Voter Awareness Rally
2014-15	Dakshinya Mentally Retarded School	Special School

3.4.2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

The institution gets benefited from the community in different ways.

- Institution and school community networking is helpful for proper organization of micro teaching and teaching practice sessions.
- Institution and Indian Red Cross Society networking is helpful for creating health awareness among the student teachers and to conduct social service activity like blood donation programme.
- Institution and Health Department networking is helpful in organizing social welfare program like swine-flue awareness.
- Institution and Municipal Corporation networking is helpful in organizing Swatch Bharath programme.
- Institution and Forest department networking is helpful to conduct vanamohotsav programme.

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

- Institution is planning to organise such activities, which will help the students to motivate them towards Social, Cultural and National well being.
- We are working on projects, for the upliftment of the under-privileged section of the society, by organizing different social welfare programs and academic activities for their well being.
- College is going to initiate different “Community Welfare Programs” like Vote awareness and tree plantation programmes.
- Students will be sent to the villages with experts for initiating various community programs as outlined earlier.

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

Yes, the students and some of the faculty members of the institution were actively participated in the Government initiated Project on “Base Line Survey of Academic Achievement of Elementary and Secondary School Students” and also conducted awareness rallies on health and social issues, etc.

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

The institution develops social and citizenship values and skills among its students by conducting the following activities.

- Days of national and international importance are celebrated in the institution so as to imbibe social and moral values in the student teachers.
- Celebration of birthdays of great national leaders to inculcate their ideas and ideals in the minds of the student teachers.
- Celebration of festivals like Sankranti, Ugadi and Christmas to promote cultural awareness among the student teachers.
- Organizing guest lecture on “fundamental rights and moral responsibilities” to create an awareness among the student teachers.
- Organizing seminars, workshops for developing professional skills among the student teachers.
- Organising community service programs for inculcating the habit of community help among the student teachers.
- Organizing social service activities to promote desirable social qualities among the student teachers.
- Organizing educational tours to provide direct experiences to the student teachers.

3.5 Collaborations

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

The institution has established linkages with national level organizations.

- National Council of Teacher Education (NCTE) recognized the institution since its inception.
- The institution is included under section 2f and 12b of UGC act.

3.5.2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

The institution shares its facilities with other governmental and non-governmental organizations for the benefit of the society at large

- Every year, the UNESCO club organises “Ugadi Puraskarams” using the institution as a venue.

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

The linkages at different levels are quite helpful:

- For the curriculum development.
- For successful completion of practice teaching in the different schools.
- In the organization of different training programme for curricular and co-curricular activities,
- In conducting research work.
- In organizing extension lectures and activities,
- In the publication of research articles, participation of seminar/workshop/symposia , etc in the institution or in collaboration
- In student placement, etc.

3.5.4. What are the linkages of the institution with the school sector? (institute-school-community networking)

The institution has established a network with the schools in its vicinity. To maintain such networking, Principals of practicing schools provide us with the feedback of plans, tools & strategies used by student teachers, which is implemented with the best of our capacity in the next coming teaching practice. Prof. D. Bhaskara Rao, Principal of the institution holds meeting with head masters/mistress or principals of various practicing schools, from time to time and discussed strategies to fill the gap between theory and practical. The institution has developed linkages with the following schools.

- Dr. K.L.P Public School, Guntur.
- Nandi Concept School, Pedanandipadu,
- S.P.S. High School, Guntur.

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

- Yes, the faculty members are involved in guidance and counseling services for students in private schools of Guntur.
- Faculty members are actively involved with other schools for teaching practice. The faculty members design schedule of teaching practice with the help of school staff and Principal.
- Individual evaluation as well as group evaluation after group discussion of each and every student teacher is done by the faculty.

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

- Our Faculty collaborates with various schools and other College faculty members thereby seeking the training of our students in various institutions in our district.
- Our faculty members visit the schools and inform their Principals about the teaching practice and schedule of the teaching practice, well before hand, for the proper conduction of the teaching practice.

3.6 Best Practices in Research, Consultancy and Extension

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

The measures adopted by the institution to enhance the quality of Research, Consultancy and Extension activities in the institution are given as follows.

Research

- Institution motivates the faculty members to participate in workshops, seminars and conferences by providing academic leave.
- Institution gives flexibility in time schedule to the faculty, if necessary, for conducting their research activities.
- Principal holds meetings with faculty members before and after teaching practice, to enhance the quality of practice teaching.

Consultancy

- Our faculty members are providing free consultancy services with regard to the issues related to pedagogy of school subjects, micro teaching, teaching practice and others issues related to teacher education.

Extension

- The aspects of education which emphasize community services are often integrated with curriculum as extended opportunity which indeed helps, serve, reflect and learn.
- The institution has a good mechanism to track the student's involvement in various extension activities.

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

Institution is motivating the faculty members to expertise themselves in different areas so that they are of great help not only to the institution but also to the community.

- Guidance services to the schools of surrounding area.
- Counselling services to the schools of surrounding area.
- Extension activities for Community development and societal changes.

Additional Information to be provided by Institution opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/ suggestions made in the first assessment report with reference to research consultancy and extension and how have they been acted upon?

The main evaluative observations made in the first assessment report with reference to research, consultancy and extension by the Peer Team are given below.

2.3. Research, Consultancy & Extension :	
2.3.1 Promotion of Research :	<ul style="list-style-type: none"> • The affiliating University has established Research centre in the college. • Three Faculty members have got University recognition for guiding research at Doctoral level. • The Faculty members are yet to mature to have research collaboration.
2.3.2. Research and Publications output:	<ul style="list-style-type: none"> • A few Faculty members are involved in Research. • The Faculty is yet to have Minor or Major funded research projects. • Some Teachers have published research papers in journals.
2.3.3. Consultancy	<ul style="list-style-type: none"> • The Faculty is yet to become competent to undertake consultancy.
2.3.4. Extension Activities :	<ul style="list-style-type: none"> • Faculty and students are involved in extension work. • Need based extension programmes are organized. • The College is yet to receive recognition for Extension Activities.
2.3.5. Collaborations :	<ul style="list-style-type: none"> • The college has established informal linkage with local level organizations. • Formal collaboration at State and National level agencies is yet to be established.
2.3.6. Best Practices in Research, Consultancy & Extension (If any)	<ul style="list-style-type: none"> • Best practice related to Research, Consultancy and Extension is yet to be developed.

The recommendations of the Pear Team based on their evaluative observations are:

- Faculty should be trained in conducting quality research.
- Faculty needs to develop expertise providing consultancy services.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

The institution has laid more focus on research, consultancy and extension after the first assessment and accreditation of the institution.

- The institution encourages the faculty members to complete their Ph.D. degrees.

- The institution encourages the faculty members to participate in Seminars / Conferences / Workshops.
- The institution encourages the faculty members to publish research papers in educational journals.
- The institution encourages the faculty members to publish articles in educational journals.

The institution encourages the faculty members to write books related to teacher education.

Criterion- 4**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 Physical Facilities**

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

Yes, the institution has the physical infrastructure as per NCTE norms. The details of the physical infrastructure are given below.

Seven class-rooms are there to conduct classes. They are well-ventilated, well-furnished, conducive and conducive to the process of education. The very location of the college is pollution free, very convenient to commuters. The details are given below for each class-room as per the building plan:

First Floor

Room No	Dimensions (feet)	Carpet Area (Sq. ft)
F2	36 x 30	1080
F3	18 x 30	540
F4	24 x 30	720
F5	15 x 12	180

Second Floor

Room No	Dimensions (feet)	Carpet Area (Sq. ft)
S3	24 x 36	864
S4	24 x 36	864
S7	40 x 30	1200

All the above classrooms have lecture dias, big black boards and necessary electric fittings like tube lights, fans etc.

Multipurpose Halls

Multipurpose halls in any academic institutions are like backbone. All congregational activities of the institution will be held in the multipurpose halls. The details of the multipurpose halls of the institution are given below:

Multipurpose Hall- I

The Dimensions of the multipurpose Hall-I are (60 x 30) feet with carpet area of 1800 sq. feet. It is well-equipped with suitable public address system and a big dias. The seating capacity of this hall is around 300. It is well-suitable to conduct functions. It is on the ground floor so that it is accessible even to old-age people.

Multi-purpose Hall- II

This multipurpose hall is recently constructed. It is a very big hall with a seating capacity around 500. It is on the 3rd floor.

The measurements of the multipurpose hall II are (90 feet X 30 feet) i.e. 2,880 sq.ft. It has a big dias equipped with necessary electrical fittings like fans and lights. In a short span of time, Public address system, air conditioning facility, LCD projection and other essential equipments will be arranged.

Library- cum- Reading room

The institution has a very big and spacious library on the ground floor of the building. The measurements of the library are: (80 x 30) feet and the carpet area is 2,400 sq. ft. The library has a total of 9,650 books, 29 journals, 569 reference books, 6,483 titles, 25 Ph.D. theses, 07 M.Phil. dissertations and many M.Ed. dissertations. There are two wings: Student's wing has 100 seating capacity and staff wing has 20 seating capacity. The library is organized by the library committee which looks after the issues relating to functioning and improvement of the library. The students and staff will have access to get the Photostat copies from the library just by paying the paper cost.

ICT Resource Center

The ICT resource center is situated on the 1st floor of the building. The physical measurements of the ICT Resource Center are (30 x 30) feet with carpet area of 900 sq ft. The ICT Resource Center is provided with 33 desktop systems, printer, scanner and all other allied equipment along with radio, tape-recorder, film-strip projector, slide-

projectors, OHP's, CD-players, digital camera and TV's. The ICT Resource Center has 2 LCD projectors (movable). The ICT Resource Center is also equipped with a kit provided by the center for cultural resources and training (CCRT). Two faculty members were trained by the CCRT.

Curriculum Laboratory

The curriculum laboratory is situated on the 2nd floor with physical measurements as (24 x 36) feet. The carpet area is 864 sq ft. The main purpose of this lab is to fulfill the needs to transact curriculum into the class-room. Hence the curriculum lab has the following equipment

- Charts and models of all pedagogy subjects.
- Globe, atlas, maps etc.
- Improvised apparatus.
- Photographs of eminent educationists, mathematicians and scientists.
- Flannel board.

Art and Craft Resource Center

Art and Craft Resource Center of the institution is situated on the II floor of the building. The physical measurements are (30 x 30) feet with 900sq.ft. carpet area. This is a seat to enlighten the hidden talents especially in arts in student teachers. It consists of photographs of eminent musicians, flexies depicting different art forms like puppetry. There are many pictures revealing different dance forms like Kuchipudi, Bharat Natyam, Manipuri, etc. VCD's and audio CD's relating to folk art forms are compiled in the resource center. Around 60 books on art and culture are also in the resource center. Musical instruments like flute, Veena, Guitar, Mrudangam, Ghatam , Harmonium, Tabala, Symbols are there for the use of students.

Mechanical tools like chisels, Vice, wrenches, cutting-pliers, hammers, nail-prickers, saws, screw-drivers, crow-bars, spades, grass-cutters, tree cutters are all in the resource center to improve the craftsmanship among the students.

Health and Physical Education Resource Center: (Including Yoga education)

The Health and Physical Education resource center is situated on the III floor of the building with measurements (20 x 30) feet with a carpet area of 600 sq.ft.

The institution profoundly believes in the adage, 'A sound mind in a sound body'. Hence the institution gives much weightage to physical education. The resource center is organized by well qualified physical director. It has equipment to play games like volley-ball, basket-ball, cricket, carrom, chess, throw-ball, ball-badminton, shuttle badminton, tennicoit etc. The institutional complex managed by NES is endowed with an excellent gymnasium and a mini stadium to play cricket. The sports complex is associated with women cricket academy of BCCI. An indoor shuttle badminton court is also there in the complex. Health dispensary is functioning in the complex. Periodic yoga classes will be organized by expert yoga practitioners' to our trainee teachers.

Principal's Office

The principal's office is situated on the I floor of the building. The physical measurements are (30 X 12) feet with a carpet area of 360 sq.ft. The principal's room is well furnished and suitable to the smooth functioning of the academic activities. The room is spacious enough to conduct staff-meetings and to entertain visitors. The room is well-equipped with a computer, internet, printers, scanner, Xerox, file storage devices. The principal's chamber is air-conditioned and attached with a wash-room.

It has a chamber and the office staff of the institution functions there. It has two computers with internet, printers, scanners, almirahs, etc.

Staff room

The staff room is situated on the ground floor of the building. The measurements of this room are (20 x 30) feet with a carpet area of 600 sq ft. The staffroom is well furnished with tables, chairs, almirahs, and computer with internet facility and intercom. It has an attached washroom and a washbasin. This staffroom is spacious to conduct staff-gatherings.

Administrative office and Secretary's Chamber

The institution is established by Nagarjuna Education Society (NES) which is being established by philanthropists who have a clear vision of the nation. The NES planted and is successfully running eight institutions. Our institution is one among them. The administrative office of NES is currently running in the city center of RVR & JC

College of Engineering. The administrative office is on the ground floor of city center. It has a hall with seating capacity of 200 to conduct meetings, elections, gatherings, future plans etc.

Secretary's Chamber

The institution secretary's chamber is situated on the ground floor of the building of the institution. The physical measurements of the room are (20 x 30) feet with a carpet area of 600 sq ft. It is a well-furnished air-conditioned chamber having facilities like computer with internet, printer. This chamber is used for staff-meetings, gatherings and other administrative purposes.

Common room for girls

The institution has separate common rooms for both boys and girls. The girls' common room is situated on the ground floor of the building. The physical measurements of the room are: (10 x 30) feet with a carpet area of 300sqft. The girls common room has benches, chairs, necessary electrical fixtures, almirah with an attached washroom. The girls can spend their leisure time and can have their lunch in it.

Common room for boys

The institution has a common room for boys on the III floor of the building with measurements (10 x 30) feet; with carpet area of 300 sq.ft. The boys common room has benches, chairs for their use.

Visitor's Room

The institution has a visitor's room which is situated on the ground floor of the building. The physical measurements of the room are: (10 x 30) feet with a carpet area of 300sqft. The room is furnished with chairs, electrical fixtures and with an attached wash-room.

Seminar room

The institution has a multipurpose air conditioned theatre on II floor of the main building and the physical measurements are 50 x 30 with a carpet area of 1500 sq.ft. The multipurpose air conditioned theatre has the dias, public address system, computer with internet facility, LCD Projector and a screen with measurement of 20 x 8 size.

Details of toilet facilities

The institution has separate toilet facilities for female and male students, staff, office administrative staff and also for visitors. The girl students have separate toilets at ground floor, first floor, second floor and third floor i.e., in all the floors.

The male students have a separate block on the ground floor and in the third floor.

The principal's chamber, the correspondent's chamber and the staff room and science laboratory are attached with separate wash rooms.

Parking space

The institution has parking place for both four wheeler and two wheeler separately for staff and students.

Store rooms

The institution has three store rooms to keep the records and other reusables in the first floor and in the second floor. There are two rooms with measurements of 12 x 8 with carpet area 96 sq.ft which comes all together to 192 sq.ft. The third store room is on the first floor linked to F5 classroom with around 140 sq ft carpet area. Important documents are used to store in this store room.

Multipurpose playfields

The institution has two multipurpose play fields shared with two other sister concerned institutions. The field in the JKC College has cricket stadium, basket ball courts, volley ball court and an indoor shuttle court. The other one in Dr. K.L.P. Public School has a field mainly used for track and field events and also used for football.

Safeguard against fire hazards

The institution is equipped with standard fire extinguishing equipment and has a water tank with 40,000 liters capacity on top of the building and water pipes running through the building. Different fire extinguishers with grades (A, B, C, D) are fitted on all walls of the building. It is also fitted with alarm system throughout the building. The institution has a fire certificate issued by A.P. Fire Department.

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

The institution is offering B.Ed. and M.Ed. courses. It has to follow all the norms stipulated by NCTE that include infrastructure also. The institution has well equipped building and other infrastructure according to NCTE norms. The intake capacity is fixed by NCTE. Hence, the infrastructure facilities always suit the needs of the content transaction and allied academic activities. The institution has also additional empty rooms more than the NCTE norms which can be used timely depending upon any needs.

4.1.3. List the infrastructure available for co-curricular and extracurricular including games and sports.

The infrastructure available for co-curricular and extra-curricular activities are given below

Library

The institutional library has big collection of books not only in the field of education but also in other fields. The students are at liberty to choose and read any book according to their interest and can nurture their interest by using library as a resource.

Art and Craft Resource Center

The institution has the art and craft resource center to cater the needs of the students relating to different arts and crafts. The students can form into groups and can use the materials available in the resource center. They can use musical instruments or other mechanical tools to improve their innate talents as co-curricular activities.

Multimedia Theatre

The multimedia theatre of the institution is the big stage for the students to improve and to project their talents in fine arts. The LCD projector can also be used to exhibit their acting skills.

Curriculum Laboratory

The curriculum laboratory of the institution is behind the curtain to provide raw materials to quench their zest in learning. The students clubs are the venues to exhibit their talents of the students explicitly.

Facilities relating to Physical Education and Yoga

The institutional complex has cricket stadium, indoor shuttle badminton court, basket ball, volley ball courts and track and field events. A well equipped gymnasium is also there in the complex. The students can avail these facilities to sharpen their sports skills and to improve their physique.

The institution is tied up with Sri Gogineni Kanakaiah Kalaniketan, a cultural organization established in the name of the main pillar of the institution, Vidwan Sri Gogineneni Kanakaiah. It organizes competitions twice yearly for students to encourage their talents.

To conduct the competitions, the institution is the venue and acts as host. The students of the institution work as volunteers for these competitions. By this, they develop the leadership qualities and the event management skills.

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

The institution is established by Nagarjuna Education Society (NES) which is being established by philanthropists who have a clear vision of the nation. The NES planted and is successfully running eight institutions. Our institution is one among them. Hence, the institution is at liberty to avail the infrastructure available at those institutions. Currently, the institution is sharing the playgrounds, cricket stadium, shuttle badminton court, play field with the adjoining two institutions. They are

1. J.K.C. College
2. Dr. K.L.P. Public School (our model school).

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

- The institution gives priority to the health and hygiene of the staff and students. The institution profoundly believes in 'Health is Wealth'. Keeping this as a policy, the institution follows the below mentioned:

- The institution has required number of wash rooms separately for female and male students, staff and visitors. The wash rooms are well-maintained by permanent scavengers who keep them clean and dry every day.
- The institution which is a member of NES, enjoying the benefits of health dispensary situated in JKC College, adjoint to our institution and is a sister institution. The needy people (patients) visit the dispensary in the working hours of the dispensary.
- Health and physical education resource center of the college is having first aid box with all the medicines and requirements. The physical director of the college attends to the students who need first aid.
- The Nagarjuna Educational Society has renowned doctors as members. These doctors offer their services to the employees of NES as well as students at free of cost.
- The institution every year conducts blood donation camp. One day before the blood donation camp, the institution organizes health awareness programme with the help of medical officer of the blood bank. In this programme, the doctor discusses many health related issues with the student teachers in an interactive mode.

4.1.6. Is there any hostel facility for students? If yes, details of capacity, no. of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

There is no hostel facility for the students. There are some other charitable organizations running hostels to the economically poor students. The management uses its good offices to see that most of the EBC students admit into those charitable hostels. The AP government is running separate hostels to BC, SC and ST students. These category students can get accommodation into these hostels as per the government norms.

4.2 Maintenance of Infrastructure

4.2.1: 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/vehicles

The budget allocation and utilization in the last four years for the maintenance of the following are given in a table.

Category	2011-12	2012-13	2013-14	2014-15
Building	Nil	Nil	Nil	Nil
Laboratories	-	84,603	12,969	-
Furniture	1,14,800	12,000	-	-
Equipments	77630	Nil	-	-
Computers	2,02,060	1,09,500	1,20,540	-
Transport/Vehicles	Nil	Nil	Nil	Nil

The above details are given based on the audit reports of the concerned financial years.

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

The institution plans and ensures that the available infrastructure is utilized optimally at the very beginning of the academic year while planning and implementing academic activities. While preparing time table the different resources like library cum reading room, ICT resource center, curricular laboratory, art and craft resource center, health and physical education resource center to the students are allocated. The students were divided basing on the pedagogy subjects so as to enable them to avail these facilities in turns.

Keeping the institutional resources in mind, the faculty allocates assignments and projects to the students which facilitate the students to utilize the institutional resources optimally. The library of the institution is opened during vacations for optimal use by the students.

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

The institution considers the environmental issues associated with the infrastructure. That is why the institution is established in a location where all pollutions are very low. All through the year, the institution gets the breeze. Hence, the need to use fans is minimal. Similarly, the institution was gifted with well ventilation and light by the nature due to its location which in turn reduces the electricity bill. The institution planted trees and flowered plants to keep the campus filled with greenery. Even the corridors of the institution are also packed with potted plants. The institution constructed percolation pit to harvest the rain water which improves the ground water table. The institution has dustbins almost in every room and location to keep the campus clean. The institution recently purchased energy efficient lights and fan to newly constructed third floor. Around 100LED bulbs and 40 five star rated fans were fitted.

4.3 Library as a Learning Resource

4.3.1. Does the institution has a qualified librarian and sufficient technical staff to support the library?

Yes, the institution has a qualified librarian

4.3.2. What are the library resources available to the staff and students? (Number of books, volumes and titles, journals, national and international, magazines, audio video teaching learning resources, software, internet access etc)

The library resources available to the staff and students are.

Total number of books - 9650

Journals - 09

Magazines - 20

Reference books - 569

No. of titles - 6483

Ph.D. Theses – 25

M.Phil Dissertations – 07

M.Ed. Dissertations - 496

Daily News papers- 11

The library is also provided with two computers with internet facility for the students and staff to search for information. The library has a Photostat machine and the students can get photocopies just by paying the paper cost.

4.3.3. Does the institution have place in, 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?

The library cum reading room of the institution has a library committee comprising the principal, three staff members and the librarian. The committee meets periodically and acts according to the needs. The committee can recommend purchase of books, periodicals, journals to the library to enrich its stock. The committee also discusses all the financial matters relating to library cum reading room.

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

No, the library cum reading room is not totally computerized. The library is not using any Library Information System for operating the library. But, it has a computer system in which all the details relating to library cum reading room are recorded.

4.3.5. Does the institution library have computer, internet and reprographic facilities? If yes, give detail on the access to the staff and students and frequency of use.

Yes, the institution library cum reading room has computers, internet and reprographic facilities. The photo-copies are given to the students at paper cost and to the staff on free.

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

The institution is making use of ICT facilities. The students and staff of M.Ed. course and research scholars assigned to the guides in the college are using ICT facilities.

4.3.7. 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 cum reading room is opened for around 280 working days in an academic year. It is opened on vacations, and other unimportant holidays which are usually given to staff and students of the institution. The library functions seven hours a

day excluding lunch break. It actually starts at 9:30 am in the morning and closes at 5: 30 pm in the evening whereas the college functions from 10:00 am to 5:00pm. If the hours per year are calculated for the said above, the working hours of the library cum reading room are:

$$280 \times 7 = 1960 \text{ hours / year}$$

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

The new arrivals are displayed on a specialized stand in the library at the entrance. This enables the staff and students to know about new arrivals into the library cum reading room.

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

Yes, the institution's library cum reading room has a book bank for S.C and S.T. students.

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

No, special facilities are not offered for the visually and physically challenged persons.

4.4 ICT AS Learning Resource

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

The ICT resource center of the institution has the following facilities and resources for the optimal use by the staff and students:

Desktop Systems: 33

Laser Jet Printer: 01

Scanner: 01

Stabilizer 5 KVA: 01

Single phase servo stabilizer (5 KVA): 01

Nikon Digital Camera: 01

Sony Handy cam: 01

HP Laptops: 02

Along with the above the ICT RC has a radio, 4 tape-recorders, 1 film strip projector, 2 slide projectors, 1 VCD, 1 CD player, 2 TV's, 2 OHP's, and a CCRT kit. The institution has 10 independent internet connections under NME Scheme under MHRD, Govt. of India. Out of which three connections have Wi-Fi facility which are open for the use of staff and students.

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

- Yes, there is a provision in the curriculum for imparting computer skills to all students.
- The present B.Ed. curriculum comprises ICT as course III in semester-I. So, the students are encouraged to develop computer skills through the course.
- The student-teachers have to undergo training in teaching their lessons using digital mode. Hence, they had to prepare a digital lesson in each methodology using Power point presentation.

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

- The institution is always willing to incorporate the new technologies in its administration and curriculum transaction.
- The trainee-teachers were encouraged to use the ICT resource centre to generate invitations, pamphlets, flexis, etc. for the club activities and other institutional programmes. For this, they use MS-Publisher and Photo-shop softwares.
- The faculty of the institution uses the ICT resource centre for preparing the question papers, analyzing the results, giving ranks and percentages to the attainments of the students.
- Bio-metric devices are used for the student's attendance to the college and also for scholarship purposes.

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

The students-teachers are encouraged to avail the facilities available at ICTRC for developing lesson-plans in teaching practice, for transacting class-room activities, for preparing teaching-learning material etc.

4.5. Other Facilities

4.5.1. How is the instructional 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.

- The institution uses its instructional infrastructure optimally. The physical facilities available at the institution are mainly used for the curriculum transaction and are aimed to benefit the student folk.
- The institution shares its facilities with other governmental and non-governmental organizations for the benefit of the society at large
- UNESCO ‘Ugadi Puraskarams’ for every year will be conducted by the UNESCO club using the institution as a venue.
- Sri Gogineni Kanakaiah Kalaniketan in association with the institution is conducting two events per year.
- The Andhra Pradesh State education department conducts periodic orientation programmes to the principals and secretaries of the colleges of education using the institution as venue.
- Prominent educational institutions which are offering the school education conducts selection drives to selected teachers to their institutions using the institution as a key centre.

4.5.2. What are the various audio- visual facilities / materials (CDs, audio and video cassettes and other materials related to the program) available with the Institution? How are the student teachers encouraged to optimally used them for learning including practice teaching?

The various audio-visual facilities/ materials that are available to the reach of the trainee-teachers in the institution are: LCD projectors: 02, Tape-recorders: 04, Film strip projector: 01, 2 OHP's, 1 Radio, 2TV's, 1 CD player, 1VCD player, 3sets of Public addressing systems with remote mikes, subject CD's, audio and video cassettes.

The faculty encourages the trainee-teachers to use all the above audio-visual facilities in teaching practice sessions, fulfilling their assignments and seminars. The faculty of methodologies insists the trainee-teachers to develop and deliver digital lessons. Even the TLM used by the trainee-teachers will be produced using the ICT resources.

4.5.3. What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipments and other facilities?

The various general and methods laboratories available in the institution are:

Curriculum Laboratory

The institution has a curriculum laboratory according to the NCTE norms. The laboratory has models, charts, pictures, improvised apparatus and other materials that are very essential for curriculum transaction.

Science Laboratory

The institution has a separate science lab. It has all the equipments, models, chemicals, instruments, preserved specimens, slides, charts etc. for the use of trainee teachers and faculty. It is the common practice of the faculty of the institution to do demonstrations in the class-room setting.

Psychology Laboratory

The institution has a well equipped psychology lab. It has instruments, devices, paper-pencil tests, arts, photographs of the prominent psychologists, original versions of DATB, etc.

The institution allocates funds to the maintenance of these laboratories. Consumable chemicals are purchased periodically. The institution also purchases newer equipments and materials as and when needed.

ICT Resource Center

The institution has a spacious ICT resource center. The ICT Resource Center is provided with 33 desktop systems, printer, scanner and all other allied equipment along with radio, tape-recorder, film-strip projector, slide-projectors, OHP's, CD-players, digital camera and TV's. The ICT Resource Center has one LCD projector (movable). The ICT Resource Center is also equipped with digital camera and handycam.

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

- The institution has two very big multipurpose halls with public addressing systems. The seating capacity of the multipurpose hall-1 is 280 members, which is situated on the ground floor of the building.
- The multipurpose hall-2 has a seating capacity of around 350. It is situated on the third floor of the building.
- An air-conditioned multimedia theatre with a capacity of 200 seats is situated on the second floor of the building. It has public addressing system and LCD projector, computer with internet and intercom facility.
- The art and craft resource center is situated on the second floor of the building. It has the facilities to instill the skills in fine arts among the students.
- The health and physical education resource center is situated on the third floor of the building. It has the sports goods and equipment required to develop physical and mental health among the student-teachers.

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

Yes, the class-rooms are equipped for the use of latest technology for teaching.

All the class-rooms are equipped with essential electrical fixtures. Hence, the class-rooms can be utilized to modern technologies for teaching. The institution has one LCD projector which is dedicated to use in the class-rooms alone. All the class-rooms are enabled with Wi-Fi facility.

4.6 Best Practices In Infrastructure And Learning Resources

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

The teaching faculty use modern techniques like conducting buzz-sessions, brainstorming, pair-work, role-play, hands on exposure on practicals, workshop sessions as best practices to bring diversity in instruction. In doing so, the institution will use the infrastructure judiciously to get optimum result.

4.6.2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

- Providing Computer facility at different locations of the institution in addition to ICT resource centre for the convenience of staff and students
- Encouraging the usage of Internet facility by staff and students
- Providing air-conditioned multimedia theatre to faculty members for teaching with power point presentations. This facility can also be availed by students to give seminars with power point presentation.
- Encouraging the use of ICT resource centre. This facility improves the quality of teaching-learning and administration. Faculty members are encouraged to use ICT for preparing power point presentations, question papers and for analysing the results
- Implementation of bio-metric attendance system for punctuality and regularity of staff and students

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

The trainee-teachers were divided into groups based on their methodologies. The time-table is so prepared that the trainee-teachers as groups can avail their infrastructure facilities in terms of like library, laboratories, sports and games, etc. to get the optimum use of these resources.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

4.1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

The evaluative observations of the peer team are given below:

2.4.1 Physical Facilities for Learning :	<ul style="list-style-type: none"> • The College shares building and labs with D.Ed. courses. • Language lab is yet to be established. • Building needs to be made disabled friendly.
2.4.2. Maintenance of Infrastructure :	<ul style="list-style-type: none"> • Adequate budget for physical facilities exist. • Budget allocated for maintenance needs to be utilized fully. • Once in three years Library Stock verification is done.
2.4.3. Library as Learning Resources :	<ul style="list-style-type: none"> • Library has books and encyclopedia as per NCTE norms. • Eleven national and five international research journals are subscribed. • Library is yet to be computerized.
2.4.4. ICT as Learning Resources :	<ul style="list-style-type: none"> • Internet facility for both Faculty and students are available. • The College Website exists. • More hands on training on use of computers for teaching-learning to be given to Faculty and students
2.4.5. Other Facilities :	<ul style="list-style-type: none"> • Students amenities like, canteen, Hostel, transport, common rooms for males and females, etc. do not exist. • Auditorium facility is shared. • Shared gym, health, play grounds, etc. facilities exist.
2.4.6. Best Practices in the development of Infrastructure and Learning Resources (If any)	<ul style="list-style-type: none"> • The best practice related to Infrastructure and Learning Resources are yet to be evolved.

The peer team also recommended the following for quality enhancement of the institution. They are

- Separate common rooms for male and female student teachers.
- The institution should have its own transport facility.

4.2 What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

The institution revamped its infrastructure resources to meet the criteria laid down for conducting two year B.Ed. course and two year M.Ed. course proposed by NCTE. Hence, the institution has a curriculum laboratory which will cater to the needs relating to different pedagogies.

- The institution has faculty who are well-versed with the operations of computers and the remaining are getting training on computer applications in the computer lab.
- The institutional library is yet to be computerised. The management of the institution is preparing to upgrade the library.
- The institution is currently having separate common rooms for both boys and girls. Room No.G3 is allotted and is being used by female students. Room No: T5 on III floor is allotted for male students.
- The institution constructed a very big auditorium with measurements of (96 feet x 30 feet). The institution also constructed multimedia theatre with facilities like LCD projector, Wi-Fi facility and public address system. The theatre is air-conditioned.

Criterion- 5

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

5.1.1. How does the institution assess the student's preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme to completion?

After Admission

- The institution assesses the students' preparedness for the programme immediately after the admission. It is the usual practice of the institution from its inception.
- One-week introductory classes will be conducted to introduce the trainee-teachers to the teaching profession.
- The trainee-teachers are advised to read thoroughly starting from VI to X classes content from text books relating to their elected pedagogy subjects.
- The student-teachers are encouraged to speak on current social issues enabling them to express their ideas freely without stage fear.
- Conducting mock parliament to understand the democratic set up of the Nation.

During the actual academic sessions

- The institution follows the curricular pattern which is formulated by NCTE and framed by APSCHE. The B.Ed. Course currently is a two-year course with four semesters. The academic schedule is hectic and is being followed by the institution.
- The faculty of the institution conducts unit-wise tests and slip-tests as and when needed.
- Remedial classes will be conducted to the slow-learners.
- The pedagogic faculty acts as mentors to the student teachers and the mentors look after all the issues and problems related to student-teachers.
- Conducting seminars, workshops, field-trips, assignments, activities, projects etc as a part and parcel of curricular activities which ensures the development of knowledge and skills which are required to be developed by a competent teacher.

- The student-teachers are encouraged to participate in different competitions conducted by the institution as well as other institutions.

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

- The institution is located in a serene environment. The location of the institution has greenery all around and is away from buzz of the city. The entire climate encourages the student-teachers to learn to transform as competent teachers.
- The college has a big library having around 9,000 books relating to different walks of life. The library encourages the students to explore new avenues of life.
- The ICT resource center of the institution is at a very reach of the students and enabling the students to avail its facilities very frequently and is allowing to satiate their motivation and satisfaction.
- The institution complex has many facilities like cricket stadium, different courts for outdoor and indoor games, etc which promotes and nurtures the needs relating to physical and health education of students. The medical dispensary is an added one to enrich the health of the students.

All the above said infrastructural facilities promote motivation, satisfaction and development for the performance improvement of the students.

5.1.3. Give gender wise dropout rate after admission in the last five years and list possible reasons for the dropout. Describe the mechanism adopted by the institution for controlling the dropout.

Year	Total No. of students	No. of students drop out		Dropout %	
		B	G	B	G
2011 - 2012	152	4	1	3.84%	2.08%
2012 – 2013	108	3	7	8.57%	9.58%
2013 - 2014	85	1	3	3.70%	5.17%
2014 - 2015	159	2	3	3.70%	2.85%

2015 – 2017 onwards the B.Ed. course is being offered as two years (i.e.) 4 semesters. Hence, it is not possible to provide dropout data at midst.

Reasons for dropout

- *Personal problems*

Marriage is the main reason for the dropout of the girl student trainees from the course.

- *Financial*

The financial problems of the family are the compelling reasons for the students to dropout from the course.

- *Employment*

During the academic course, some of the students are able to get employment which is being the reason for dropout.

The institution has a mechanism to conduct exit interviews to the students who are leaving the course in the midst. The institution cannot alter the personal reasons or the better opportunities of the students. Hence, the institution cannot prevent the dropout rate basing on the above reasons. There were no reasons for the dropping out of the students from the course on the part of the institution.

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

The additional services provided to students for enabling them to compete for the jobs and progress to higher education are:

- The library is maintaining periodicals which are attended to job seekers; which will give information regarding different placements like Employment News, Udyoga Sopanam, etc
- The institution's notice board displays the army recruitment rally's etc for the benefit of the students.
- The faculty members provide guidance to students for teacher recruitment test and other competitive exams.

- Some of the faculty members are acting as counsellors for A.N.U., Dr. B.R.O.U., I.G.N.O.U. for different courses. They provide career and academic counselling to aspirant students who want to pursue higher education
- The college has a placement cell which look after placements to the students of the institution. The placement cell acts as a liaison between the reputed schools and trainee-teachers.

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

Year	Total No. of students	Further Studies		Teaching profession	
		No. of Students	Percentage	No. of Students	Percentage
2012 – 2013	108	14	13	76	70.37
2013 – 2014	85	36	42.3	42	49.5
2014 - 2015	159	18	11.3	113	71

5.1.6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes, the institution provides 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 with the prior permission of the principal.

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

Yes, the institution provides placement services. A placement cell is functioning in the institution. It is acting as a liaison between the reputed institutions and trainee-teachers. The placement cell sends whatsapp messages to the student groups regarding placements. The placement cell also does telephone calls to inform about placements to the trained students using its student database.

Year	Total No. Students	Placements
2013 – 2014	81	31
2014- 2015	154	82

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

The difficulties faced by placement cell are

- Some of the student teachers who completed their academic course do not maintain any contact with the institution. Hence, the institution is not in a position to know about them.
- In the recent past many colleges of education sprang up in and around Guntur. Before that, ours is a renowned institution. So, most of the reputed schools used to conduct placement interviews in our institution. Now, because of the many new institutions that sprang up in and around Guntur the reputed schools are conducting teacher recruitments at their institutions itself.

To overcome these difficulties

- The institution has alumni association. This alumni association conducts meetings periodically. By that time, the students' personal data will be modified by themselves. They record their phone numbers and changed addresses. This helps the institution to develop the contact with scattered students.
- The faculty of the institution being the experienced, most of the reputed schools appoints them as subject experts for the teacher recruitments. These experiences help the faculty to train their trainee-teachers to get selection.
- The institution conducts mock selection interviews to the trainee-teachers which helps them to face the selection interviews confidently for securing the jobs.

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

Yes, the institution has arrangements with practice teaching schools for placement of the student teachers.

Some of the reputed schools are associated with the management of the institution. Hence, these schools prefer our student-teachers to be appointed as teachers in their schools purely based on ideology, ethics and standards of the institution.

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

- The institutional faculty does many things to the placement cell. Some of the faculty members are associated with placement cell as members.
- The guidance cell provides career counseling to the trainee-teachers. The pedagogical faculty provides required professional competencies to the trainee teachers.
- The ICT Resource Centre is always at the disposal of the trainee-teachers. They can use this centre for searching the opportunities for sending their CV's to the employers, etc.
- The institutional library is subscribing employment news and other such periodicals intended to job seekers. The trainee-teachers use these periodicals to search for employment opportunities.

5.2 Students Support

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

- The entire curricular and co-curricular programmes were planned by both NCTE and APSCHE. These plans are automatically adopted by ANU. Our institution is affiliated to ANU. Hence, we have to abide to it. So, the institution is not free to choose programmes on its own.
- Some extra-curricular programmes were planned by the institution to enhance the teaching competencies of student-teachers.
- The academic calendar is prepared by the Chair Person, Board of Studies in Education, A.N.U along with the members of B.O.S. Hence, the academic calendar is followed by all the affiliated colleges of A.N.U without fail.

- The institution has no scope to revise the objectives or effective implementation of the present curriculum which is being in practice.

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

There is no specific curricular planning to meet the demands of the physically challenged persons, in the present curriculum which is being followed by the institution. Yet, the institution allows its physically challenged students to choose assignments, seminars, projects keeping their capacities in mind.

In micro and teaching practice sessions, the physically challenged students are allowed freely to choose schools for their practice. Peer group students were counselled to be empathetic towards physically challenged students in all the activities.

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

Yes, the institution has mentoring arrangements. The pedagogical faculty acts as mentors who belong to their respective pedagogies. The institution's time-table devote a period per week for the mentoring sessions. During these sessions, the faculty discusses the problems faced by the students.

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

The following are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students.

IQAC

The institution has IQAC (Internal Quality Assurance Committee) as per the norms laid down by the NAAC (National Assessment and Accreditation Council)

The IQAC periodically evaluate the performance of the faculty by the way of questionnaire administered to the students before leaving the institution. The feedback will be utilized to evaluate the performance of the faculty. This will enhance the teaching competencies of the faculty.

Library

The institution has a very big library having around 9000 books relating to education. The teaching faculty by availing the facilities at library constantly thriving to develop their content knowledge and teaching skills.

ICT

Information and Communication Technology resource centre of the institution is very much useful to the faculty to enrich their subject knowledge. The institution campus is Wi-Fi enabled with seven independent connections. This enables the faculty to search information regarding various subjects through internet using their smart phones from their seats.

Guidance Cell

The guidance cell of the institution is always associated with mentors and the mentors utilize the service of the guidance cell to resolve the problems of the students. This enhances the mentoring skill among the teaching faculty.

Women Grievance Redressal Cell

Women grievance redressal cell of the institution always looks into the problems of the women folk.

5.2.5. Does the Institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, the institution has its website. The institution keeps information regarding management, staff, courses, academics, research, activities, events, photo gallery, academic calendars, AQAR of NAAC, etc. The website is periodically updated.

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

Yes, the institution has a remedial programme for the academically low achievers. The institution one month after the commencement of the academic year identifies the low achievers. The faculties along with guidance cell by conducting interviews and tests segregate students and device suitable remedial measures and constantly monitor the performance of the low achievers. The faculty use special classes, tutorials, guided learning sessions, conduct frequent slip tests to the low achievers to improve their

learning capacities. The faculty members of the institution pay individual attention on such students.

5.2.7. What specific teaching strategies are adopted for teaching? (a) Advanced learners and (b) Slow Learner

Strategies adopted for advanced learners

- The faculty of the institution assigns difficult tasks, assignments, seminars, activities, etc. to advanced learners.
- The advanced learners are made as team leaders for different team activities.
- The advanced learners are encouraged to participate in as many as in curricular, co-curricular and extracurricular activities.
- The institution sends the bright and intelligent learners to different competitions conducted by other institutions.
- The faculty of the institution encourages the advanced learners to continue their education further.

Strategies adopted for slow learners

- The faculty assigns tasks, seminars, assignments according to their IQ levels to the slow learners.
- The faculty conducts remedial classes, tutorials to the slow learners.
- The faculty conducts guided learning sessions, frequent slip tests to monitor the progress of the slow learners.

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

The institution has guidance cell, grievance redressal cell, placement cell. These three cells look after the problems related to the students.

The institution's guidance cell tries to resolve the problems faced by the students. Usually, the students will have problems relating to academic, domestic, personal, vocational, health and adjustment aspects. The institution's guidance cell along with the faculty who act as mentors identifies the problems as academic, adjustment, and personal,

domestic, vocational and health problems. Accordingly, the guidance cell guides the students to solve their own problems.

The grievance redressal cell of the institution conducts periodic meetings to the students to identify their sensitive problems and accordingly the problems are resolved as early as possible.

The placement cell of the institution provides vocational guidance to the students and helps them to grab opportunities.

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

The institution has internal quality assurance committee (IQAC), Grievance redressal cell committee and Guidance cell. The three units always strive to find out the problems faced by the students during their stay in the institution. During the last two years, the students' main problem was lack of sufficient water for their needs, not for drinking.

This problem is not faced by the institution alone, it is a natural one due to poor rains, the ground water table depleted drastically. For this problem, the management constructed a very big water storage tank on the 3rd floor of the building with a capacity of more than 40,000 litres. The management contacted local water suppliers to fill these tanks. Thereafter, the problem is resolved.

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

The institution has a mechanism to monitor the progress of the candidates at different stages. The faculty of the institution conducts unit-wise tests, slip-tests to check the progress of the students and to advise the backward students to maintain the pace with other students. As per the academic plan, the institution conducts mid-semester and semester end examinations. All these tests are intended to monitor the progress of the student-teachers. Identified backward students were provided with special classes, remedial teaching, assisted learning sessions which will make them to mix with other students. During the teaching practice sessions, the teaching faculty provides opportunities to backward students for re-planning and re-teaching to achieve proficiency in teaching.

5.2.11. How does the institution ensure the students' 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?

To ensure the students' competency before the commencement of teaching practice, the institution conducts the following programmes to the students to improve their communication skills and to reduce stage fear and social phobia:

- Debates on current social issues.
- Group discussions, mock-parliament.
- The faculty delivers demonstration lessons to the students before the commencement of teaching practice.
- After this, the students are allowed to teach lessons under the guidance of lecturers of respective pedagogies.
- During the practice session, we follow the standard format of micro teaching cycle, viz., plan → teach → feedback → re-plan → re-teach → re-feedback, till they achieve perfection in each skill.
- During the practice teaching in schools, the faculty visits schools periodically and monitor the involvement of the students in internship programme.
- The school faculty is requested to monitor the trainee teachers during internship in their respective schools.

5.3. Students Activities

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

- (i) List the current office bearers.
- (ii) Give the year of the last election.
- (iii) List Alumni Association activities of last two years.
- (iv) Give details of the top ten alumni occupying prominent position.
- (v) Give details on the contribution of alumni to the growth and development of the Institution

Yes, the institution has an Alumni Association.

(i) Current office bearers: (2015 – 2016)

- President : Sri. P. Lalitha Babu
- Vice-President: Smt. Y. Rama
- Secretary : Sri. K. S. S. Prasad
- Treasurer : Sri. K. Rama Krishna

Executive Council Members : Sri. P. Mallikharjun
Smt. Ch. Bhavana
Sri. J. Venkata Mallu
Sri. L. Mahesh
Sri. K. Venkateswarlu
Sri. M. Purushotham Prasad

(ii) Year of the last election: 11-07-2015

(iii) The activities conducted by the alumni during the last two years were:

- Kuchipudi dance programme was conducted for two hours.
- The alumni felicitated the institution's former faculty member Dr. A. S. Rama Krishna, Reader on becoming M.L.C for teachers' constituency of Krishna and Guntur districts, Andhra Pradesh State.
- The alumni raised a fund of 20,000/- and the interest on this amount is to be offered as scholarship to poor students.

(iv) Details of the top ten alumni occupying prominent position are:

Smt. M. V. Rajaya lakshmi – Director, S.C.E.R.T., Andhra Pradesh
Smt. K. Vijaya – Ex. Z. P. Chair person, Guntur District.
Sri R. Subba Rao - M.E.O., Tadepalli Mandal, Guntur District.
Sri J. Ravi - Head Master, Thumrukota, Rentachintala Mandal, Guntur District.
J. Vijay Kumar - Head Master, Enimetla, Narasaraopet Mandal, Guntur District.

V. Srinivasa Rao - Head Master, Vampicherla, Karampudi Mandal, Guntur District.

Dr. B. Venkat Rao - Asst. Professor, Nagaland central university, Sikkim.

Dr. N. Pramod - Asst. Professor, Mizoram Central University, Aizawal.

Dr. D. Hasan – Asst. Professor, A.N.U P.G. Centre, Ongole.

Dr. T. Padmavathi - Principal, A.P. Model School, Martur, Guntur District.

Smt. Lakshmi- C.T.O, Guntur

(v) Contribution of Alumni to the growth and development of the institution are:

- Arranged periodical interactions with Alumni.
- They have been instrumental for getting internship placements for students in various schools.
- An endowment prize has been created in the name of the Alumni and awards are being contributed for the outstanding students every year.
- Besides this, our Alumni gives guest lectures to our present students.
- Our Alumni who occupied top hierarchical positions in the department of education helps us in various ways.
- The faculty is being invited by the Alumni who are working in schools and colleges to give guest lectures.
- Alumni provide feedback and inputs in the job scenario and career planning.

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

- The institution complex is endowed with good sports and games facilities. The complex has a cricket stadium, indoor badminton court, a basket-ball court, a volley-ball court, a big play ground, a gymnasium and a health dispensary.
- The institutional academic calendar devotes 2 hrs. per week for sports and games, 4hrs. for other activities. Every year the institution conducts sports meet and distribute prizes and certificates for the deserving candidates.
- The institution sends the meritorious candidates to different competitions held by various institutions.

- The institution sent the present batch students to a seven day special training in life-skills education camp conducted from September 24th to 30th, 2015 by Prajapitha Brahma Kumari's Ishwariya Viswa Vidhyalaya in association with department of youth, Government of India.
- The institution takes the students to educational tours, visits to museums and industries periodically.

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

- The students of the pervious academic batch prepared a pocket science calendar as an activity of science club.
- The institution encourages the students to develop different TLM (Teaching Learning Material) to teach lessons in practice teaching sessions. These activities improve the students' creativity.

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

No, the institution does not have a student council, because the very nature of the course is the main reason. Till now, the B.Ed. course is one academic year course and the students come from different walks of life. They are heterogeneous and are not interested in electioneering process. This is the experience of the institution.

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

- The institution has IQAC as per the norms laid down by the NAAC. This IQAC includes four students as members. For all the activities relating to IQAC, the views of these students are considered.
- The institution has different subject clubs. These clubs every year are reconstituted with the existing students. The executive committee of these clubs performs club activities.

5.3.6. Does the Institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the Institution?

Yes, the institution has a mechanism to seek and use data and feedback from its graduates, parents and alumni to improve the functioning and development of the institution.

- The institution collects feedback from the students who complete their academic course. The data and feedback collected from these students is utilized by IQAC to improve the quality of the institutional functioning. Similarly, feedback is collected from parents and alumni in the sessions of parents-teacher meeting, and alumni association meeting.

5.4 Best Practices in Student Support and Progression

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

The institution believes in learner-centric approaches. It believes that learning is greater than teaching which promotes the participation of the learner in learning. Learning should be acquired but not given. Keeping all these philosophies, the institution follows the following methods for active participation of the students in the learning process:

- Workshops buzz sessions, brain storming, guided learning sessions, peer group discussions, self-governance and participation in social service activities by the students for attaining curricular goals.
- On Saturdays after the college schedule hours, the teaching faculty of the institution provides special guidance to the needy students. The institution can say the above practices as our best practices.

5.1 What were the evaluative observations made under students support and progression in the previous assessment report and how have they?

The main evaluative observations of the peer team members with regard to “Student Support and Progression” are given below :

2.5. Student support and progression :	
2.5.1. Student progression :	<ul style="list-style-type: none"> • Dropout rate is low. • The result of the college in the University examination is good.
2.5.2. Student Support :	<ul style="list-style-type: none"> • The campus is safe and secure. • Placement services are available • Counseling services need to be strengthened.
2.5.3. Student Activities :	<ul style="list-style-type: none"> • Students participate in cultural activities. • Limited indoor common facilities are available. • Students are yet to participate in Institutional sports events.
2.5.4 Best Practices in student support and progression (If any)	<ul style="list-style-type: none"> • Best practices related to Students Supports and Progression are yet to be through, Planned and implemented.

The peer team did not recommend anything for quality enhancement of the institution under section V of the report regarding student support and progression

5.2 *What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?*

- The institution fortified its placement cell and counselling services cell to serve the students in a better way.
- The institution is conducting annual sports meet and distributes prizes and certificates to the deserving candidates.
- The institution is sending the students to different competitions conducted by other educational institutions and Acharya Nagarjuna University.

Criterion – 6

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

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

Purpose

In the early nineteen eighties, there were a few colleges of education to cater the teacher education needs of Andhra Pradesh. The famous educationist, humanist, philanthropist Vidwan Sri Gogineni Kanakaiah felt the need and necessity for a College of Education in Guntur, which can cater to the needs of all sections of the society. In this scenario, Rayapati Venkata Ranga Rao College of Education was ushered into existence in the Open Category under the aegis of Nagarjuna Education Society, during the academic year 1983-84.

The main purpose of the institution is to prepare competent and committed teachers to serve the society.

Vision

1. To make the institution a centre of excellence in teacher education.
2. To contribute to the growth of teaching profession with moral and professional standards.
3. To be an effective resource centre of teacher education.
4. To render service to community at large.
5. To strive to improve standards among student teachers and to improve their overall personality.

Mission

1. To prepare student teachers, imparting knowledge and skills anchored on the needs of the nation.
2. To propagate and disseminate knowledge relevant to make effective teachers.
3. To prepare teachers with professional zeal and zest.
4. To promote research that addresses educational needs and problems of learners, teachers and community.

5. To strive to sustain our institution as a scholarly abode for student teachers and teacher educators and community at large.

Objectives

1. To enable the student teachers to acquire theoretical knowledge required to become ideal teachers.
2. To enable the student teachers to acquire teaching skills to master the art and science of teaching.
3. To develop desirable attitudes, ethics and perceptions to become responsible citizens as teachers.
4. To endeavour continuously to make the institution a centre of excellence in teacher education.
5. To promote qualitative research in teacher education.
6. To make the student teachers self reliant and resourceful members of the society.
7. To enable the student teachers to become the effective disseminators of cultural heritage of the nation.
8. To inculcate human values among student teachers.
9. To develop communication skills among student teachers relevant to the modern world.

Values

The motto of the institution is *Knowledge, Discipline and Excellence*. The institution is constantly striving to achieve the above said values. The other values highlighted by the institution are leadership qualities and positive attitude.

The institution displayed the boards on the walls in the ground floor corridors to enable the students to know about the vision, mission and values of the institution. During the institutional activities like parent teacher meetings, alumni meetings, whilst social service activities the institution upheld the vision, mission and values of the institution.

6.1.2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, the education institutions' traditions and value orientations?

The vision and mission statements define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the school sector, the institution's traditions and value orientations and vision for the future.

Need of the Society

- Providing quality education in B.Ed. and M.Ed. to the agriculture poor and middle class sections of the society according to the changing needs of the society.
- Enhancing employability skills of rural youth through best training programme in teacher education, broadening their knowledge and skills by exposing them through wide variety of courses.
- Training of young men and women prospective teachers of quality leaders through different types of co-curricular and extension activities.
- To create professionally equipped and service-minded teachers with integrity to make them the assets of the community and nation.

Students seek to serve by

- Providing personal, educational and career guidance.
- Special focus on developing teaching skills.
- Emphasis on communication skills.
- Providing activities for talented, average and slow learners according to their abilities in addition to regular academic programme.

School Sector

- Providing guidance services to schools.
- Preparing effective teachers for schools.
- Providing in-service training to the faculty of schools.
- Helping the school managements in recruiting teachers.

College Traditions and Value Orientation

The motto of the institution is *Knowledge, Discipline and Excellence*. The rationale of this motto is that knowledge and discipline are the pre-requisite conditions for the achievement of the set goals. Knowledge is the base for any achievement. Discipline embodies endurance, continuity and determination and relentless effort to reach the goal.

The amalgam of a disciplined mind with knowledge will yield excellence. Excellence takes the man to the heights of success. Knowledge removes ignorance, discipline makes life orderly and excellence leads to quality of life. Our academic activities and programmes reflect the main motto of the institution. Our onward journey carries this banner forever and ever.

The institution is trying to reinforce the culture of excellence in all activities. Necessary facilities are promptly provided by the management for any activity. Guest lectures and community activities are organised to inculcate human and ethical values in students.

The institution in association with Sri Gogineni Kalaniketan organises activities in different art forms. Such activities help the students understand the values of our traditional art forms. It organises blood donation camps in the college premises in association with N.T.R. Memorial Trust Blood Bank, Guntur. It also organises guest lectures to inculcate human values in students. The institution tries to its level best to encourage environmental awareness and consciousness among the student teachers.

The institution's mission statements also reflect its goals and values. The mission statements are tuned in the direction to entertain the needs of the society, its students, school sector, education and institutional traditions and values. The institution tries to keep pace with the latest advancements of ICT, so that the prospective teachers could get the best education and skills to succeed in various aspects of life and also for the betterment of society.

Vision for the Future

To make the institution a centre of excellence in teacher education; to strive to improve standards among student teachers and to improve their overall personality; to render service to community at large.

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

The top management, besides having a vision for imparting quality teacher education, has a clear vision for having financial and academic administration and for this the

management follows the democratic approach of leadership. The activities planned are delegated to the concerned committees and the activities of the committees are in turn monitored by the principal of the institution.

The Executive Body of the institution is a planning and policy making body related to infrastructure improvement, academic and administrative matters and recruitment of staff. It also monitors the academic progress regularly.

The Governing Body of the institution looks after the institution is management, implementation of policies and continuous improvement of the college. The Principal of the institution presents the reports to the Governing Body on various aspects of the functioning of the institution.

The staff recruitment is done purely on the basis of merit in a transparent manner. Recruitment of staff and institution's faculty is done by management committee as per the norms of NCTE and this list is approved by Acharya Nagarjuna University. The institution follows transparent admission procedures.

Seats under category A (70%) are filled through admission procedure followed by Andhra Pradesh State Council of Higher Education (APSCHE), Government of Andhra Pradesh giving representation to all categories (B.C., S.C., S.T., disabled and handicap children, NCC and sports persons) as per rules. Seats under category B under management quota are filled as per the guidelines given by APSCHE, Government of Andhra Pradesh and Acharya Nagarjuna University. The management does not collect any donation from any student.

6.1.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

To ensure proper communication of responsibilities, regular meetings of the staff with the principal and the management are held. The minutes are recorded and the agenda and proceedings are signed by the respective faculty members for implementation of the responsibilities. Important instructions are sometimes given to staff members by the principal in writing also.

1. 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 feedback from various sources like students, parents, alumni, faculty members is obtained by the management and principal of the institution from time to time and it is reviewed by the members of the IQAC cell. Then the expectations of the stakeholders are taken into consideration and communicated to the management to review and to bring about desirable and positive changes in the function of the institution. The proformas for obtaining feedback from different sources regarding various aspects is attached in Annexure- 5.

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

In the beginning of the academic year, diagnostic evaluation is used by the faculty to identify the strengths and weaknesses of the student teachers in their pedagogy subjects. Institution also identifies the different barriers that the faculty and prospective teachers are facing from time to time and at the end of each semester.

For addressing these barriers, the following measures are taken by the institution:

- Guidance classes are arranged.
- Training in ICT oriented activities is provided.
- Remedial classes for English are organized.

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

Management encourages and supports the involvement of staff for the improvement of the effectiveness and efficiency of the institutional processes in a good number of ways, which are as given below:

- All the infrastructure facilities required by the institution are readily provided by the management without any constraint and regularly supervised for its proper maintenance.
- The management encourages the faculty to organize various academic activities.
- ICT facilities are provided by the management to staff.
- Faculty members are motivated to use books, journals and reference books for self development. Extends support to attend conferences, seminars, workshops, orientation programmes, etc.

- Hands on training in ICT usage is provided to the non teaching staff whenever required.
- Performance appraisal of staff members is done at regular intervals of time.

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

- As the Principal of the institution plays a dynamic role in governance and management of the administration, allocation, and utilization of the resources for overall development of students and teachers, he does attend everything concerning.
- Principal monitors, all the activities like co-curricular activities, coverage of syllabus, attendance of the students, discipline and time tables, etc.
- Principal of the institution frequently holds meetings, both formal and informal, of staff for the growth and development of the institution.
- Principal always emphasises for the growth and development of faculty members and student teachers in the field of ICT and arranges all resources for the all-round development of the prospective teachers.

6.2 Organisational Arrangements

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

Different activities and responsibilities are allotted and delegated to various committees of the institution for its effective functioning. Each committee takes the responsibility of the implementation of the programmes effectively with the cooperation and involvement of all members of the committee.

S.No.	Name of Committee	Members of the Committee
1.	Literary and Cultural Committee	Sri M. Ravi Krishna Smt. Ch. Phani Madhavi Dr. M. Sreedevi
2.	Research Committee	Prof. M. Ravi Kumar Dr. K. Venkateswarlu Dr. M. Sreedevi
3.	Library Committee	Sri M. Ravi Krishna Dr. M. Sreedevi Smt. Ch. Phani Madhavi
4.	Sports Committee	Sri Muneer Baig Sri K. Pullaiah
5.	Examinations Committee	Smt. G.V. Siva Lakshmi Smt. Ch. Jalaja Kumari
6.	Teaching Practice Committee	Smt. Ch. Phani Madhavi Smt. G.V. Siva Lakshmi Smt. Ch. Jalaja Kumari
7.	Student Amenities Committee	Smt. G.V. Siva Lakshmi Dr. M. Sreedevi Sri K. Pullaiah
8.	Women Grievance Redressal Cell	Dr. M. Sreedevi Smt. Ch. Phani Madhavi
9.	Guidance and Counselling Cell	Sri S. Krishna Babu Smt. G.V. Siva Lakshmi
10.	Placement Cell	Smt. G.V. Siva Lakshmi Smt. Ch. Phani Madhavi
11.	Alumni Cell	Sri M. Ravi Krishna Dr. K. Venkateswarlu
12.	Anti Ragging Cell	Prof. M. Ravi Kumar Smt. G.V. Siva Lakshmi Sri S. Krishna Babu
13.	Anti-Sexual Harassment Committee	Dr. M. Sreedevi

		Smt. Ch. Phani Madhavi Sri K. Pullaiah
14.	Recording & Reporting	Smt. G.V. Siva Lakshmi Smt Ch. Jalaja Kumari Sri S. Krishna Babu Smt. Ch. Phani Madhavi Dr. M. Sreedevi

a) Academic Management

The institution is permanently affiliated to Acharya Nagarjuna University. Hence, the academic programme of the institution is managed according to the academic calendar (Annexure prepared by Acharya Nagarjuna University according to NCTE guidelines. Time- table is prepared and strictly followed for the benefit of the students.

b) Finance

Finance related decisions are taken by finance committee of the institution. Members of Finance Committee are given below:

Designation	Name
President	Dr. K. Basava Punnaiah
Secretary and Correspondent	Sri G. Mangaiah
Treasurer	Sri Ch. Ramesh
Principal	Prof. D. Bhaskara Rao

C) Infrastructure

All the decisions regarding construction, repairs, etc., are taken up by the construction committee.

Construction Committee

Designation	Name
Secretary & Correspondent	Sri G. Mangaiah
Members	Sri S. Krishna Babu Dr. K. Venkateswarlu
Supervisor	Mr. R. Srinivas

d) Research

- Some faculty members of the institution are approved by the Acharya Nagarjuna University as Research Supervisors in the Faculty of Education for guiding M.Phil. and Ph.D. students.
- B.Ed. students of the institution perform action research during their second and third semesters of their Course.
- M.Ed. students undertake dissertation work as part of their course work.

e) Extension Lectures and Linkage

Institution arranges extension lectures on different topics related to students' academic, health and personal development.


f) Examinations






There is a provision of two examinations in the middle of each semester and one examination at the end of each semester. Besides these, there is a provision of class slip tests, assignments, seminars, etc, for the student teachers during the academic session.

Exams are conducted under the supervision of Examinations in-charge Smt. G.V. Siva Lakshmi who takes responsibility for the smooth conduction of the examinations.

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

Executive Body Members of Nagarjuna Education Society


Sl. No.	Name of the Committee Member	Father's Name	Designation	Mobile No.	Photograph
1	Dr. Kondabolu Basavapunnaiah	Sri Kondabolu Raja Rao	President	9849564546	

2	Sri Paladugu Lakshmana Rao		Vice – President	9440719865	
3	Dr. Maddineni Gopalkrishna	Sri Maddineni Venkatappa Naidu	Vice – President	9849144557	
4	Sri Y.T.Raja		Vice – President	9959766366	
5	Dr. Rayapati Srinivas	Sri Rayapati Venkata Ranga Rao	Secretary	9440922555	
6	Sri Madala Ratnagiri Babu		Additional Secretary	9394159172	

7	Dr. Chebrolu Nagamalleswara Srinivas	Sri Chebrolu Madhusudhan Rao	Joint Secretary	8886052055	
8	Sri Jagarlamudi Murali Mohan	Sri Jagarmaludi Chandramouli	Treasurer	9848135461	
9	Sri Rayapati Mohan Sai Krishna	Dr. Rayapati Srinivas	Member	9849085515	

Executive Body Members Of R.V.R.R College Of Education

01	Dr. Kondabolu Basavapunnaiah, M.B.,B.S.	President	
02	Sri Paladugu Lakshmana Rao, B.Com, F.C.A.	Vice-President	
03	Dr. Rayapati Srinivas, M.B., B.S., Ex-M.L.C	Vice-President	
04	Sri Gadde Mangaiah, M.Sc.	Secretary & Correspondent	

05	Sri Bobba Sivarama Prasad	Addl. Secretary	
06	Dr. Kondabolu Krishna Prasad, M.D., D.C.H.	Joint Secretary	
07	Sri Chukkapalli Ramesh, B.Com.	Treasurer	
08	Dr. Maddineni Gopala Krishna, M.S.	Member	

09	Sri Kondragunta Ranga Rao, B.Tech., M.B.A.	Member	
11	Sri Madala Ratnagiri Babu, B.Com., B.L.	Special Invitee	
12	Sri B.V. Appa Rao, B.Com, F.C.A.	Special Invitee	

Constituted as per the Articles of Association of the Nagarjuna Education Society, Guntur registered under Registration of Societies Act XXI of 1860 Society No. 56 of 1967 vide Article No. 7(g).

Governing Body Members of R.V.R.R College of Education

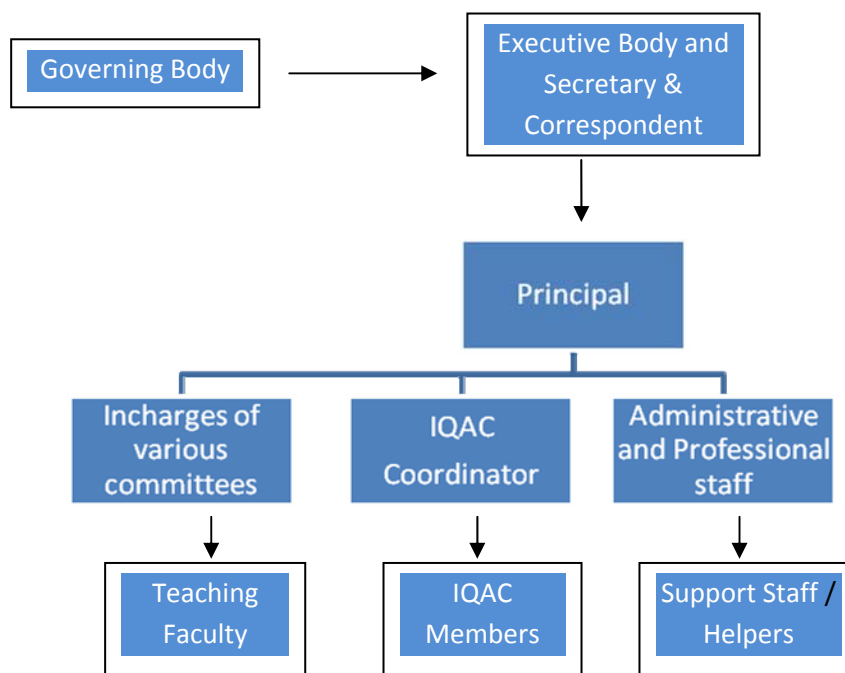
01	Dr. Kondabolu Basavapunnaiah, M.B., B.S.	President
02	Dr.Rayapati Srinivas, M.B.,B.S., Ex-M.L.C.	Vice-President
03	Sri Paladugu Lakshmana Rao, B.Com, F.C.A.	Vice-President
04	Sri Gadde Mangaiah, M.Sc.	Secretary & Correspondent
05	Sri Chukkapalli Ramesh, B.Com.	Treasurer
06	Regional Joint Director of School Education, Guntur	Member
07	University Representative	Member
08	Prof. D. Bhaskara Rao, Ph.D., Principal	Member
09	Prof. M. Ravi Kumar, Ph.D., Staff Representative	Member

INTERNAL QUALITY ASSURANCE CELL (IQAC)

IQAC COMMITTEE		
1	Chairman	Prof. D. Bhaskara Rao, Principal Former Dean, Faculty of Education, Acharya Nagarjuna University Former Chairman, B.O.S in Education, Acharya Nagarjuna University.
2	Coordinator	Prof. M. Ravi Kumar, Member, B.O.S in Education, Acharya Nagarjuna University.
3	Members from Teaching Staff	Smt. Ch. Jalaja Kumari
		Smt. G.V. Siva Lakshmi
		Sri M. Ravi Krishna
		Sri S. Krishna Babu
		Smt. Ch. Phani Madhavi
		Dr. K. Venkateswarlu
		Dr. M. Sridevi
4	Members from Administrative Staff	Smt. V. Sobha Miss. C. Ramya
5	Members from Students	D. Renuka, Sd. Teena Bagum, M. Jyoshna, P. Brahmaiah, G. Rambabu
6	Management Representatives	Sri Gadde Mangaiah Secretary & Correspondent, R.V.R.R. College of Education
		Sri Rayapati Mohan Sai Krishna Former Mayor, Guntur Municipal Corporation, Guntur
7	Members from Alumni	Sri K. Dasapathi Rao, Rtd. Sr. Lecturer, D.I.E.T, Boyapalem Sri P. Lalith Babu, School Assistant in Mathematics, Guntur
8	Member from Industrialists	Sri Chukkapalli Ramesh
9	Members of External Experts	Sri Ravela Samba Siva Rao Former Registrar, Acharya Nagarjuna University & NTR University of Health Sciences
		Prof. G.V. Chalam Acharya Nagarjuna University

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

The institution has a decentralized administrative set up conforming to the norms of the NCTE and Affiliating University.



Administrative Setup

- The administration of the institution is decentralized to a large extent.
- The secretary and correspondent of the institution acts as the representative of the management.
- The secretary and correspondent of the institution delegates the required extend to the Principal with regard to financial matters, academic and administrative matters.
- The Principal of the institution delegates certain powers to in-charges of various committees regarding distribution of workload among staff members and supervision of different activities of the institution.
- The in-charges of various committees look after the academic and administrative activities.
- The members of IQAC committee initiates appropriate measures for strengthening the teaching-learning process. All the activities of the institution are meticulously planned and implemented.

The following committees are functioning in the institution to look after the administrative and academic procedures as per the norms of NCTE and Acharya Nagarjuna University. The following are the statutory committees of the institution.

Statutory Committees

1. Governing Body
2. Executive Body
3. Finance Committee
4. Anti Ragging Committee
5. Women's Grievance Redressal Committee

The institution has the following non statutory committees in addition to the above mentioned statutory committees.

Non-Statutory Committees

1. Literary and Cultural Committee
2. Library Committee
3. Sports Committee
4. Examinations Committee
5. Student Amenities Committee
6. Internal Quality Assurance Cell
7. Research Committee
8. Disciplinary Committee

Each of the committees conducts its meetings and the minutes are recorded. The above committees are functioning in order to facilitate the successful implementation of autonomy in the institution.

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

Institution collaborates with some departments, schools and sections of society to improve and plan the quality of educational provision in the following manner.

- Awareness campaigns against swine flu, etc., are conducted in collaborations with Guntur Municipal Corporation.
- The institution provides consultancy services to Nandi School, Peda Nandipadu.

Hence, some teaching faculty members of the institution are deputed as subject experts to Nandi School as and when required at Nandi School for delivering extension lectures.

- Institution has a Guidance and Counselling Cell, which gives educational, personal and career guidance to different school students.
- Institution made arrangements for the utilization of other resources of parent society, viz., Nagajuna Education Society, for the educational upliftment of students teachers and teacher education.

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

The institution uses various data and information obtained from the feedback by the students, teachers, parents and alumni in decision making and performance improvement.

The institution takes feedback from students on all teachers at the end of each semester. A student evaluation rating scale is filled in by all the students in respect of each subject taught by the teachers. The student teachers anonymously evaluate the performance of each teacher on a five point rating scale. The teachers whose performance is not upto the expected level are identified by the Principal of the institution and appropriate action will be initiated, if necessary.

The infrastructural facilities and amenities are adjudged in terms of the opinions about their adequacy at the mentor meetings. Any specific problems with regard to adequacy of the facilities are recorded and necessary action is initiated.

Feedback is also taken from the parents and alumni. The feedback obtained from various sources is used for decision making and improvement in performance.

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

The following activities are used for promoting co-operation, sharing of knowledge, innovation, and empowerment of the faculty.

- Regular interactions among faculty members on the topics of common interest in the staff room.

- Training programme for empowerment of Teacher Educators regarding ICT.
- Art of Living programme for staff.

6.3 Strategy Development and Deployment

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

- Yes, the institution uses College Management Information System (CMIS).
- The institution selects, collects, aligns and integrates data and information on academic and administrative aspects for decision making to improve its functioning.
- The institution uses computers for academic and administrative purposes. Required information is collected, stored, processed, and utilized by the means of ICT. Computers are used for office work in the institution. So, any information can be retrieved easily at any time. Institution has its own website where, all information about the institution is available.
- The institution monitors the performance of teaching staff with the help of the students' assessment of the faculty through feedback forms. Assessment of teaching performance of faculty is carried out by the Secretary and Principal of the institution through direct observation of their teaching in the class rooms.

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

The requirement of resources is made known to the management through the Principal. In consultation of the Principal, the Secretary and Correspondent allocates financial and human resources from within the organization for the accomplishment and sustaining the changes resulting from the action plans.

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

The respective in-charges of different committees enlist the requirements through interaction with students and other faculty members. These requirements are communicated to the Principal and then to the secretary and correspondent, who provides the required resources both human and financial.

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

Before the commencement of the academic session of each semester, a meeting is organized by the Principal and staff members regarding the development of academic plan for that session. While preparing the academic plan for any semester, the academic calendar prescribed by Acharya Nagarjuna University and the suggestions given in the feedback by the stakeholders including the teachers of practice teaching schools are taken into consideration. As the institution is permanently affiliated to Acharya Nagarjuna University, it has to strictly follow the academic calendar of the university. The activities decided by the University are incorporated in the institutional academic plan.

6.3.5. How are the objectives communicated and deployed at all levels to assure individual contribution for institutional development?

To ensure contribution of each employee of the institution for institutional development, the objectives of the institutions are communicated to them in the following manner.

- Notice Board is utilized in a proper manner.
- Academic calendar of the institution is planned and prepared by the staff and approved by the principal.
- Staff meeting is held once in a month to discuss the institutional development.
- Objectives of the institution are communicated to them, through circulars by the management and principal from time to time.

6.3.6 How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

The implementation plans are regularly evaluated and revised by the Internal Quality Assurance Cell (IQAC) and Secretary and Correspondent of the Institution.

Activities of different committees are monitored regularly. Plans will be revised if required due to change in norms and standards of NCTE or affiliating University.

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

Institution plans and deploys the new technology for effective transaction of teaching learning process. Awareness programme on how to use latest technology is organised for

faculty members for effective utilisation of ICT resources. The main focus of the awareness programme is:

- Use of LCD projector, OHP and other technology for the presentation of seminars, extension lecturers, etc.
- Use of digital camera and handycam for classroom purpose.
- Use of Internet for exploring the knowledge through search engines and other means.
- Use of PowerPoint presentations for delivering lessons.

6.4 HUMAN RESOURCE MANAGEMENT

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

Faculty development needs and career progression of the staff are identified in the following ways:

- Suggestions given by Internal Quality Assurance Cell.
- Through feedback from students.
- University examination results.
- By assessment of teachers' in co-curricular activities.

6.4.2. What is the mechanism in the place for performance assessment (teaching, research, service) to faculty and staff? (self appraisal method, comprehensive evaluation by students and peers). Does the Institution use the evaluation to improve teaching, research and service of the faculty and the other staff?

The faculty is appointed as per the specific requirements of the Courses. The management members of the institution meet at frequent intervals and appraise the faculty performance. The secretary and correspondent visits the institution every day either in the morning or afternoon session and monitors the teaching quality of faculty. The secretary often discusses academic matters directly with the faculty, as he is fully conversant with the teaching profession for the last forty five years and he gives constructive suggestions to improve the quality of teaching-learning process in the institution.

- Yes, the institution uses the comprehensive evaluation mechanism for the staff so as to improve the teaching pedagogy of faculty and academic climate of the institution.

- Feedback by the student is also evaluated, which helps not only the principal but also the management in performance assessment of faculty.
- Faculty members are also encouraged to organize different activities in the institution.

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

- Free medical check-up for staff and faculty at hospitals run by college management members.
- Staff and faculty are provided with group personal accident insurance.

6.4.4. Has the institution conducted any staff development programme for skill upgradation and training of the teaching and non teaching staff? If yes, give detail?

No. But some of the staff members participated in the NCTE organised computer skill development programme in the college.

6.4.5. What are the strategies and implementation plans of the Institution to recruit and retain diverse faculty and other staff who have the desired qualification, knowledge and skill (recruitment policy, salary structure , service conditions) and how does the institution align these with requirements of the statutory and regulatory bodies(NCTE ,UGC ,University etc.)?

- Advertisement in leading newspapers for the recruitment of faculty.
- For proper selection, Institution ensures the formation of Selection Committee and then selection is done by the committee comprising of senior faculty of the institution as subject experts and some governing body members.
- No compromise is made regarding the qualifications prescribed by the NCTE and affiliating university.
- The service conditions are as per NCTE, UGC and Acharya Nagarjuna University norms.
- For retaining the faculty, additional facilities like study leave, medical leave, etc., are given.

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

If need arises for faculty members as per NCTE norms, full time staff is preferred rather than adhoc staff.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty?

- The institution supports and ensures the professional development of the faculty with a collection of text books and reference books in all subjects, journals and encyclopaedias.
- Staff members are provided duty leave to participate in seminars, conferences, workshops, etc.
- The institution provides training programme in ICT for the professional development of faculty.
- The institution encourages research. Faculty members are facilitated with leave for Ph.D. work.

6.4.8. What are the physical facilities provided to the faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively)?

- The Principal of the institution is provided with well furnished air conditioned room with an attached toilet facility. This room has adequate furniture, which is required for smooth functioning of the administrative matters. This room has one desktop computer, one laptop computer, one laser jet printer and one multi functional printer. There is a well equipped office room adjacent to principal's room. Office room has sufficient furniture including two computers and two printers, which is required for smooth functioning of office work.
- There is a well furnished staff room with desks, chairs and almiraiahs with attached toilet facility for faculty members. This room has a multimedia computer with Internet and Intercom facility.
- The faculty of the institution has access to internet at different locations of

college, viz., Library, Research room, Staff room, Science Laboratory, Psychology Laboratory, etc.

- The institution has an air conditioned hall with a seating capacity of 200 students. The hall has public address system, multimedia computer with internet facility and LCD projector, which can be used by any faculty member for organising seminars or for ICT enabled teaching.
- The institution has a well equipped library housed in 2500 Sq.ft. hall in the ground floor with 9650 text books, 27 encyclopaedias and with a subscription to 35 journals and 11 daily news papers. There is a separate wing for faculty and research scholars with research related books, journals and monographs. The institution provides photostat facility to the faculty in the library.

6.4.9. What are the major mechanism in place for faculty and other stakeholders to seek information and make complaints?

- Mail-id of the institution helps stakeholders to interact with the principal of the institution
- The institution has its website where information about the institution is available.
- The grievances received from stakeholders are given serious consideration.
- Suggestion box is placed in the institution.

6.4.10. Detail on the workload policies and practice 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.

Workload on teaching faculty is according to the norms laid by NCTE and Acharya Nagarjuna University. Subject allocation to the faculty members is according to their specialisation at P.G. and their interest in that subject. Faculty members are engaged in wide range of professional and administrative activities including mentoring, evaluation, research, working with school and community in addition to teaching. Faculty members are also involved in some social service activities.

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

Yes, the institution has a mechanism to motivate staff members who excel in making constructive contribution to teaching learning process and who bring out innovative ideas effectively in the development of the College. Staff members are appreciated by the Principal and the Secretary and Correspondent according to their performance in different activities.

6.5 Financial Management and Resource Mobilization

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

No, the institution does not get any financial support from the Government. The Institution is running under self-finance scheme. The institution mainly gets funds transparently from student-fees and donations from the sponsoring agency, the Nagarjuna Education Society - a registered organization.

The fee structure of B.Ed. and M.Ed. course is as suggested by the Government of Andhra Pradesh and Acharya Nagarjuna University respectively. The fee structure is widely publicised by the Government and the University. The institution strictly adheres to the suggested fee structure and it never collected or intends to collect any additional amount from its students other than the fixed one, by the concerned authorities.

Transparency in financial transactions is the core element of the institution. All the financial transactions - Income and Expenditure - are recorded and maintained in the form of registers, records, books and are readily available since the inception of the institution in 1983. The expenditure is recorded under specific heads of accounts and the accounts are maintained on a day-to-day basis and all the financial transactions are made through nationalised banks. The resource mobilisation is as per the law. All the financial transactions are audited every year by chartered accountants.

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

The institution is receiving donations from the sponsoring agency, the Nagarjuna Education Society for running the institution. The details are given below.

2012-13: Rs. 20,30,000/-

2013-14: Rs. 22,50,000/-

2014-15: Rs. 20,55,000/-

2015-16: Rs. 15,75,000/-

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

For the last few years, the institution is facing severe financial problems due to the limited admissions in B.Ed. Course and zero admissions in M.Ed. Course as these programmes are made two years. Hence, the operational budget of the institution is not adequate to cover the day-to-day expenses of the institution. The institution has been using the accumulated fixed deposits for the last few years to meet the deficit. In future, the institution has to take loan from the sponsoring Society after the accumulated fixed deposits are exhausted.

6.5.4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit)

Budgetary resources to fulfill the mission and offer quality programs are the fee collected from B.Ed. and M.Ed. students according to APSCH and ANU norms and donations from the sponsoring Society. The Income and Expenditure accounts of general funds of the institution for the last five years are given in Annexure – 6.

6.5.5. 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).

Yes, the accounts are audited regularly. The institution prepares financial statements (Balance sheet) every year and gets them audited by qualified and registered chartered accountants. Later, these annual balance sheets are being accepted by the Executive Committee of the institution and the General body of the Nagarjuna Education Society, the sponsoring Society of the institution.

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

The institution's finance management system is computerized. All income expenditure records, balance sheet and other records are maintained in the computer using Tally and ERP – 9 Softwares.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

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

- The Secretary and Correspondent of the institution is highly enthusiastic to enhance professional development of the teacher educators and student teachers.
- The performance of every faculty member is reviewed orally by the principal of the institution after having an idea about each one through students every year and necessary inputs are given to enhance their efficiency as teacher educators.
- The institution informs every student about whom to contact in case of any grievance. The mobile numbers and addresses of the Secretary and Correspondent and the Principal are also placed on the notice board so that every student can reach them through a letter, a SMS or a voice call.
- The institution maintains transparency in the financial management.
- The institution informs all the required information to the concerned for monitoring, evaluating and reporting.
- The institution takes and implements all decisions in a democratic way.
- The institution encourages participatory decision making.
- The institution encourages decentralization of responsibilities.
- The institution puts focus on consistent growth and expansion.
- The institution emphasises optimum utilisation of resources.
- IQAC is established and is functioning.

Additional Information to be provided by Institution opting for Re-accreditation / Re-assessment

6.1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

The evaluative observations of NAAC Peer Team under Governance and Leadership in the first assessment report are given below.

2.6. Governance and Leadership:	
2.6.1. Institutional Vision and Leadership :	<ul style="list-style-type: none"> • Effective leadership exists. • The objectives are in tune with those of higher education. • Management values employees.
2.6.2. Organizational Arrangements :	<ul style="list-style-type: none"> • Structural organization is as per NCTE. • Management gives academic freedom to Faculty. • Anti-sexual harassment committee needs to be established.
2.6.3. Strategy Development and Deployment :	<ul style="list-style-type: none"> • Perspective plan document is yet to be evolved. • Strategic action plan for future development is to be prepared. • Institutional approach to decision making needs to be evolved.
2.6.4. Human Resources Management :	<ul style="list-style-type: none"> • The College is not attracting qualified candidates for teaching. • Self appraisal of teaching and non-teaching staff is in place but need to be used for improvement. • Professional development programmes for faculty and staff are yet to be conducted.
2.6.5. Financial Management and Resources Mobilization :	<ul style="list-style-type: none"> • Budgetary provision for different activities exists. • Accounts are regularly audited by CA. • Financial Management is yet to be computerized.
2.6.6. Best Practices in Governance and Leadership (If any)	<ul style="list-style-type: none"> • Best practices related to governance and Leadership are yet to be thought, planned and implemented.

The NAAC Peer Team did not recommend any specific measures under governance and leadership. But the evaluative observations made under Governance and Leadership in the previous assessment report have a good impact on the professional development of the staff and overall functioning of the institution.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to Governance

and Leadership?

The following measures are undertaken by the institution for quality enhancement after the first accreditation:

- Recruitment of qualified faculty.
- Mentoring system for student teachers is strengthened.
- Faculty members are encouraged to visit the annual book fares at Guntur and Vijayawada to upgrade their knowledge with latest books, journals and e-learning resources like Educational softwares.
- Establishment of Anti-Sexual Harassment Committee in the institution.

Criterion- 7**INNOVATIVE PRACTICES****7.1 Internal Quality Assurance System****7.1.1. Has the institution established internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

Yes, the institution has established internal quality assurance cell (IQAC) in the year 2009. The composition of IQAC is with the following members from different categories. They are given below.

INTERNAL QUALITY ASSURANCE CELL (IQAC)

IQAC COMMITTEE		
1	Chairman	Prof. D. Bhaskara Rao, Principal Former Dean, Faculty of Education, Acharya Nagarjuna University Former Chairman, B.O.S in Education, Acharya Nagarjuna University.
2	Coordinator	Prof. M. Ravi Kumar, Member, B.O.S in Education, Acharya Nagarjuna University.
3	Members from Teaching Staff	Smt. Ch. Jalaja Kumari
		Smt. G.V. Siva Lakshmi
		Sri M. Ravi Krishna
		Sri S. Krishna Babu
		Smt. Ch. Phani Madhavi
		Dr. K. Venkateswarlu
		Dr. M. Sridevi
4	Members from Administrative Staff	Smt. V. Sobha Miss. C. Ramya
5	Members from Students	D. Renuka, Sd. Teena Bagum, M. Jyoshna, P. Brahmaiah, G. Rambabu
6	Management Representatives	Sri Gadde Mangaiah Secretary & Correspondent, R.V.R.R. College of Education

		Sri Rayapati Mohan Sai Krishna Former Mayor, Guntur Municipal Corporation, Guntur
7	Members from Alumni	Sri K. Dasapathi Rao, Rtd. Sr. Lecturer, D.I.E.T, Boyapalem Sri P. Lalith Babu, School Assistant in Mathematics, Guntur
8	Member from Industrialists	Sri Chukkapalli Ramesh
9	Members of External Experts	Sri Ravela Samba Siva Rao Former Registrar, Acharya Nagarjuna University & NTR University of Health Sciences
		Prof. G.V. Chalam Acharya Nagarjuna University

The major activities of the IQAC are:

- Regular monitoring of the existing programmes.
- Motivating teachers on quality improvement.
- Monitoring the conduct of internal assessment.
- Monitoring all curricular activities conducted by different programmes.
- Monitoring all co-curricular activities conducted by different programmes.
- Nomination of members of IQAC committee with a view to (i) maintain record of all the activities to monitor progress (ii) to share the best practices.
- Preparation of AQAR of NAAC.
- Encouraging the faculty members to participate in seminars / conferences.
- Encouraging the faculty members to publish research papers.

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

The institution is being run by Nagarjuna Education Society (N.E.S) which established around 8 prominent educational institutions and serving the society by providing education to masses. The committee is with a vision, mission, dedication and running these institutions which does not seek any returns from the society.

- The institution has an executive committee, under the NES. It is solely looking after the issues relating to the institution and always striving to carry forward the battan handed over by the NES.
- The governing body of the institution which includes all the stake holders look after to ensure the goals and objectives of the institution.
- Periodical staff meetings are conducted by the principal to discuss about the academic issues, for the proper functioning of the institution.
- There are different committees/ cells like Guidance, Women's Grievance Redressal, Placement, Discipline, and Alumni etc. which constantly strive to attain the goals and objectives of the institution.
- Different subject clubs consisting of students are also functioning to attain the goals and objectives which are set by the institution.
- The IQAC of the institution is the prime body which periodically evaluates the performance of the institution.

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

- The Principal of the institution conducts periodic staff meetings and review the curricular activities. The principal gives guidance to the staff regarding academic activities.
- The faculty of the pedagogy subjects act as mentors and they look after the issues and problems of students. Accordingly, academic program is altered or adjusted to the benefit of the students.
- Parent-teacher meetings are held in the institution periodically. Feedback from the parents is utilised to improve the performance of the institution.
- Alumni meetings are held periodically and feedback taken from them is utilised to improve the performance of the institution. Some of the alumni members are working as head masters and senior teachers, their experiences are used to share by the trainee teachers in get-together meetings.
- IQAC of the institution look after the issues relating to academic issues and ensures its quality. The IQAC administers questionnaire to the students a few days

before they leave the institution. By analysing and evaluating these questionnaires the IQAC monitors the parameters which influence the quality of the academic programmes.

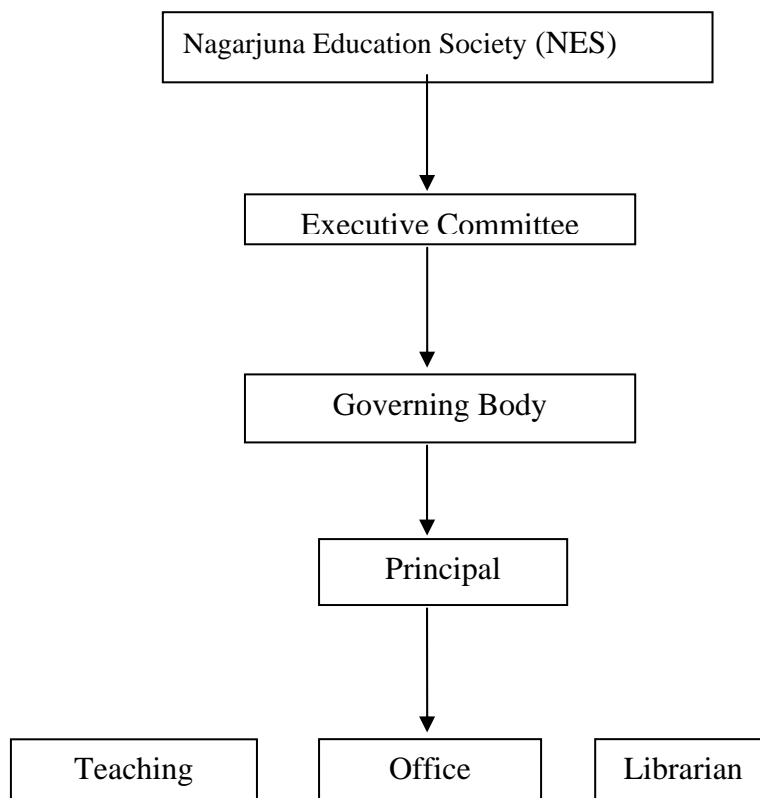
7.1.4. How does the institution ensure the quality of its administration and financial management processes?

The institution ensure to the quality of its administration through

- Decentralization of administration
- Work division according to ability
- Individual Accountability
- Functioning of committees
- Monitoring at various stages

The quality of the administration is looked after hierarchically.

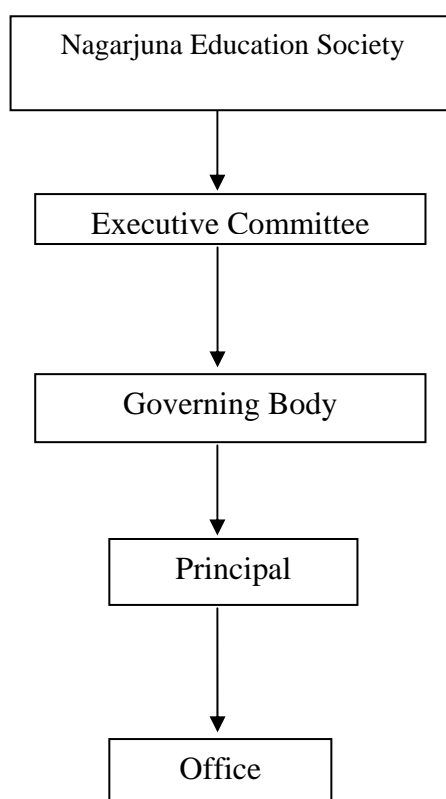
ADMINISTRATIVE LADDER



FINANCIAL MANAGEMENT LADDER

The institution ensures the quality of its financial management through

- Effective monitoring of financial resource by the Governing body
- Financial matters are put into practice after thorough discussion by the Governing body.
- Efficient use of financial resources
- Transparency in financial resources
- Regular auditing of accounts
- Receiving advices by the financial experts



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

The institution has an IQAC. This strives to identify the good practices and share them with various constituents of the institution.

7.2. Inclusive Practices

7.2.1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The present B.Ed. curriculum consists of inclusive education as a course in 4th semester as course-XVI. So, the students can get the information relating to inclusion and about the national policies and the school curriculum.

- According to the curriculum, the students of the institution visit orphanages and schools of special education, which will enhance their understanding in the needs of children with different challenges.
- The students' take-up case-studies on street children and orphans.
- All the above practices and curricular activities improve their insight into the issues of inclusion.

7.2.2. 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?

The present two year B.Ed. Curriculum consists of inclusive education as course XVI and Gender, School and Society as course XV. The students gain knowledge by going through these courses and by participating in different activities, assignments, seminars. These courses will enhance their understanding towards inclusion and exceptionalities as well as gender differences and their impact on learning.

7.2.3. 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.

The present two year B.Ed. curriculum is planned by N.C.T.E, designed by A.P.S.C.H.E and followed by A.N.U. As an affiliated college of A.N.U., the institution has to abide to this curriculum. The present curriculum includes many activities - seminars, projects and assignments. Some of these activities are group activities and some are individual activities. Along with this syllabus, the institution also plans some other activities like social service activities such as field-trips, visits to museums and industries to promote social interaction, active engagement in learning and self motivation among trainee-teachers.

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The present curriculum for two year B.Ed. course emphasizes individual differences among children. There is also a course which deals with inclusive education intended to know the needs and educative processes that are suited to the children with special needs.

- As a part of their practicum activity as per the new syllabus, the student teachers has to do social service, case-studies on street children, orphans and children with special needs.
- The institution conducts visits to orphanages and special schools to trainee-teachers to have deep understanding about children with special needs who come from diverse backgrounds and with exceptionalities.
- Resource persons in special education are invited to the institution to give extension lectures.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The students-teachers are admitted into the course in two ways.

1. The convener of the APed.CET sends the selected list to the institution who opted our institution.
2. The management is at liberty to admit students in the course for the quota allotted to the management. It is the usual experience of the institution that one (or) two physically challenged students may be admitted. Along with these, there are slow learners in every batch. The institution took special care and conducts special classes, personal care, required counselling, guided learning sessions to them to maintain pace along with average students.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institution has a Grievance Redressal Cell. It looks after the problems and issues related to women folk in the institution. The women faculty of the institution celebrates women's day and conducts different competitions to students. The faculty

observes Mother's day and Breast feeding day. The institution conducts Rangoli competition, Traditional dress and Fancy dress fairs. The institution also conducts culinary competition of different geographical places.

7.3 Stake Holders Relationships.

7.3.1. 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 both in Academic and Administrative issues to the stakeholders by the following measures.

- Periodic meetings with students, parents, alumni, management, educational administrators, faculty and administrative staff.
- Feedback is being collected and exchanged among all the stakeholders to have access to the information on the performance of the institution.
- The IQAC of the institution is the crown pinion among all the stakeholders for information transaction.
- The institution displays mission, vision and objectives visibly on the ground floor of the institution.
- The institution uploads the important information relating to academic and administrative aspects on its website for the use of all stakeholders.

7.3.2 How does the institution share and use the information/ data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

For bringing quality improvement, the institution established IQAC in 2009. Since then, the IQAC is striving hard to improve the quality and performance of the institution. For this purpose, the IQAC collects feedback from students, parents, alumni and faculty. The collected feedback is analysed to evaluate success and failures of various processes, satisfaction and dissatisfaction of all the stakeholders. This process is a continuous process and will continue forever.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Feedback on program quality is taken from students, professional community, alumni and other stake holders in every semester. The feedback is carefully analysed. Basing on that feedback, Secretary and Correspondent and Principal of the institution call for a meeting of the staff members and discuss about the present status of the quality of the activities that are being implemented in the institution. Further, they suggest the ways and means to improve the quality of the program that is being implemented in the institution and give some suggestions for the professional development of staff members.

Additional Information to be provided by Institutions opting for Re-accreditation

7.1 How are the core values of NAAC reflected in the various functions of the institution?

- *Knowledge, Discipline and Excellence* is our motto.
- Our motto and functions of the institution travel with unison with NAAC core values
- Our mission and our vision reflect the same.
- The very purpose of establishing our institution is to cater the needs of diverse communities of the state.
- To bring social justice there by contributing to National Development. The institution continues its endeavours to achieve the objectives planned.

The world is changing with shooting speed. Currently we believe in the concept of global village; keeping this in mind, the institution tried its level best to bring skill development of students on par with their counterparts elsewhere. Basing on the demand for internationally acceptable standards in teaching, we are preparing the students to achieve core competencies to face the global requirements successfully by creating world of competent learning.

The institution believes in human values. Any education without values is not complete. In India, we can see cultural pluralities and diversities with different geographical and climatic zones. So, the institution always upheld the core universal values like truth and righteousness along with social and moral values especially, values

related to family. The management and faculty believe in idealistic views. Hence, following, the views they were preceded by them and encourage students to imbibe values with spiritual touch.

Human beings are also intellectual beings. They have inquisitive brain, using it they have developed so many sciences and technologies by way of exploring environment around them. This is bringing so many changes in all walks of their lives. The impact of science and technology on day to day life of human beings is well-known. The Science and Technology also crept into the arena of education. Traditional methods of delivering education from generation to generation are less effective and are not motivating. Keeping this in mind, the institution is using adequately the information and communication technology. The present academic curriculum of teacher training courses is emphasizing to impart skills that are required to use ICT in teaching. Accordingly, the staff members of the institution are upgrading their skills in the use of ICT.

The institution motto is Knowledge, Discipline and Excellence. The institution believes in discipline which proceeds and a must for gaining knowledge and the person who has knowledge can excel in all walks of life. Believing this philosophy, the management of the institution is constantly striving to keep the institution as centre of excellence. Even before the establishment of department of education at ANU, the institution established its research centre to quench the thirst for excellence. The institution thus, tries to increase the horizons of the field of education.

Mapping of Academic Activities of the Institution

Mapping of Academic Activities of the Institution : 2012-13

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	25	26	27	28	29	30	31	32	33
Admissions and Orientation	■	■	■																														
Theory			■	■	■	■	■		■	■	■	■				■	■	■	■	■	■	■	■	■	■			■	■				
Tutorials/ Seminars								■							■					■			■				■						
Sessional Work- Tests & Assignments							■							■					■			■					■						
Practical Work					■	■	■	■										■	■	■			■			■	■			■			
Preparation of Internship: Demonstration/ Observation of lessons / Micro teachings / Simulations							■	■	■				■																				
Practice Teaching/ Internship														■	■											■	■						
Co-Curricular Activities			■	■		■										■	■		■			■		■			■					■	
Working with Community / Project Work																				■													
End – Term Examination																																■	

Mapping of Academic Activities of the Institution : 2013-14

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	25	26	27	28	29	30	31	32	33	34	
Admissions and Orientation																																			
Theory																																			
Tutorials/ Seminars																																			
Sessional Work- Tests & Assignments																																			
Practical Work																																			
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Practice Teaching/ Internship																																			
Co-Curricular Activities																																			
Working with Community / Project Work																																			
End – Term Examination																																			

Mapping of Academic Activities of the Institution : 2014-15

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	25	26	27	28	29	30	31	32	33	34	
Admissions and Orientation																																			
Theory																																			
Tutorials/ Seminars																																			
Sessional Work- Tests & Assignments																																			
Practical Work																																			
Preparation of Internship: Demonstration/ Observation of lessons / Micro teachings / Simulations																																			
Practice Teaching/ Internship																																			
Co-Curricular Activities																																			
Working with Community / Project Work																																			
End – Term Examination																																			

Mapping of Academic Activities of the Institution : 2015-16

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	25	26	27	28	29	30	31	32	33	34	35	36	37	
Admissions and Orientation																																						
Theory																																						
Tutorials/ Seminars																																						
Sessional Work- Tests & Assignments																																						
Practical Work																																						
Preparation of Internship: Demonstration/ Observation of lessons / Micro teachings / Simulations																																						
Practice Teaching/ Internship																																						
Co-Curricular Activities																																						
Working with Community / Project Work																																						
End – Term Examination																																						

Compliance Report on NAAC Peer Team Recommendations
Institutional Accreditation of Rayapati Venkata Ranga Rao College of Education,
Guntur-6

Accredited with CGPA of 2.43 on four point scale at B grade on March 10, 2012

Dates of Visit of the Peer Team: 27-2-2012 to 29-2-2012

Recommendation 1: English communication skills of both faculty and students should be developed.

Action taken:

The ability to communicate clearly, concisely and logically in English is a required attribute for staff and students in any teacher education institution.

The following measures are under implementation in the institution for the development of English language skills of staff and students:

- Students who may require training in English language skills are identified through informal means, for example engaging the students in dialogues and monitoring in-class activities and discussions.
- Students / Staff are provided with reasonable levels of feedback to assist them in improving their language skills.
- Free services and resources that assist students / staff are made available to develop English language communication.

Recommendation 2: Faculty should be trained in conducting quality research.

Action taken:

Faculty members are continuously encouraged to present papers in seminars / conferences / workshops and suggested to publish papers and books. As a result, there is a significant rise in the research output in terms of papers published, books authored and number of Ph.D. degrees awarded. The faculty members of the institution are guiding about 40 research scholars for their M.Phil. / Ph.D. Degrees. About 15 Ph.D. degrees were awarded to the research scholars who worked under the guidance of the Principal of the institution, Prof. D. Bhaskara Rao.

Recommendation 3: Faculty development programme need to be organised.

Action taken:

With the emerging trends in the field of teaching and learning, it is important to enhance the skills of the faculty and staff within the institution. The teaching methods that are being followed are conventional and they need to be changed. To avoid these

shortcomings of teacher education system, the institution encourages the faculty to develop both personal and professional skills as well as knowledge appropriate to their roles. The institution also encourages the faculty to pursue higher studies like M.Phil. / Ph.D. Along with that the institution encourages the faculty to participate in short term training programmes. The faculty is encouraged to use ICT in teaching continually, and ICT is being used regularly.

Recommendation 4: Separate common rooms for males and females, indoor and outdoor games facilities, etc. need to be provided.

Action taken:

Separate common rooms are provided for male and female student teachers. Adequate facilities are provided for conducting indoor and outdoor games for male and female students.

Recommendation 5: Language Laboratory needs to be developed and utilised optimally for developing language skills of students.

Action taken:

The institution has a well equipped and fully-furnished ICT resource centre with sufficient number of computer systems to cater to the needs of the students. All the computers in the ICT Lab are LAN connected with internet facility. The ICT laboratory is maintained by qualified faculty. The students are allowed to use these facilities as per the time table and also as per their convenience in their lunch time under the guidance of faculty. The students are provided with head phones, micro phones and software for improving their language skills in addition to technical skills.

Recommendation 6: Faculty needs to develop expertise for providing consultancy services.

Action taken:

The faculty members of the institution developed expertise for providing consultancy services to schools and teacher education institutions.

The institution is providing consultancy services to schools and Colleges of Education during the last five years. The institution encourages its faculty to provide the consultancy services in their respective fields of expertise. The teacher educators collaborate with school teachers to improve teaching-learning. The faculty provides consultancy services free of charge. The faculty members of the institution provide the following consultancy services.

1. Support service for improving teaching-learning process in schools.
2. Guidance and counselling services for students and staff of schools and Colleges of Education.

Recommendation 7: The College should have its own transport facility.

Action taken:

The institution is located in Guntur city. Guntur city is connected by trains and R.T.C buses with high frequency from all the suburbs located around 40 km distance. R.T.C bus stand and railway station are within a distance of 7 kms from the institution and it is connected by autos and city buses plying with high frequency around 10 kms within the radius of Guntur city. Thus, the college students have access to cheap, easy and frequent transport facilities right from dawn till late hours of evening.

Thus, there is no necessity for the institution to maintain its own transport. Moreover, the intake of the students is very low and the students are coming from different places. So it is not possible to provide own transport facility to the students as it is not feasible.

Recommendation 8: Potential Alumni should be utilised for quality improvement and creating a platform for academic exchange.

Action taken:

Potential Alumni of the institution contributed to the growth and development of the institution in the following ways.

- Arranged periodical interactions with Alumni.
- They have been instrumental for getting internship placements for students in various schools.
- An endowment prize has been created in the name of the Alumni and awards are being contributed for the outstanding students every year.
- Besides this, our Alumni gives guest lectures to our students.
- Our Alumni, who occupied top hierarchical positions in the department of education, helps us in various ways.
- The faculty is being invited by the Alumni who are working in schools and colleges to give guest lectures.
- Alumni provides feedback and inputs in the job scenario and career planning.

Recommendation 9: Reasoning and thinking abilities should be developed by devoting one period per week for the exercises.

Action taken:

Thinking skills figure prominently among the goals of education. The following strategies are being used by the faculty of the institution to improve thinking skills among student teachers:

- Promoting interaction among student teachers as they learn – learning in a group setting helps each member achieve more.
- Asking open ended questions that do not assume “one right answer”.
- Allowing sufficient time for the student teachers to reflect on the questions asked or problems posed.
- Providing intellectual environment in the class room that encourages a spirit of discovery.

Reasoning is a goal-oriented cognitive process, which aims at problem solving, decision making, as well as self-rectification. The following strategies are being used by the faculty to improve reasoning skills among the student teachers:

- Posing thoughtful and insightful questions and intentionally allowing 10-15 seconds of silence to elapse before calling on students to respond.
- Discussing examples related to the concept they teach first, and then draw out the concept. This technique promotes inductive reasoning skills.
- Creating a classroom environment in which serious engagement in thinking is the norm.

Recommendation 10: Training in models of teaching should be given to student teachers.

Action taken:

The most comprehensive review of teaching models is that of Joyce and Weil (1980) who have identified 23 models which are classified into four basic families based on the nature, distinctive characteristics and effects of the models. Providing training to the students in all these models of teaching requires lot of time and even not feasible. The present curriculum does not give any special emphasis on the models of teaching. ‘Models of teaching’ is not included as a separate subject either in B.Ed. or in M.Ed. curriculum of the affiliating University of the institution, viz., Acharya Nagarjuna

University. But, Concept Attainment Model of Jerome Bruner was included as a topic in Pedagogy of Mathematics in B.Ed. curriculum and it is being practised.

Helping children learn concepts efficiently is a fundamental purpose of schooling. However most educators did not consciously distinguish the learning of concepts from other types of learning. Today, researchers have dwelled into the meaning of concepts, the process of acquiring them and the conditions that facilitate effective learning of concepts. The work of Jerome Bruner (1956), in this area, is noteworthy. His method of concept attainment has been shaped into a model of teaching by Bruce Joyce and Marsha Weil (1980). The faculty of the institution has been providing training to the students in 'Concept Attainment Model' of teaching.

ANNEXURES

Annexure – 1

Teacher Education Scenario in the State of Andhra Pradesh

A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central Govt. / regulatory bodies and affiliating University / board (not exceeding two a 4 size pages)

With the intervention of NCTE, many new trends have been emerged in Teacher Education scenario and many changes have been brought up, according to the changes in policies, rules and regulations of regulating bodies and concerned authorities from time to time at centre and state level.

According to the changes of policies of Government, the Teacher Education is governed by Andhra Pradesh State Council of Higher Education (A.P.S.C.H.E) in the state and by the N.C.T.E at national level. B.Ed. and M.Ed. courses are affiliated to the Universities and D.Ed. to the S.C.E.R.T of the state.

The last few years in relation to teacher education in the state of Andhra Pradesh have been marked some significant initiatives, especially in relation to curricular reforms and material development. Following upon the introduction of National Curriculum Frame Work in 2005, the Right to Education Act in 2009 and National Curriculum Frame Work for Teacher Education in 2009, at the state level, the SCERT took up curricular reforms and developed State Curriculum Frame work as well as 18 position papers covering the conventional school subjects as well as areas having political and cultural relevance. As part of the curricular reforms, syllabus from I to X was revised and was followed up with revision of text books as well. Efforts were made to revise the existing teacher education curriculum of D.Ed., B.Ed., and M.Ed. courses.

The Ministry of Human Resources Development, Government of India after prolonged deliberations with all the stake holders of teacher education across the country has decided to increase the duration of B.Ed. and M.Ed. courses from the present one year to two years. The MHRD directed NCTE to develop Curriculum Frame Work for Two Year B.Ed. and M.Ed. Programmes. Accordingly the NCTE developed the curriculum frameworks for Two Year B.Ed. and M.Ed. programmes after having a series of consultative meetings with the experts in the field of Teacher Education across the country. All the states and Union Territories in the country are advised to develop a

detailed syllabus for the two year B.Ed. and M.Ed. programmes on the basis of curriculum frame of Teacher Education as suggested by NCTE.

In this scenario, the State Council of Higher Education, Government of Andhra Pradesh took up the responsibility of developing two year B.Ed. and M.Ed. programmes to be implemented in all the universities of Andhra Pradesh from the academic year 2015-16. Further, the Department of Education, Andhra University was entrusted with the responsibility of developing curriculum for Two Year B.Ed. programme. Accordingly, APSCHE in their office proceedings no. APSCHE/CETs (A)/2014/Curriculum/Comm dated 08-01-2015 nominated Prof. Nimma Venkata Rao, professor & Head, Department of Education as Coordinator. The coordinator conducted a National Work Shop during 4th-6th April, 2015 at Andhra University by inviting all the Heads of the Departments of Education, Chair Persons, B.O.S in Education, the Deans, Faculty of Education in different Universities of Andhra Pradesh and also subject experts from different R.I.E's, reputed Universities. The draft curriculum was prepared by involving eminent and expert teacher educators in the first work shop. The draft curriculum, thus developed was discussed in the second work shop held at Hyderabad during 18-21 April 2015 by involving experts and experienced teacher educators. The finalisation of curriculum along with the rules, regulations and implementation strategies is made in the expert committee meetings held at Visakhapatnam during 9-11 May, 2015 and 14-16 June 2015.

The Board of Studies in Education of each University in Andhra Pradesh was entrusted the responsibility of preparing curriculum for two year M.Ed. course for their University as per the guide lines given by NCTE. In this connection, the Board of Studies in Education, Acharya Nagarjuna University has taken the responsibility of preparing curriculum for the two years M.Ed. regular course as per the norms of NCTE and it has been implemented from the academic year 2015-2016 in all the colleges of Education affiliated to it.

B.Ed. admissions are made through Common Entrance Test (APEd.CET) at State level. As per the guide lines of APSCHE, 75% seats are filled up by the Convenor through the centralised process of admissions and 25% of seats by the private managements concerned in the private un-aided colleges of education. Semester end examinations are conducted by the affiliating universities to the B.Ed. and M.Ed. courses.


Principal

ACHARYA NAGARJUNA UNIVERSITY**REGISTRAR**

Telephone No: 0863-
2346115
Fax: 0863-2293378/2293320
Website: <http://www.anu.ac.in>

No.ANU/Acad/B.Ed Academic Calendar/2016

Date: 02-11-2016

To
The Principals of All Affiliated B.Ed Colleges,
Acharya Nagarjuna University Area

Sir,

Sub: ANU-Academic-Revised academic calendar for the academic
year 2016-17 – Orders - Issued.

Ref: 1 Proposal from the Chairman, BoS & Dean, Faculty of Education,
dated 22-10-2016.

2. Vice-Chancellor orders dated 01-11-2016.

Having considered the proposal ref (1) cited above, the Vice-Chancellor has
approved the revised academic calendar for the B.Ed programme 2016-17 as
follows:

ACADEMIC ACTIVITIES/ RECORD SUBMISSION**1st Semester**

Commencement of class work for 1 st Semester:	08.09.2016
Internal Examinations:	2 nd week of October, 2016
Completion of Practicum and Submission of Records:	22.12.2016
Last instruction day for 1 st semester:	27.01.2017
Completion of 1 st semester theory Examination for 1 st semester:	Last week of January to 1 st Week of February.
Commencement of class work for 2 nd semester:	06.02.2017

ACADEMIC ACTIVITIES/ RECORD SUBMISSION**3rd Semester**

Commencement of Class work for 3 rd semester:	13.06.2016
Internship for 8 weeks:	July and August-2016
1 st Internal Examination:	September 1 st week
Assignment and seminars:	3 rd week of October
Last working day for 3 rd semester:	05.11.2016
Commencement of 3 rd semester Examinations:	09.11.2016

(P.T.O)

ACADEMIC ACTIVITIES/ RECORD SUBMISSION

2nd Semester

Commencement of class work for 2 nd Semester:	06.02.2017
Micro Teachings, Demonstration & Practice: 2017	Last week of February,
Macro Demonstrations (at least two lessons in each method):	First week of March, 2017
Observation of lessons in Schools:	2 nd week of March, 2017
Completion of Practicum and Submission of Records:	28.06.2017
Verification of Practicum /Activities Records:	1 st week of July, 2017
Commencement of 2 nd Semester theory Examinations:	3 rd week of July 2017
Last working day for 2 nd semester:	18.07.2017

ACADEMIC ACTIVITIES/ RECORD SUBMISSION

4th Semester

Commencement of classes for 4 th semester:	17.11.2016
Last working day for 4 th semester:	March, 2017
Final Examination:	1 st week of April, 2017
Internship:	December, 2016 & January, 2017
Practical Examinations:	Phase I, II, III & IV April, 2017
1 st Internal:	Last week of
December, 2016	
2 nd Internal:	3 rd week of March, 2017
Submission of Records:	March, 2017 2 nd week
Assignment submission:	February, 2017 2 nd week

And
JOINT REGISTRAR
Academic

To
The Dean, Faculty of Education, ANU.
Copy to:
The Chairpersons, BoS in Education, ANU.
The Co-Ordinator, PG Examinations, ANU.
The Controller of Examinations, ANU .
PA to Vice-Chancellor, ANU .
PA to Rector, ANU.
PA to Registrar, ANU.


Sir
Principal
R.V.R.R. College of Education
Guntur - 6

	10:00 to 10:50	10:50 to 11:40	11:50 to 12:40	L	1:40 to 2:30	2:30 to 3:20	3:30 to 4:15	4:15 to 5:00
MONDAY	C.I.E (KVR)	I.E (SKB)	E.E (KP)	U	G.S.S (Ch.PM)	I.E (MS)	G.S.S (GVSL)	GroupI: Library GroupII: Phy.Edn.
TUESDAY	E.E (KP)	C.I.E (KVR)	E.E (JK)	N	I.E (SKB)	C.I.E (RK)	G.S.S (Ch.PM)	GroupI: Phy.Edn. GroupII: Library
WEDNESDAY	G.S.S (Ch.PM)	I.E (MS)	C.I.E (RK)	H	G.S.S (GVSL)	E.E (KP)	I.E (SKB)	GroupI: Library GroupII: Phy.Edn.
THURSDAY	I.E (SKB)	E.E (KP)	G.S.S (Ch.PM)	B	I.E (MS)	E.E (JK)	C.I.E (RK)	Mentors Meeting/ Library
FRIDAY	C.I.E (RK)	G.S.S (GVSL)	E.E (JK)	R	I.E (SKB)	C.I.E (KVR)	G.S.S (Ch.PM)	GroupI: Phy.Edn. GroupII: Library
	08:30 to 09:15	9:15 to 10:00	10:00 to 10:45	E	10:55 to 11:40	11:40 to 12:25	12:25 to 1:10	
SATURDAY	I.E (MS)	G.S.S (GVSL)	E.E (KP)	A	C.I.E (KVR)	E.E (JK)	C.I.E (RK)	

Note:	C.I.E - Contemporary India and Education
	G.S.S - Gender, School and Society
	I.E - Inclusive Education
	E.E - Environmental Education
	Group I - MI- M8, PS1 - PS6 and BS1- BS6
	Group II - SSI- SSI1 and ESI- ES8

Prof. M. Ravi Kumar
Time Table In-charge

Prof. D. BHASKARA RAO
PRINCIPAL


Principal
R.V.R.R. College of Education
Guntur - 6

R.V.R.R. COLLEGE OF EDUCATION:: GUNTUR
B.Ed. I Semester Time Table :: 2016-18 Batch w.e.f: 8-9-2016

	10:00 to 10:50	10:50 to 11:40	11:50 to 12:40	L U N C H B R E A K				1:40 to 2:30	2:30 to 3:20	3:30 to 4:15	4:15 to 5:00
MONDAY	P.F.E. (MJ)/(KP)	I.C.T. (MS)	Phy. Sci. (GVSL) Eng/ Tel (Ch PM)/(RK)					P.F.E. (MJ)/(KP)	Mathematics (JK) Social/Biology (KVR)/(KP)	I.C.T. (MRK)	Gr. I: Com. Lab (CR) Gr. II: Lib. / Phy. Edn (Ch DL) / (MB)
TUESDAY	I.C.T. (MS)	P.C.D. (MJ)/(SKB)	Phy. Sci. (GVSL) Eng/ Tel (Ch PM)/(RK)					I.C.T. (MRK)	P.F.E. (MJ)/(KP)	Mathematics (JK) Social/Biology (KVR)/(KP)	Gr. I: Lib. /Phy. Edn (Ch DL) / (MB) Gr. II: Com.Lab (CR)
WEDNESDAY	P.C.D. (SKB)	Mathematics (JK) Social/Biology (KVR)/(KP)	P.F.E. (MJ)/(KP)					P.C.D. (MJ)/(SKB)	I.C.T. (MRK)	Phy. Sci. (GVSL) Eng/ Tel (Ch PM)/(RK)	Gr. I: Com. Lab (CR) Gr. II: Lib. / Phy. Edn (Ch DL) / (MB)
THURSDAY	Phy. Sci. (GVSL) Eng/ Tel (Ch PM)/(RK)	Mathematics (MRK) Social/Biology (KVR)/(KP)	I.C.T. (MRK)					P.C.D. (SKB)	P.F.E. (MJ)/(KP)	P.C.D. (SKB)	Gr. I: Lib. /Phy. Edn (Ch DL) / (MB) Gr. II: Com.Lab(CR)
FRIDAY	P.C.D. (SKB)	P.F.E. (MJ)/(KP)	Mathematics (MRK) Social/Biology (KVR)/(KP)					Phy. Sci. (GVSL) Eng/ Tel (Ch PM)/(RK)	I.C.T. (MS)	P.F.E. (MJ)/(KP)	Mentors Meeting / Library
	08:30 to 09:15	9.15 to 10.00	10.00 to 10.45					10.55 to 11.40	11.40 to 12.25	12.25 to 1.10	
SATURDAY	Mathematics (MRK) Social/Biology (KVR)/(KP)	P.C.D. (MJ)/(SKB)	I.C.T. (MS)					Phy. Sci. (GVSL) Eng/ Tel (Ch PM)/(RK)	P.F.E. (MJ)/(KP)	P.C.D. (SKB)	

Dr. M. RAVI KUMAR
Time Table In-charge

Prof. D. BHASKARA RAO
PRINCIPAL



Principal
R.V.R.R. College of Education
Guntur - 6

**CURRICULUM FOR
TWO YEAR SECONDARY TEACHER EDUCATION PROGRAMME (B.Ed)
IN THE STATE OF ANDHRA PRADESH
(Effective From the academic year 2015-16)**

I. INTRODUCTION

The Ministry of Human Resources Development, Government of India after prolonged deliberations with all the stake holders of Teacher Education across the Country has decided to increase the duration of B.Ed programme from the present one Year to two years. The MHRD directed National Council for Teacher Education (NCTE) to develop Curriculum frame for Two Year B.Ed programme. Accordingly the NCTE developed the curriculum frame for Two Year B.Ed programme after having a series of consultative meetings with the experts in the field of Teacher Education across the Country. All the States and Union Territories in the country are advised to develop a detailed syllabus for the two year B.Ed programme on the basis of curriculum frame suggested by NCTE.

The State council of Higher Education, Government of Andhra Pradesh took up the responsibility of developing the curriculum for Two Year B.Ed Programme to be implemented in all the Universities of the State of Andhra Pradesh from the academic year 2015-16. Further, the Department of Education, Andhra University was entrusted with the responsibility of developing Two Year B.Ed. Curriculum. Accordingly the APSCHE in their office proceedings no. APSCHE/ CET's(A)/ 2014/ Curriculum/ Comm dt 08-01-2015 nominated Prof. Nimma. VenkataRao, Professor & Head, Department of Education as Coordinator. The Co-ordinator conducted a National Work Shop during 4th-6th April, 2015 at Andhra University by inviting all the Heads of the Department of Education, Chairpersons, Board of Studies in Education, the Deans, Faculty of Education in different Universities of Andhra Pradesh and also subject experts from RIE, Mysore and Bhubaneswar, SCERT, Hyderabad, English and Foreign Languages University (EFLU), Hyderabad, Moulana Abul Kalam Azad National Urdu University (MANUU), Hyderabad, Karnataka State University, Dharwad, Bangalore University, Bangalore, Sri Chandrasekharendra Saraswathi Viswa Maha Vidyalaya, Kanchipuram and many experienced Teacher Educators from the erstwhile Andhra Pradesh.

The National Work Shop was inaugurated by Prof. G.S.N. Raju, Vice-Chancellor of Andhra University. Prof. P. Vijaya Prakash, Vice-Chairman, APSCHE and Prof. V. Uma Maheswara Rao, the Registrar of Andhra University graced the inaugural session. Prof. Raju in his address made an appeal to the experts present to develop the curriculum suitable to the semester system and choice based credit system (CBCS). In this Three Day Work Shop the experts deliberated on different issues relating to the Curriculum for Two Year B.Ed Programme to be implemented in the State of Andhra Pradesh for the academic year 2015-16 in the light of Justice Verma Committee recommendations and the NCTE suggested Curriculum Frame along with the implementation strategies.

On the first day the group has considered all the relevant issues and finalised the titles of different courses to be offered in each semester. On the second day course wise subject committees were formulated to develop the syllabus for respective courses. Special attention was paid by the experts in the process of curriculum development to create variety of activities so as to make the student-teachers as active participants in the learning process. Further, the activities help student-teachers to transform theory into practice. On the third day all the subject committees presented the draft syllabi along with the activities related to different theoretical aspects incorporated in the syllabi. Discussions were made to get more clarity on different topics as well as activities in each course. In the valedictory session, the vice-Chancellor of Andhra University thanked all the experts and made a suggestion to prepare the list of text books and reference books for each course.

The draft curriculum, thus, developed was discussed in the Second Workshop held at Hyderabad during 18-21 April 2015 by involving experts and experienced Teacher Educators. The suggestions and modifications put forth by them in all the courses are incorporated. The finalization of curriculum along with the rules, regulations and implementation strategies is made in the expert committee meetings held at Visakhapatnam during 9-11 May, 2015 and 14-16 June 2015.

II. SYLLABUS OF DIFFERENT COURSES

Course-I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. understand the concepts of Education and Philosophy
2. understand the Indian Philosophical thought on Education
3. understand the Implications of various western schools of thought on Education
4. understand the implications made by recent thinkers on education.
5. appreciate the nobility of teaching as a profession.
6. understand the need and importance of values and their role in making an individual a humane.

Course Content

Unit-1: Introduction to Philosophy and Education

- 1.1 Concept and Scope of Philosophy
- 1.2 Concept and Scope of Education
- 1.3 Types and Functions of Education
- 1.4 Relationship between Philosophy and Education.
- 1.5 Philosophy and aims of Education

Unit-2: Indian Education: Historical Perspective

- 2.1 Education during Ancient Period (Vedic Education, Buddhist Education and Jains)
- 2.2 Education during Medieval Period (Including Islamic Education)
- 2.3 Education during Modern Period (Pre-Independent and Post Independent era)
 - i. Rabindranath Tagore
 - ii. Sri Aurobindo Gosh
 - iii. Mohandas Karamchand Gandhi
 - iv. Jiddu Krishna Murthy
 - v. Dr.BR.Ambeddkar
 - vi Moulana Abdul Kalam Azad

Unit-3: Eastern Systems and Western Schools of Philosophy

- 3.1 Eastern Systems of Philosophy
 - i. Sankhya ii. Yoga iii. Nyaya iv. Vedanta
- 3.2 Western Schools of Philosophy
 - i. Idealism ii. Naturalism iii. Pragmatism iv. Existentialism

Unit-4: Value Education

- 4.1 Concept of Value
- 4.2 Classification of Values
- 4.3 Value Crisis
- 4.4 Approaches to inculcate Values
- 4.5 Values and Harmonious Life

Unit-5: Teaching as a Profession

- 5.1 Teacher: Professional Competencies and Commitments

5.2 Teacher as a Nation Builder

5.3 Teacher as a Creator and Facilitator of Knowledge

5.4 Professional ethics of teachers

5.5 Teacher and the Future Society

Activities

1. Critically review a selected book written by Contemporary Educationalist in India.
2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report
3. Identify the different roles played by an ideal teacher in the classroom, school and community and report
4. Visit nearby schools under different managements and describe the functioning of the schools
5. List out the values which make an individual a righteous human being

Text Books

Foundations of education, Telugu Academy publications, 2014, Hyderabad.

Foundations of education, Neelkamal publications, 2013, Hyderabad

Aggrawal, J.C. (1996) 10th rev. ed. *Theory and Principles of Education*. New Delhi: Vikas Publication.

Altakar A.S. (1957). *Education in Ancient India*. Varanasi: Nand Kishore Publication.

Anand, C L. (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.

Reference Books

Bipan Chandra (2000). *India after Independence*. New Delhi: Roopa.

M. Keynes, 5th Edition. Cambridge: Cambridge University Press.

Dhavan, M.L. (2005). *Philosophy of Education*. Delhi; Isha Books.

Introduction to history of Philosophy, Frank Thilly.

History of Philosophy, R S Peters, Orient Longman, New York

Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*, New Delhi: National Publishing House.

Jaffar, S.M. (1972). *Education in Muslim India*. Delhi: Idrah-I-Ababiyat.

John Brubacher (2007). *Modern Philosophy of Education*. New Delhi: Surjeet Publication.

Mookerjee, R.K. (1960). *Ancient Indian Education*. Delhi: Moti Mahal.

Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot.

Mukharji, Shankar (2007). *Contemporary Issues in Modern Indian Education*. Authors Press.

Nurullah & Naik (1951). *History of Indian Education*. Bombay: Macmillan & Co.

Passi, B. K. (2004). *Value Education*. Agra: National Psychological Corporation.

M.L. Dharam, Philosophy of Education, Delhi Esha Books

History of Indian Education, Mumbai (Mc Millan and Co)

Course-II
PERSPECTIVES IN CHILD DEVELOPMENT

Objectives

After completion of the course, the student-teacher will be able to

1. compare relative merits and applications of different Approaches of Human Development
2. recognize that childhood is a period of socialization and how socialization practices affect their development
3. critically analyze developmental variations among children placed and exposed to different socio-cultural contexts
4. appreciate the process of development with special focus on childhood and adolescence
5. recognize that adolescence as a period of transition and threshold of adulthood
6. examine characteristics of adolescents and reflect on how their needs act as genesis of certain unique problems
7. illustrate different factors influencing on child development and their applications to education
8. examine different theories of development and their relevance to understand the nature of child

Course Content**Unit-1: Approaches of Human Development**

- 1.1 Concept of Growth, Development and Maturation
- 1.2 Principles of Development
- 1.3 Stages of Growth and Development (Infancy Childhood, Adolescence)
- 1.4 Dimensions of Growth and Development (Physical, Cognitive, Emotional, Social, Moral, language)
- 1.5 Longitudinal and cross sectional approaches of understanding development

Unit-2: Theories of Development

- 2.1 Cognitive theory of Development (Piaget's)
- 2.2 Psycho-social theory of development (Erikson).
- 2.3 Theory of Moral Development (Kohlberg's).
- 2.4 Theory of psycho- sexual development (Freud).
- 2.5 Theory of Emotional Development (Goldstein).

Unit-3: Childhood as a period of Socialization

- 3.1 Characteristics of childhood – developmental tasks.
- 3.2 Child development – Physical, cognitive, social, emotional, moral and language development during childhood.
- 3.3 Child in different socio-cultural contexts.
- 3.4 Process of socialization – conflicts resolution and social development.
- 3.5 Stages of Social development – Isolated play, parallel play and social play.
Characteristics of socially matured person.

Unit-4: Adolescence as a period of transition

- 4.1 Characteristics and needs in Adolescence
- 4.2 Genesis of problems during adolescence-Physical, cognitive, emotional, social, moral and language development

4.3 Adolescent Groups – Gangs

4.4 Mechanisms of adjustment with special reference to defense mechanisms and holistic development

4.5 Leadership: Types of Leadership, Development of Leadership qualities in adolescents and its educational implications.

Unit-5: Individual Differences

1.1 Dimensions of Individual differences-cognitive abilities, interests, aptitude, creativity, personality and values

1.2 Theory of multiple intelligence (Gardner) – Implications for understanding differences in children

1.3 Difference in children based on learning styles and socio cultural context (home language and Instructional language)

1.4 Individual differences based on cognitive abilities – learning difficulties, slow learners and intellectually challenged, intellectual giftedness - implications for catering to individual variations in view of “differences” rather than “deficits” perspective.

1.5 Fostering creativity among children.

Activities

1. Visit a balwadi centre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers
2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society
3. Describe the salient features of Child Rights Act 2005
4. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices

Text Books

Mangal, S.K.(2002). Advanced Educational Psychology, Printice- Hall. of India , Pvt.Ltd., New Delhi.

Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.

Reference Books

Beggie, H.L. and Hunt M. P: Psychological Foundations of Education

Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton

Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. London: Paladin Books

Gauvian, M. and M. Cole (eds). Readings on the development of children. New York: W. H. Freeman

Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi

Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books

Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.

Yakaiah, P. & Bhatia, K.K. (2005). Introduction to Educational Psychology. Ludhiana: Kalyani Publishers.

Course-III
INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR
ENRICHING TEACHING AND LEARNING

Objectives

After completion of the course, the student-teacher will be able to

1. explain the concept of educational technology
2. explain the concept of ICT in education
3. appreciate the influence of ICT for improving the professional competencies
4. comprehend communicative skills and effective classroom interaction
5. use different approaches of ICT integration in education
6. appreciate the application of E-learning in education
7. explain the instructional strategies in instructional strategies and models
8. explain the fundamentals of the operating systems and application software
9. use internet for effective classroom teaching and maintain the ethical values
10. utilize the ICT for professional development of teachers

Course Content**Unit-1: Information and Communication Technology (ICT)**

- 1.1 Educational Technology – Concept, Growth, Objectives, Characteristics, Advantages, Challenges and Impact
- 1.2 Information Technology - Knowledge Explosion, Preservation and Retrieval
- 1.3 Communication – Concept, Elements, Process, Barriers & Types – Teaching as Communication - Communication Technology – Its application in Education
- 1.4 Instructional Media and Aids – Aural, Print, Visual and multimedia
- 1.5 Concept, Importance, Characteristics and Scope of Information and Communication Technology (ICT)

Unit-2: ICT in Education

- 2.1 Knowledge Acquisition and Multi-sensory approach
- 2.2 Classroom Communication and Communicative Skills for Teachers and Students - Flander's Interaction Analysis Category System
- 2.3 Individualised Instruction – Concept, Need, Principles and Techniques
- 2.4 Programmed Learning - Principles, Types, modes of presentation, development, application and role of teacher
- 2.5 Changing roles of the learner and the teacher in ICT-Integration and Challenges

Unit-3: Computer Fundamentals and Applications

- 3.1 Types, Characteristics and features of Computers
- 3.2 Components of Computers – Hardware, Software, Memory and Maintenance of computers
- 3.3 Operating Systems - DOS, Windows and Macintosh and Mobile Apps for Teaching
- 3.4 Software for Word Processing, Presentation, Statistical & Graphical, Page Layout, multimedia and webpage creator
- 3.5 Concept, Applications and Challenges of Computer networks, Internet, E-mail and Digital Space

Unit-4: ICT Enriched Learning Experiences

- 4.1 Application of ICT for Enriching Classroom Experiences
- 4.2 Application and use of Multimedia Educational Software for classroom situations
- 4.3 Use of Internet based media for teaching and learning enrichment - Acknowledgement
- 4.4 Project based learning using computers, Internet and Activities
- 4.5 Collaborative learning using group discussion, projects, field visits, blogs, etc.

Unit-5: Application of Computers in Education

- 5.1 Computer as a learning tool – Concept of E-learning
- 5.2 Web 2.0 Technologies-characteristics, types and examples
- 5.3 Virtual Classroom, Smart Boards, Tools and Opportunities
- 5.4 Open Educational Resources – Concept and Significance
- 5.5 Critical issues in Internet usage – Authenticity, Addiction, Plagiarism, Ethical and Legal Standards

Activities

1. Use various visual aids in the classroom and report their effectiveness on learning of the students
2. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning
3. Observe and analyse classroom Interaction and report the dynamics of classroom
4. Prepare a computer assisted lesson of your choice from school curriculum

Text Books

Agarwal J P (2013) – Modern Educational Technology – Black Prints, Delhi
 Barton R (2004) – Teaching Secondary Science with ICT – McGrawhill International
 Das R C (1993), Educational Technology – A Basic Text, Sterling Publishers, New Delhi
 Intel® - Teach to the Future – Pre-service Binder Version 2.0
 Kirwadkar A and Karanam P.(2010) E-Learning Methodology – New Delhi- Sarup Book Publishers

Reference Books

Agarwal J P (2013) – Modern Educational Technology – Delhi Black Prints –
 Douglas, E C, Computer Networks and Internet, Prentice Hall
 Imison T and Taylor PH (2001) – Managing ICT in Secondary Schools Heinman-Oxford
 Jones, B Technology and Future of Works, Oxford University Press
 Kumar, K L (2000), Educational Technology, New Delhi, New Age International Pvt. Ltd.
 Norton P (2000) Introduction to Computers, New Delhi, Tata McGraw Hill Publications
 Sampath K (1981) Introduction to Educational Technology, Sterling Publishers, New Delhi
 Sharma, R A (1983) Technology of Teaching, IPH, Meerut
 Shukla, Satish S (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad, Varishan Prakashan
 Venkataiah, N (1996), Educational Technology, New Delhi: APH Publishing Corporation

Course-IV

PEDAGOGY OF MATHEMATICS

Objectives

After completion of the course the student will be able to

1. develop insight into the meaning, nature, scope and objectives of mathematics education
2. appreciate the role of mathematics in day to day life
3. understand history, development of mathematics and the contributions of Indian mathematicians to mathematics
4. understand aims and objectives of different branches of mathematics
5. identify the role of branches of mathematics and their implications on the society.
6. understand and practice various methods and approaches of teaching mathematics
7. understand the selection, preparation and uses of learning resources

Course Content

Unit-1: Meaning, Nature, and Scope of Mathematics

- 1.1 Meaning, Nature, and scope of mathematics.
- 1.2 History of Mathematics with special emphasis on teaching of mathematics.
- 1.3 Contributions of Indian Mathematicians a) Aryabhatta b) Brahmagupta c) Varahamihira d) Bhaskaracharya e) Srinivasa Ramanujan.
- 1.4 Contributions of Western Mathematicians a) Euclid b) Pythagoras c) Renesdecarte d) Geroqe Cantor.
- 1.5 Correlation of Mathematics with other school subjects and with other branches of mathematics.

Unit-2: Aims and objectives of Teaching Mathematics

- 2.1 Need for establishing general objectives for teaching mathematics.
- 2.2 Aims, Values and general objectives of teaching mathematics.
- 2.3 Specific objectives and teaching points of various content areas in different branches of secondary school mathematics.
- 2.4 Recommendations of various Educational Committees and Commissions as regards to Aims and Objectives of Teaching Mathematics.
- 2.5 Meaning and Concept of Academic Standards of CCE.
- 2.6 Linking Blooms Taxonomy with Academic Stands.

Unit-3: Methods, Approaches and Strategies in Teaching and Learning of Mathematical Concepts

- 3.1 Nature of Concepts, types of Concepts, Concept Formation and concept assimilation; distinguishing and stating necessary and sufficient conditions in the process of teaching concepts. Comparing and contrasting. Giving counter example and non example in teaching concepts. Planning and implementation strategies in teaching concepts.
- 3.2 Creating awareness among student teachers on various concepts of Arithmetic, Algebra, Geometry, Trigonometry and Probability and Statistics from classics VI to X.
- 3.3 Methods of Teaching Mathematics: Inductive and Deductive : Analytic and Synthetic: Laboratory. Heuristic, Project Method and Activity Based Teaching.

- 3.4 Problem solving- Stages and Steps in problem solving; Discovering or Exploring various options for solving a given problem in Algebra, Arithmetic, Geometry, Trigonometry, Probability and Statistics.
- 3.5 Concept Attainment Model of Jerome Bruner.

Unit-4: Planning for Teaching – Learning Mathematics

- 4.1 Microteaching: Concept, Definition, Microteaching cycle, Components of Microteaching, Merits and Limitations.
- 4.2 Microteaching Skills: Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.
- 4.3 Planning of Instruction: Unit plan, Period plan based on Blooms Taxonomy and academic standards.
- 4.4 Technology Integrated Lesson-Planning the Lesson by digital technology.

Unit-5: Learning Resources in Mathematics

- 1.1 Mathematics Text Book – Importance and Criteria of good Mathematics text book.
- 1.2 A Critical Analysis of existing Secondary School Mathematics Text Books.
- 1.3 Audio, Visual and Multimedia resources – Selection and designing.
- 5.4 On line Resources – ICT based Pedagogical tools.
- 5.5 Using community resources for mathematics learning. Visits, mathematical field trips and excursions.
- 5.6 Handling hurdles in utilizing resources.

Activities

1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes
2. Each student has to collect and present history and contributions of one Indian or Western mathematician
3. Preparation of T.L.M. for any one topic from classes 6-10 mathematics
4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics
5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)

Text Books

Davis, David R. The Teaching of Mathematics. New Delhi: Surjeet Publications
 Mangal, S.K. (1993). Teaching of Mathematics. New Delhi: Arya Book Depot.
 NCERT (2012). Pedagogy of Mathematics, New Delhi: NCERT
 Siddu, K.S. (1990). Teaching of Mathematics. New Delhi: sterling Publishers.

Reference Books

- Benjamin, S. Bloom, Ed. (1958). Taxonomy of Educational Objectives – Handbook 1 – Cognitive Domain. New York: Harcourt Brace & World Inc.
- James, Anice. Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.,
- Kulshrestha, A.K. & Puneetha Kumar. Teaching of Mathematics. Meerut: R. Lal Book Depot.
- NCERT (2000). National Curriculum Framework for Teacher Education. New Delhi: NCERT
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT
- NCTM (1970). The Teaching of Secondary School Mathematics, XXXIII Yearbook Washington: NCTM.
- Packiam, S. Methods of Teaching Mathematics.
- Rao, N.M. Mathematics Projects and Mathematics Laboratory, New Delhi: NCERT
- SCERT (2011) Andhra Pradesh Curriculum Framework, Hyderabad: SCERT, Government of AP
- SCERT (2011). Position papers for Mathematics. Hyderabad: SCERT, Government of A.P

Course-IV
PEDAGOGY OF SOCIAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. understand the meaning and scope of Social Sciences
2. develop general and specific aims of teaching social sciences
3. inculcate values through teaching of Social Sciences
4. understand major concepts and develop critical thinking through teaching inter disciplines of Social Sciences
5. acquire knowledge on different strategies and approaches of teaching and developing skills in connection of resources.

Course Content**Unit-1: Social Sciences as an integrated area of Study**

- 1.1 Meaning, Nature and Scope of Natural and Social Sciences
- 1.2 Distinction between Natural and Social Sciences
- 1.3 Meaning, History, Nature, Scope and Development of Social Studies
- 1.4 Distinction between social sciences and social studies
- 1.5 Understanding society through various social sciences

Unit-2: Aims Objectives and Academic Standards of Social Sciences

- 2.1 Major aims and objectives of teaching Social Sciences
- 2.2 Bloom's taxonomy of Educational Objectives
- 2.3 Academic Standards and Learning outcomes of teaching Social Sciences
- 2.4 Recommendations of NPE 1986, NCF 2005, APSCF 2011
- 2.5 Values of Teaching Social Sciences

Unit-3: Approaches, Methods, Strategies and Techniques of Teaching Social Sciences

- 3.1 Meaning, need and significance of various approaches, methods, strategies and techniques of Teaching Social Sciences
- 3.2 Teacher Centred Approaches – Lecture, Lecture-demonstration, Source and Supervisory Study
- 3.3 Learner centered approaches –Project, Problem Solving, Discussion, Inductive and Deductive, Observation, Constructivistic Approach
- 3.4 Strategies / Techniques - Brain Storming, Team Teaching, Mind Mapping, Questioning
- 3.5 Activities – Dramatisation, Role play, Field Trips, Social Science Clubs, Exhibitions

Unit-4: Planning in Teaching Social Sciences

- 4.1 Microteaching – Meaning, Concept and Steps
- 4.2 Microteaching Skills - Introduction, Explanation, Questioning, Reinforcement, Stimulus Variation
- 4.3 Year Plan and Unit Plan
- 4.4 Need and Importance of Lesson Planning (Period Planning)
- 4.5 Technology Integrated Lesson Planning

Unit-5: Teaching Learning Resources in Social Sciences

- 5.1 Community Resources – Human and Material
- 5.2 Social Science Library, Laboratory and Museum
- 5.3 Need and Significance of Current and Controversial issues in teaching social sciences
- 5.4 Handling hurdles in utilizing resources
- 5.5 Professional Development of Social Sciences Teacher

Activities

1. Identify values in depicted in the lessons of social sciences of any one class and prepare a report
2. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit
3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report
4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.

Text Books

- Telugu Academy – 2002 – B.Ed. Methods of Teaching Social Studies – Hyderabad
- Aggarwal J.C(1993) – Teaching of Social Studies – a practical approach, second edition, New Delhi, Vikas Publishing House
- Aggarwal J.C (1983) - Teaching of History New Delhi, Vikas Publishing House
- Kochhar, SK(1988) Teaching of Social Studies, New Delhi, Sterling Publishers Private Ltd
- Bining, A.C and Bining BH (1952) Teaching of Social Studies in Secondary schools
3rd Ed., Bombay, TATA Mc Graw- Hill publishing Company Ltd.

Reference Books

- Aggarwal D.D (2008) – Modern Methods of Teaching Geography new Delhi current publications
- Edwin, Fenton (1967) – The New Social Studies in Secondary Schools – An Inductive Approach – New York – Holt Binchart and Winston Inc.
- Martorella, Peter M (1976) – Social Studies Strategies – Theory into Practice, New York, Harper and Row Publishers Inc.
- Mechlinger M D (1981) – UNESCO Handbook of Teaching Social Studies – London – Croom Helm
- Moffat, M P (1955) – Social Studies Instruction – 2nd Ed. New York – PHI
- NCERT (1990) – Teaching History in Secondary Schools – New Delhi
- Ruhela, S P (2009) – Techniques of Teaching Social Sciences – Hyderabad – Neelkamal Publications
- Edgar B W & Stareky, P W (1958) – Teaching Social Studies in High Schools – Health and Company, Boston 11C
- Dr Rambhai N Patel, Educational Evaluation – Himalaya Publishing House, Mumbai

Course-IV
PEDAGOGY OF BIOLOGICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

- 1.1 develop an insight on the meaning, scope, nature and aims of biological science
- 1.2 identify and relate everyday experiences with the learning of biological science
- 1.3 integrate the knowledge of biological science with other school subjects
- 1.4 facilitate the development of scientific attitude in the learners of biological science
- 1.5 develop competencies for teaching and learning biological science through Herbartian and Constructivist approaches
- 1.6 stimulate curiosity, creativity and inventiveness in the learners towards biological science

Course Content**Unit-1: Introduction to Science**

- 1.1. Meaning and Functions of Science
- 1.2. Nature and Scope of Science
- 1.3. Structure of Science
- 1.4. Branches of Science
- 1.5 History of Biological Science

Unit-2: Aims and Values of Biological Science

- 2.1. Aims of Teaching Biological Science
- 2.2. Values of Teaching Biological Science
- 2.3. Competences of a Biological Science Teacher
- 2.4. Correlation of Biological Science with other school Subjects

Unit-3: Objectives of Teaching Biological Science

- 3.1. Meaning and Importance of objectives
- 3.2. Revised Blooms Taxonomy of Educational Objectives.
- 3.3. Instructional Objectives and specifications with examples
- 3.4. Academics Standards mentioned in the school biological science text
Book published by government of Andhra Pradesh

Unit-4: Methods and Techniques of Teaching Biological Science

- 4.1 Micro Teaching Techniques
- 4.2 Lecture Method, lecture Demonstration Method, and Laboratory Method
- 4.3 Scientific Method (Inductive and Deductive Method)
- 4.4 Project Method

Unit-5: Planning for Teaching Biological Science

- 5.1 Year Plan
- 5.2 Lesson Plan
- 5.3 Period Plan (Herbartian and Constructivist approach and CCE Model)
- 5.4 Learning Experiences
- 5.5 Planning ICT Applications in Learning Biology

Activities

1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.
2. Identify and write the objectives and specifications under the three domains on any topic of your choice
3. Sketch the life history and write his/her contributions of any one Biologist
4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.
5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.

Text Books

- Agarwal,D.D.(2001). Modern Methods of teaching Biology.Newdelhi: Sarup& Sons
- Ahmed,J.(2011). Teaching of Biological Science . New Delhi:PHI Learning Pvt.Ltd.
- Benjamin,S.Bloom,Ed.(1958). Taxonomy of educational obje=ctives- handbook I –Cognitive Domain, New York: Harcourt Brace & World Inc.
- Chikara,M.S. and S. Sarma (1985) Teaching of Biology ,Ludhiana: prakesh Brothers.
- Gupta,S.K.(1983) technology of science Education, New Delhi: Vikas Publishing House Pvt.Lt

Reference Books

- Hassard,J. (2000) science as Inquiry , New Jersey: Good Year Books.
- Krathwohl, David R.,Ed (1964) Taxonomy of Educational Objectives , Hand Book II – Affective Domain, New York: David Mckay.
- Mohan,R.(2004)Innovative Science Teaching for Physical Science teachers. New Delhi: Practice-Hall India Ltd.
- New UNESCO Source Book for science teaching (1978).New Delhi: Oxford & IBH Publishing House.

Course-V

PEDAGOGY OF PHYSICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. know the nature of science, structure, value and correlation with other school subjects.
2. draw the attention on development of science and the contributions of western and Indian scientists.
3. understand the aims and objectives of teaching physical sciences.
4. develop the skill of organizing science curriculum and critique on the present secondary school physical sciences curriculum.
5. organize the content into plan of action and practice the micro and macro teaching skill.
6. cope up with adoption of methods of teaching physical sciences and use the learning experiences.

Course Content

Unit-1: Introduction to Science and Physical Sciences

- 1.1 Science and Physical Sciences – Meaning, Nature, Scope and Importance
- 1.2 Structure of Science – Syntactic Structure (Process of Science – Domain of Inquiry), Substantive Structure - Product of Science-Facts, Concepts, Theories, Laws and Principles – characteristics in the context of Physical sciences (citing examples)
- 1.3 Values of Learning Physical Sciences
- 1.4 Correlation of Physical Sciences with Mathematics, Biological Sciences, Social Studies, Languages, Fine Arts, Environment, Health, Development, Peace and Equity
- 1.5 Analysis of selected concepts of Physics and Chemistry from 6-10 classes

Unit-2: Development of Science - Physical Sciences

- 2.1 Milestones in the Development of Sciences – Physics and Chemistry
- 2.2 Contributions of Western and Indian Scientists
- 2.3 Landmarks, Status and Development Indian Science and Technology
- 2.4 Physical Science and Human Life
- 2.5 Rationale in Inspiring Students to study Physical Science

Unit-3: Aims, Objectives and competencies of Teaching Physical Sciences

- 3.1 Aims and Objectives of Teaching Physical Sciences
- 3.2 Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al – Revised Bloom's Taxonomy and Higher Order Thinking Skills
- 3.3 Instructional Objectives of Teaching Physical Sciences
- 3.4 Behavioural or Specific Objectives of Teaching Physical Sciences
- 3.5 Competencies for Teaching of Physical Sciences

Unit-4: Approaches, Methods and Techniques of Teaching Physical Sciences

- 4.1 Concept of Teaching with special reference to Physical Science – Approaches and Methods – Student Participation in Learning
- 4.2 Teacher-centred Methods - Lecture, Lecture-cum-Demonstration, Historical
- 4.3 Student-centred Methods - Heuristic, Project, Scientific and Laboratory
(Illustration of each method by taking examples from specific contents of Physics and Chemistry)

- 4.4 Modern Teaching Techniques - Brainstorming, Team Teaching and Models of Teaching – Concept Attainment Model and Enquiry Training Model
- 4.5 Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills

Unit-5: Planning for Teaching Physical Sciences

- 5.1 Importance of Planning for Teaching
- 5.2 Year Plan
- 5.3 Unit Plan
- 5.4 Period Plan (Lesson Plan) – Herbertian Steps vs. Constructivist Approach
- 5.5 Teaching Strategies and Academic Standards, CCE model period plan for classroom teaching

Activities

1. Identify the most abstract concepts (difficult topics) from any class physical science textbook suggest ways and means to make it easy to understand and concrete.
2. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them and report
3. Prepare an assignment on any physical sciences and its application and implications with other branches of knowledge
4. Prepare biographical sketch of a scientist and his/her contributions to Physics/ Chemistry
5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under Cognitive Domain associated with them

Text Books

Bhouthika Rasayana Shasthra Bodhana Paddhatulu (Methods of Teaching Physical Science) – Telugu Academy
 Vaidya, Narendra (1989) *The Impact of Science Teaching*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
 Sharma, R.C. (1987). *Modern Science Teaching*. New Delhi: Dhanpat Rai and Sons.
 Vanaja, M. (2004). *Methods of Teaching Physical Sciences*. Hyderabad: Neelkamal Publications Pvt. Ltd.
 Das, R.C. (1990). *Science Teaching in Schools*. New Delhi: Sterling Publications Pvt. Ltd.

Reference Books

Siddiqui and Siddiqui (1998). *Teaching of Science Today and Tomorrow*. New Delhi: Doaba House.
 Kumar, Amit (1999). *Teaching of Physical Sciences*. New Delhi: Anmol Publications Pvt. Ltd.
 Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.
 Nagaraju, M.T.V. (2008). *Hand Book for Teaching Physical Sciences - Methods and Techniques*. New Delhi: Kanishka Publishers and Distributors.
 Mohan, Radha (2004) – Innovative Science Teaching for Physical Science Teachers, New Delhi, PHI
 UNESCO - Teaching of School Physics – Penguin Books
 UNESCO – Teaching of School Chemistry – Penguin Books

Course-V
PEDAGOGY OF ENGLISH

Objectives

After completion of the course, the student-teacher will be able to

1. understand the place of English Language Teaching in India
2. understand the different roles of language
3. understanding the importance of home language, school language and the role of mother tongue in education.
4. understand different skills of English language
5. identify different Methods, Approaches and Techniques needed for teaching different skills of ELT in the Indian context
6. improve their ability in planning a lesson in Prose, Poetry and Supplementary Reader
7. develop integrated skills in ELT
8. prepare different activities and tasks for learners

Course Content**Unit-1: Introduction to ELT**

- 1.1 Meaning, nature and scope of ELT
- 1.2 Status of English Language in the global and Indian contexts
- 1.3 Aims and Objectives of Teaching English in India
- 1.4 Language and Education Policy in India
- 1.5 Teaching English in Bilingual/Multi-lingual contexts

Unit-2: Methods and Approaches in ELT

- 2.1 Method, Approach and Technique
- 2.2 Grammar Translation Method, Direct Method, Bilingual Method and Dr. West's Method
- 2.3 Oral, Situational and Structural Approaches
- 2.4 Communicative Language Teaching
- 2.5 Micro skills in ELT

Unit-3: Listening and Speaking Skills

- 3.1 Types and Sub-skills of Listening
- 3.2 Techniques of and materials for teaching Listening
- 3.3 Sub-skills of Speaking
- 3.4 Techniques of and materials for teaching Speaking
- 3.5 Activities to develop Listening and Speaking skills.

Unit-4: Reading and Writing Skills

- 4.1 Types and Sub-skills of Reading; Methods of Teaching Reading
- 4.2 Reading and Reflecting on text
- 4.3 Mechanics of Writing
- 4.4 Sub-skills and techniques of Writing
- 4.5 Activities to develop Reading and Writing skills.

Unit-5: Developing integrated skills and use of ICT in English Language Teaching

- 5.1 Teaching of Prose
- 5.2 Teaching of Poetry
- 5.3 Use of Multi-media in ELT
- 5.4 Online resources for ELT
- 5.5 ELT and Social Networking

Activities

1. Prepare a report on Language policies given in the reports of Kothari Commission, NPE 1986 and POA 1992.
2. Prepare a detailed report on how, when and why you are going to use various methods, approaches and techniques in teaching the English language skills.
3. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials.
4. Critically analyse the writing activities given in the text books of classes VI to X and report.
5. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective

Text Books

- Graham Butt (2008): *Lesson Planning*. New York: Continuum International Publishing Group.
- Grillet, F. (1983): *Developing Reading Comprehension*. Cambridge, CUP.
- Krishnaswamy, N. and Sriraman, T. (1994): *Teaching English in India*. Chennai: T.R. Publishers
- M. L. Tickoo (2003): *Teaching and Learning English*. Hyderabad: Orient Longman.
- Makey, Sandra L. (1985): *Teaching Grammar*. Oxford: Pergamon Press

Reference Books

- Doff, A. (1981): *Teach English*. London: Cambridge University Press (CUP)
- Parrott, M. (1993): *Developing Reading Comprehension*, Oxford: Pergamon Press.
- Richards, J.C. and T. Rogers (1998): *Approaches and Methods to Language Teaching*. London: CUP
- Allen, Virginia French (1983): *Techniques in Teaching Vocabulary*. New York: Oxford University Press (OUP)
- Cruttenden Allan (VII Ed.) (2008): *Pronunciation of English*. Hodder Education, UK
- Frank, C. and Rinovoluceri Mario (1983): *Grammar in Action*. Oxford: Pergamon Press
- Mario (1984): *Grammar Games*. Cambridge: Cambridge University Press (CUP)
- Roach Peter (III Ed.) (2007): *English Phonetics and Phonology*. Cambridge: CUP

Course-V
PEDAGOGY OF TELUGU

భాషా విద్య (తెలుగు)

లక్ష్యాలు:

రెండేళ్ళ శిక్షణ పూర్తి చేసుకున్న ఛాత్రోపాధ్యాయులు:

- 1) సమాజంలో భాష పాత్రను అర్థం చేసుకుంటారు, ప్రాధాన్యతను గుర్తిస్తారు.
- 2) భాషకు, సాహిత్యానికి మధ్య గల సంబంధాన్ని గుర్తిస్తారు.
- 3) వివిధ భాషా రూపాలను ప్రశంసిస్తారు, సొంతం చేసుకుంటారు.
- 4) భాషల మధ్య అనువాదం యొక్క ప్రధాన్యతను గుర్తించి తమ విద్యార్థులను అనువాదం చేయమని ప్రోత్సహిస్తారు.
- 5) సాహిత్య, శాస్త్ర, భాషా గ్రంథాలను సంప్రదిస్తారు, ప్రశంసిస్తారు, విశ్లేషిస్తారు.
- 6) సందర్భానుగుణ భాషోపయోగాన్ని అలవర్చుకుంటారు, తమ విద్యార్థులకు అలవరుస్తారు.
- 7) పిల్లల భాష - ఇంటి భాష, జన వ్యవహార భాషలను ప్రశంసిస్తారు.
- 8) భాషా బోధన - అభ్యాసన పై భారతీయ - ప్రాశ్చాత్య దృక్పథాలను తులనాత్మకంగా అనుగుణంగా పరిశీలిస్తారు.

I. భాష, సమాజం భావనలు

భాష మరియు సమాజం - సమాజంలోని వివిధ వర్గాల భాష- భాష మరియు లింగ వివక్ష - భాష మరియు అస్తిత్వం - భాష మరియు సాధికారత, సామాజిక విధులు.

భాష వివిధ భావనలు

గృహ భాష (ఇంటి భాష) వైయక్తిక, కుటుంబ భాషలు- పరిసరాల్లోని-భాషలు - పాఠశాలల్లో భాష-పాఠశాలేతర వ్యవహారాల్లో భాష -పిల్లల భాష - తెలుగు వాచకాల్లో భాష - భాషేతర వాచకాల్లో భాష-ఒక పాఠ్యాంశంగా భాష మాధ్యమ భాష (ప్రాధాన్యత, పరిమితులు)-భాష మరియు మాధ్యమ భాషల మధ్యగల సంబంధాలు.

భాషావిద్య- రాజ్యాంగ అధికరణాలు - నిబంధనలు, సిఫార్సులు

భారత రాజ్యాంగం అధికరణాలు 343 - 351, 350 (A)

ముదలియార్ కమిషన్ (1952), కొరారి విద్యాసంఘం (1964-66)

జాతీయ విద్యావిధానం (1986) కార్యచరణ పథకం (1992)

జాతీయ విద్యా ప్రణాళిక చట్టం (2005) సిఫార్సులు

ఇతర కమిటీలు - కమిషన్ల సిఫార్సులు - అధికార భాష - త్రిభాషా సూత్రం.

II తెలుగు భాష-ఆంధ్రప్రదేశ్ రాష్ట్రంలో తెలుగు భాష

1) స్వాతంత్ర్యానికి పూర్వపు తెలుగు భాష - స్వాతంత్ర్యానంతర కాలంలో తెలుగు భాష
శాసన భాష-గ్రాంథిక భాష - వ్యవహారిక భాష - ఆధునిక ప్రామాణిక భాష

2) తరగతిలో భాషోపయోగం - సహవిద్యార్థులతో ఉపాధ్యాయులు తల్లిదండ్రులు
ఇతర పెద్దలు అధికారులతో భాషా వ్యవహారం, మెలకువలు

3) జాతీయ స్థాయిలో, అంతర్జాతీయస్థాయిలో తెలుగు భాషాస్థితి, తెలుగు భాషకు ప్రాచీన
హోదా కల్పన - ప్రయోజనాలు

4) ప్రథమ, ద్వితీయ, తృతీయ భాషలుగా తెలుగు - మాతృభాషగా తెలుగు

III భాషాభ్యసనం - భాషా బోధన

1) భాషా సంపాదన - పిల్లల భాషా సంపాదన

తాత్త్విక, మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు

2) భాష - ఆలోచన - జ్ఞాన నిర్మాణం - అభివ్యక్తి-సృజన

3) భాషాభ్యసనం - అనుమానోపపత్తి, నిగమోపపత్తి ఉపగమాలు

జ్ఞాన నిర్మాణవాద ఉపగమాలు

భాషా బోధన - అభ్యసనాలు భారతీయ దృక్పథం.

భాషా బోధన - అభ్యసనాలు పాశ్చాత్యులు దృక్పథాలు.

పాణిని, పతంజలి, కాత్యాయనుడు, జాన్ డ్యూయీ-బ్రూనర్

పియాజీ, వైగాటస్కీ, చోమ్స్కీ ప్రభుత్వ ఆలోచనలు.

4) భాషాభ్యసన - బోధన పద్ధతులు- విమర్శనాత్మక విశ్లేషణము-ప్రాచీనుల, ఆధునికుల
అభిప్రాయాలు.

➤ పద్ధతి - వ్యూహం: అంటే - ఎందుకు - వ్యూహాల ప్రయోజనాలు - పరిమితులు

➤ వ్యాకరణానువాదపద్ధతి, ప్రత్యక్షపద్ధతి - పఠనపద్ధతి - సందర్భపద్ధతి

వాక్యపద్ధతి, పద పద్ధతి, సంభాషణా పద్ధతి-ప్రశ్నోత్తర పద్ధతి

వివరణ పద్ధతి - విశ్లేషణ పద్ధతి - వ్యాఖ్యన పద్ధతి - విమర్శనా పద్ధతి

నాటకీకరణ పద్ధతి - కథన పద్ధతి - పూర్ణపద్ధతి - ఖండ పద్ధతి - ప్రతి పదార్థ పద్ధతి,

తాత్పర్యపద్ధతి - ప్రశంసా పద్ధతి.

➤ పరస్పరచర్యపద్ధతి, అన్వేషణ పద్ధతి, ప్రాజెక్టుపద్ధతి

➤ సంయుక్త అభ్యసనం, సహకార అభ్యసనం , వనరుల ఆధారిత అభ్యసనం

➤ స్వీయనిర్దేశితఅభ్యసనం, పరిశీలనాత్మక అభ్యసనం

➤ మేథోమధన పద్ధతి - ఆప్తవాక్యపద్ధతి

IV భాష - స్వరూపం - స్వభావం

1) ఒక నియమ బద్ధ వ్యవస్థగా భాష-భాషా ప్రవర్తన - భాషాస్పృహ-భాషా వైఖరి-భాషా విషయ వైవిధ్యత.

2) భాషా మాండలికాలు, కళింగాంధ్ర మాండలికం, ఉభయగోదావరి జిల్లాల మాండలికం, కృష్ణామాండలికం, నెల్లూరు మాండలికం, రాయలసీమ మాండలికం (స్థానిక మాండలికాలు) పద, వాక్య రూపాల్లో సాదృశ్య భేదాలు

3) భాషేతర పుస్తకాల్లో తెలుగుభాష - పరిభాషా కల్పన

4) భాషావ్యవస్థ : భాషోత్పత్తి విధం - నిర్వచనాలు - లక్షణాలు- స్వభావం - ధ్వనివ్యవస్థ - వాగిందియ వ్యవస్థ (ఉచ్చారణ)-ధ్వని విజ్ఞానం - వర్ణవిజ్ఞానం - పద విజ్ఞానం, వాక్య విజ్ఞానం, అర్థ విజ్ఞానం - అర్థవిపరిణామం.

5) భాష - వ్యాకరణం : పాఠ్యపుస్తకాలలోని వ్యాకరణాంశాలు-సంధులు - సమాసాలు - చందస్సు- అలంకారాలు - రూపం-పర్యాయ పదాలు - ప్రకృతి - వికృతులు, నానార్థాలు-వ్యుత్పత్త్యర్థాలు- జాతీయాలు (నుడికారాలు), సామెతలు, మహితోక్తులు (Quotations)-సంప్రదాయ వ్యాకరణం - విశ్వవ్యాకరణం

6) భాషోపాధ్యాయుని సన్నద్ధత: విశిష్ట లక్షణాలు సాధారణ లక్షణాలు- మూర్ఖ నన్నద్దత బోధనానంతర సమీక్ష - భాషోపాధ్యాయుల తరగతి గది ప్రవర్తన-తరగతిలో భాషోపయోగం - పరిమితులు-వ్యుత్పన్నత (Resourcefulness) -సూక్ష్మబోధన-నైపుణ్యాల సంపాదన, ఆచరణ.

7) భాషాభ్యసనం- భాషాబోధన: ప్రథమ ద్వితీయభాషలుగా తెలుగు బోధన గమ్యాలు- ఆశయాలు - ఉద్దేశాలు- లక్ష్యాలు - కనిష్ట అభ్యసన ప్రమాణాలు సామర్థ్యాలు (కమీషన్లు NCF- SCF ల ఆధారంగా)

జ్ఞానం- విషయజ్ఞానం - భాషాజ్ఞానం - సాహిత్య జ్ఞానం-అవగాహన - శ్రవణమూలక అవగాహనం - పఠనమూలక అవగాహనం-అభివ్యక్తి-వాగ్రూప అభివ్యక్తి - లిఖితరూప అభివ్యక్తి, స్వీయ అభివ్యక్తి,-సృజనాత్మక అభివ్యక్తి

భాషాభిరుచి - ఆసక్తి: పఠనాసక్తి, అన్వేషణాసక్తి, రచనాసక్తి

రసానుభూతి: సృజనాత్మకత

నముచితమనోవైఖరులు: భాషాంతరీకరణం.

ప్రకల్పనా కృత్యాలు, నిర్వాహణ-పరిశోధన, పరిశీలనా సామర్థ్యాలు.

V. భాషాకౌశలాల సంపాదన:

1. కౌశలం - సామర్థ్యం - నైపుణ్యం శక్తియుక్తులు భావనలు

2. శ్రవణం

శ్రవణం అంటే-శ్రవణం ప్రయోజనాలు-వక్తశ్రోతుసంబంధాలు-అవధానం-గ్రహణం - సూక్ష్మ పరిశీలన-వివేచన - అవగాహన- శ్రవణం- అరోధాలు - నివారణోపాయాలు-మౌఖిక భాష సంకేతాలు ధ్వనులను వినుట- శ్రవణ అభ్యాసాలు క్రమీకృత అభ్యాసాలు

3. భాషణం:

భాషణం అంటే - భాషణం ప్రయోజనాలు - ఉత్తమ భాషణం లక్షణాలు-భాషణంలో వక్తశ్రోత్ర సంబంధాలు - భాషణంలో అవధానం (ఏకాగ్రత), గ్రహణం, సూక్ష్మ పరిశీలన, వివేచన - అవగాహన-భాషణం - అవరోధాలు-నివారణోపాయాలు.

భాషణం - మౌన భాష, సంకేత భాషణం - బాషణాశైలులు - భాషణ అలవాట్లు
భాషణం-వక్తత్వం-వాదప్రతివాదాలు - ఉపన్యాసం - చర్చ- మేధోమధనం-భాషాభ్యాసాలు
-భాషణ బోధన-సంభాషణ, కథాకథనం-సందర్భోచిత భాషణం - నాటకీకరణం.
భాషణ దోషాలు ఉచ్ఛారణ దోషాలు - పదాల ఎంపిక దోషాలు - వాక్యనిర్మాణ దోషాలు
భావదోషాలు - వ్యాకరణ దోషాలు

4. పఠనం:

పఠనం అంటే-పఠనం ప్రయోజనాలు - లిపి పఠనం - చిత్రపఠనం - పటాల పఠనం
పఠనం లక్షణాలు - పఠన అలవాట్లు - వాచక పఠనం - పత్రికా పఠనం - గ్రంథ పఠనం -
సాహిత్య పఠనం.

పఠనం పద్ధతులు: క్షుణ్ణపఠనం - విస్తార పఠనం

పఠనం-భేదాలు: మౌన పఠనం మరియు ప్రకాశ పఠనం-పఠనం-అవధానం - గ్రహణం -
పరిశీలన - పఠనావగాహన- పఠనం - అవరోధాలు-పఠన సన్నద్ధత - పఠన పరిణితి - పద్యపఠనం.
పఠనాభ్యాసం - బోధన పద్ధతులు - పద పద్ధతి - వాక్యపద్ధతి.

5. లేఖనం:

భాషాలిపి - తెలుగు లిపి పరిణామ క్రమం - తెలుగు లిపి లక్షణాలు,

లేఖనం - దృష్టలేఖనం - ఉత్తలేఖనం - దస్తూరీ

లేఖనాభ్యాసం -సంప్రదాయపద్ధతి - ఆధునిక పద్ధతులు - లేఖనం లక్షణాలు -
లేఖనం-అవరోధాలు.

లేఖనరూపాలు: వినతి పత్రం - అభ్యర్థన పత్రం - ప్రకటన కర పత్రం - పోస్టరు-పత్రికలకు లేఖ - తల్లిదండ్రులకు, స్నేహితులకు లేఖ - వ్యాపార లేఖ - ఆహ్వాన పత్ర రచన, స్వాగత పత్ర రచన , నివేదికా రచన, అభినందనరచన - వ్యాపార రచన, కృతజ్ఞత/ వందన సమర్పణ రచన ప్రశంసా రచన - ప్రజ్ఞాతృకరచన - దినచర్య రచన, స్వీయ వివరాల రచన.

లేఖనం -అనువాదం : మూల విధేయానువాదం - వాక్యవిధేయానువాదం- భావానువాదం - అనువాదంలో పరిభాష.

తెలుగు - హిందీ - ఆంగ్లభాషల మధ్య అనువాదం.

లేఖనం- శైలి, ప్రాచీన శైలి, మాండలిక శైలి, ప్రామాణిక శైలి -

6. భాషాకౌశలాల మధ్యగల అంతర సంబంధాలు.

బోధనా సంబంధ కృత్యాలు:

- 6, 7 తరగతుల సామాన్య, సాంఘిక శాస్త్ర పుస్తకాల్లోని.
 - 1) భాషారూపం - భావస్పష్టతలు
 - 2) అభ్యాసకుని అవగాహనకు అనువైన భాషారూపం
 - 3) భాష - పరిభాష కారిన్యస్థాయిలు
 - 4) భాషాభ్యసనానికి తోడ్పాటుకు పరిశీలించుట, నివేదిక రాయుట.
- పరిసరాల్లోని ఐదు పాఠశాలల సందర్శన
తెలుగు బోధన తీరు తెన్నులు
తెలుగు బోధనకు పాఠశాలల్లో లభ్యమగు వనరులపై నివేదిక తయారు చేయుట.
- ఏదైనా ఒక పాఠ్యాంశమునకు
జ్ఞాన నిర్మాణవాదం అనుసరణకు తగిన కృత్యాలు రూపొందించుట.
- 6 నుండి 10 తరగతులు పాఠ్యాంశాలనుండి ఏదైనా ఒక తరగతి వాచకంలోని
వ్యాకరణాంశాలని పట్టికగా కూర్చుట.
- పిల్లల సంభాషణల్లోని మాండలిక భాషా రూపాల గుర్తింపు పట్టికను తయారు చేయుట

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16. డా॥ పోరంకి దక్షిణామూర్తి - భాష ఆధునిక దృక్పథం- నీల్కమల్ ప్రచురణలు
17. డా॥ భద్రరాజు కృష్ణమూర్తి - భాష, సమాజం, సంస్కృతి - నీల్కమల్ ప్రచురణలు
18. డా॥ పి.యస్. సుబ్రహ్మణ్యం, ఆధునిక భాషా శాస్త్ర సిద్ధాంతాలు- తెలుగు విశ్వవిద్యాలయం.
19. Noam Chomsky - Syntactic Structures
20. Atkinson - Teach yourself Linguistics
21. చేకూరి రామారావు- తెలుగు వాక్యం-తెలుగు విశ్వవిద్యాలయం
22. డా॥ డి. చంద్రశేఖర్ రెడ్డి - మన భాష - మీడియా ప్రచురణలు.

Course-V
PEDAGOGY OF URDU

تدریس زبان (اردو)

(۱)

کورس کے مقاصد:

- اس کورس کی تکمیل پر طلباء اس قابل ہوں گے کہ وہ
- زبان کے مختلف کردار کو سمجھ سکیں
- زبان و ادب کے تعلق کو سمجھ سکیں
- ترجمہ کی اہمیت سمجھ سکیں اور ترجمہ کرنے کے قابل ہوں
- طلباء میں تخلیقی صلاحیتوں کو فروغ دے سکیں
- تعلیم زبان سے متعلق اہم پالیسیوں اور دستوری مراعات سے واقف ہو سکیں
- مستند و غیر مستند ادبی متون کا جائزہ لے سکیں
- طلباء کے لئے سرگرمیاں اور مشاغل تیار کر سکیں
- لسانی مابیت کو سمجھ سکیں
- نظم، نثر اور ڈرامہ کی تدریس کے طریقوں کو کمرہ جماعت میں اطلاق کر سکیں
- تدریس زبان کے لئے باہم مربوط مہارتوں کو فروغ دے سکیں
- زبان کی پیمائش و تعین قدر کے عمل کو سمجھ سکیں

اکائی I - الکتاب زبان کے مختلف پہلو

- (۱) زبان: مابیت اور افعال - لسانیات اور الکتاب زبان میں اس کا کردار
زبان اور سماج - زبان اور نفس - زبان اور شناخت
زبان اور طبقہ
- (۲) اسکول میں زبان: گھر کی زبان اور اسکول کی زبان - الکتاب میں زبان کی
مرکزیت - لغات پر محیط زبان
- (۳) حصول علم اور زبان: زبان بحیثیت اسکولی مضمون اور زبان برائے الکتاب
میں فرق - کثیر لسانی کمرہ جماعت - کثیر لسانی معرور اور تدریس زبان -

(2)

(4) اکتساب زبان کے اُصول اور نفسیات: پیاجے، پرونر، چومسکی کی خدمات - اکتساب زبان میں تعمیریت (Constructivism) - تنقیدی طریقہ ہائے تدریس۔

(5) تعلیم زبان سے متعلق دستوری مراعات اور پالیسیاں
 صفحات 343، 351، 352 (ا) - کوٹھاری کمیشن (1964-66) •
 NCF - 2005 • PoA (1992) • NPE (1986)

اکائی - II - اُردو زبان و ادب - ایک تعارف
 1۔ اُردو زبان کا آغاز و ارتقاء - درج ذیل اسکالرز کے پیش کردہ نظریات کا مطالعہ - محمد حسین آزاد - پروینر مسعود حسین خان - پروینر زور -
 2۔ ہندوستان میں اُردو زبان کا مقام و موقف بالخصوص آندھرا پردیش میں -
 3۔ اُردو کے مختلف اصناف ادب
 نثر (داستان - حکایت (Epic)، سوانح حیات، مضامین، ڈرامہ)
 نظم (غزل - قصیدہ - نظم - رباعی - مثنوی - مرثیہ)
 4۔ مکالماتی اور جدید ادب
 5۔ علم بلاغت

اکائی - III - اُردو زبان کا لسانی نظام
 1۔ لسانیاتی کردار کے مختلف پہلو
 2۔ صوتیات:- اُردو کی آوازیں اور فونیم - مہوتے - مہوتے - ارکان
 3۔ صرف: الفاظ کی اقسام - تشکیل الفاظ
 4۔ نحویات: جملوں کی تشکیل - بنیادی قواعد (Generative Grammar)
 5۔ مخزنیات اور اسلوبیات: اُردو کے اہم اسالیب کا مطالعہ
 (سرمد احمد خاں - ابوالکلام آزاد - غالب)

(3)

اکائی (4) لسانی مہارتوں کی تحصیل

- ۱) زبان کی مختلف مہارتوں کا فردانہ۔ تحصیل زبان کی اہمیت و افادیت
- ۲) سنسنا اور گفتگو کرنا : ذیلی مہارتیں - سنسنے اور گفتگو کرنے کو فردانہ دینے کے مختلف کام، سرگرمیاں اور ذرائع، کہانی گوئی، محالہ گوئی، باہمی گفتگو، کرداری کھیل، تعزیری کھیل، تصویریری کہانیاں، مٹلٹی میڈیا ذرائع -
- ۳) پڑھنا : ذیلی مہارتیں - بلند خوانی اور خاموش خوانی، کثرت مطالعہ، گہرائی سے مطالعہ، مطالعہ کے دوران محسوسات، ڈکشنری، انسائیکلو پیڈیا کا استعمال
- ۴) لکھنا : لکھنے کے مراحل، لکھنے کا عمل، رسمی وغیرہ رسمی تحریریں، منسلک شاعری، مختصر کہانی، خطوط، ڈائری، نوٹس، مضامین، رپورٹ، محالہ، تعزیر، انتہاریت وغیرہ، حوالہ جاتی مہارتیں، اعلیٰ سطحی مہارتیں
- ۵) لسانی مہارتوں کے باہم ارتباط - سرگرمیاں و مشاغل

اکائی (5) تدریسی زبان کے مختلف طریقے اور رسائل

- ۱) راست طریقہ
- ۲) ساختی و موافقی طریقہ
- ۳) سمعی و لسانی طریقہ
- ۴) فطری طریقہ
- ۵) ترجمہ کا طریقہ : ضرورت کی اہمیت - ہندوستان کی دیگر زبانوں کے ادب کی اُردو میں ترجمہ نگاری، ترمیمی طریقہ

* — *

(4)

سرگرمیاں

(1) دستور میں دی گئی زبان سے متعلقہ ملاقات اور کوٹھاری کمیشن، قومی پالیسی برائے تعلیم ۱۹۸۶ اور ہر وکرام آف اکیٹن ۱۹۹۲ میں دی گئی تعلیمی پالیسیوں پر ایک رپورٹ تیار کیجیے

(2) اپنے اطراف و اکناف کو کوئی پانچ اسکولوں کا دورہ کیجیے اور وہاں پر رہنمائی فارمولہ کا اسکولوں میں کس طرح اطلاق ہو رہا ہے اس پر ایک رپورٹ تیار کیجیے۔

(3) مختلف شعرائے غزلیات سے اپنی پسندیدہ اشعار کو منتخب کیجیے اور ان کا تنقیدی جائزہ لے لیجیے۔

(4) کوئی ایک فلم / ٹی وی سیریل کا تنقیدی جائزہ لے لیجیے اور اس پر ایک رپورٹ تیار کیجیے

(5) تخلیقی تمثیل کو کوئی دو نکلز منتخب کیجیے اور ان کا اردو میں ترجمہ کیجیے تاریخ سے کوئی دو حقے لیجیے مثلاً 'ہندوستان کی تاریخ' اور ان پر ملاحظہ وارث تیار کیجیے

حوالہ جاتی کتب :

- (1) رشید حسن خاں - اردو داملہ
- (2) حسین الدین - اردو زبان کی تدریس
- (3) مجملہ السورہ جابرہ سعید - تدریس اردو
- (4) مہمت جادید - نئی اردو قواعد
- (5) جمیل جالبی - تاریخ ادب اردو

Course-VI
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. understand the sociological basis of Education
2. understand the impact of culture and socialization on Education
3. sensitize the student teacher about the impact of Education on the quality of life
4. understand the preamble of the constitution in the light of Education
5. organize various programmes to achieve national integration and international understanding

Course Content**Unit-1: Sociology and Education**

- 1.1 Meaning, nature and scope of sociology
- 1.2 Relationship between sociology and Education
- 1.3 Agencies of socialization (Family, peer group, school, Media, Religion)
- 1.4 Role of Teacher in Socialisation process
- 1.5 Impact of Socialisation on Education

Unit-II: Culture and Education

- 2.1 Meaning and definitions of culture
- 2.2 Characteristics of culture
- 2.3 Dimensions of culture, cultural lag, cultural pluralism
- 2.4 Impact of culture on Education
- 2.5 Role of Education in preservation, transmission and promotion of culture

Unit-III: Social Change and Education

- 3.1 Meaning and factors responsible for Social change
- 3.2 Concept and attributes of Modernization
- 3.3 Social stratification, Social Mobility and Education
- 3.4 Education as a facilitator for social change
- 3.5 Social Networking its implications on social cohesion and education

Unit-IV: Democracy and Education

- 4.1 Concept and Principles of Democracy
- 4.2 Equality and equity in Education
- 4.3 Preamble of the Constitution in relation to Education
- 4.4 Role of Education in strengthening democracy and democratic citizenship
Teacher as a democrat

Unit-V: Education and National Integration

- 5.1 Concept, Need for National Integration
- 5.2 Education as an instrument for national integration
- 5.3 Programmes to promote National Integration and International understanding,
- 5.4 Peace education in schools
- 5.5 Social Crisis and its Management

Activities

1. Study the cultural practices prevailing in the local community and submit a report
2. Study the diversities existing in the community and describe the root causes for such diversities.
3. Study the social stratification in a village/ward and prepare a report on it.
4. Education and social mobility – Conduct a survey in a village/ward and prepare a report

Text Books

The Teacher and Education in Emerging Indian Society, NCERT, New Delhi - 1983

Srinivas M N - Social Change in Modern India, Allied Publishers, New Delhi - 1966

Premnath – The Bases of Education – A Philosophical and Sociological Approach – S Chand & Co. Ltd., New Delhi - 1979

Aggrawal, J C – Sociological Foundations of Education – New Delhi

Ramesh Ghanta (Ed.) – Vidya Adharalu (In Telugu) – Telugu Academy, Hyderabad

Reference Books:

Sandeep.P. & C.Madhumati (2008) Philosophical and Sociological Foundations of Education. Secunderabad: Vera Educational Services Public Ltd.

Havighurst, R (1995) – Society and Education – Boston: Allyn and Bacon

Thakur A S & Berwal, S (2007), Education in Emerging Indian Society, New Delhi: National Publishing House

Jaffar, S M (1972) – Education in Muslim India – Delhi: Idrah-I-Ababiyat

Mukherji, Shankar (2007) – Contemporary Issues in Modern Indian Education, Author Press

Sharma, Yogendra K (2001) – History and Problems of Education, Volume-I, New Delhi, University Press

Richard Cheever Wallace & Wendy Drew Wallece (1985) – Sociology – Boston: Allyn and Bacon

Taneja, Y R (1990) – Educational Thought and Practice – Sterling, New Delhi

Coombs, Phil P H (1970) – The World Education Crisis: A Systems Analysis – A H Wheeler & Co.

Vaizey John (1967) – Education in the Modern World: World University Library – London

Course-VII

LEARNING AND TEACHING

Objectives

After completion of the course, the student-teacher will be able to

1. To be aware of the process of learning and information processing
2. To gain an understanding of different theoretical perspectives on learning
3. To reflect on their own implicit understanding of the nature and kinds of learning
4. To explore the possibilities of designing learning environment and experiences at school
5. To appreciate the critical role of learner differences and social contexts in making meanings and drawing implications for schools and teachers

Course Content

Unit-1: Process of Learning

- 1.1 Concept of learning, types of learning and factors influencing learning
- 1.2 Learning process: Attention, sensation, perception, and concept formation
- 1.3 Memory & forgetting: concept, types of memory, applicability to learning and strategies for better management of memory.
- 1.4 Transfer of learning: concept, theories and types(Horizontal and Vertical)
- 1.5 Role of motivation in learning; methods of improving motivation

Unit-2: Behaviorist Perspectives of Learning

- 2.1 Trial and error - Thorndike, Laws of learning, concept and principles and classroom implications
- 2.2 Classical Conditioning - Pavlov, concept and principles and classroom implications
- 2.3 Operant Conditioning – Skinner, concept and principles and classroom implications
- 2.4 Compare these perspectives in terms of their merits and applicability to classroom learning

Unit-3: Cognitive and Humanist Perspectives of Learning

- 3.1 Cognitive perspectives of learning (insight learning – Kohler, Discovery learning - Bruner, Developmental theory of learning - Piaget, Social Learning - Bandura, Social constructivism – Vygotsky)
- 3.2 Humanist perspectives of learning (Learner centered approach – Rogers)

Unit-4: Teaching Process

- 4.1 Concept of teaching, teaching as a profession and teacher as a professional, teaching as an art and science
- 4.2 Distinction between Instruction, training and teaching
- 4.3 Phases of teaching: planning, execution and reflection
- 4.4 Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher
- 4.5 Functions of a teacher in classroom, school and community

Unit-5: Learning Environment and Learning Engagement

- 5.1 Meaning of learning environment and learning engagement

- 5.2 Creating positive and productive environment for learning - creation of emotionally safe learning environment to increase learning
- 5.3 Development of emotional intelligence
- 5.4 Role of culture in the educative process, creating culturally responsive learning environment, create cultural congruity between home and school
- 5.5 Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

Activities

1. Prepare a list of study habits prevailing among students of a particular class through interaction of students
2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation
3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report
4. Understanding the nature of interaction between teachers and students by Flander's Interaction model and prepare a report

Text Books

- Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.
- Mangal, S.K.(2002). *Advanced Educational Psychology*, Printice- Hall. of India , Pvt.Ltd., New Delhi.

Reference Books

- Beggie, H.L. and Hunt M. P: *Psychological Foundations of Education*
- Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton
- Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. London: Paladin Books
- Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman
- Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman
- Hilgard, E.R. and Bower, G.H. *Theories of Learning*. Prentice Hall India, New Delhi
- Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi
- Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books
- Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.
- Sprinthall, Norman A. and Richard C. Sprinthall (1990). *Educational Psychology - A Developmental Approach*, Fifth Edition. New York: McGraw-Hill International Edition, Psychology Services.
- Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, Massachusetts: Harvard University Press
- Yakaiah, P. & Bhatia, K.K. (2005). *Introduction to Educational Psychology*. Ludhiana: Kalyani Publishers.

Course-VIII
CLASSROOM MANAGEMENT LEADERSHIP AND ACTION RESEARCH

Objectives

After completion of the course, the student-teacher will be able to

1. understand the importance of classroom organization
2. understand the importance of classroom Management
3. develop ability to face the problems in managing the classroom.
4. understand the role of leadership of a teacher
5. undertake different action research projects to improve professional practices

Course Content**Unit-1: Classroom Organization**

- 1.1 Classroom organization – Meaning and purpose
- 1.2 Classroom Seating Arrangement for different purposes
- 1.3 Technology integration – OHP/ LCD, Smart board, Chalk board, White board, Display boards, multimedia, E-Classroom.
- 1.4 Characteristics of Classroom Environment - Learner friendly and inclusive
- 1.5 Management and maintenance of physical and material resources to optimize access to learning; Sharing of resources – School Complex

Unit-2: Classroom Management

- 2.1 Classroom management – concept, need and approaches .
- 2.2 Managing with different types of students – Leader, Follower, passive
- 2.3 Classroom behavior management – problems, mistakes, disciplinary practices, corporal punishments, classroom rules, routines and regulations.
- 2.4 Violation of rights of children – legal consequences.
- 2.5 Strategies to manage behavior problems- preventive, supportive and corrective.
- 2.6 Time management in a classroom – Allocated time, instructional time, engaged time and Academic learning time.

Unit-3: Role of Teacher in School Functions

- 3.1 Teacher as a facilitator of learning
- 3.2 Perspective planning and coordination with authorities for support.
- 3.3 Accountability and self assessment of teachers and feedback mechanisms.
- 3.4 Conducive school environment – team work, transparency, self esteem among head teacher, teachers, students.

Unit-4: Teacher as a Leader

- 4.1 Concept, Nature and Characteristics of a Leader
- 4.2 Types of Leadership
- 4.3 Strategies to develop leadership qualities
- 4.4 Role of a teacher as a leader in managing classroom dynamics

Unit-5: Action Research in Education

- 5.1 Action Research – Meaning, Need and Scope
- 5.2 Steps in Action Research
- 5.3 Action Research Cycle
- 5.4 Action Research Problem Areas – Student, Classroom, School, Teacher, Administration, etc.

Activities

1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods.
2. Identify a problem for action research and prepare a proposal for action research
3. Collection of articles from newspapers relating to classroom management problems
4. Collection of cases of indiscipline and corporal punishment from newspapers
5. Observe a minimum of five school teachers and describe their leadership characteristics

Text Books

- Parag Diwn (2006), Management Principles and Practices, Excell Books, New Delhi
- Vandana Punia (2005) Managerial Skills in Educational Administration - Deep and Deep Publications Pvt. Ltd. Delhi
- John W Best and James V Kahn (2008) Research in Education, Pearson/PHI, New Delhi

Reference Books

- Ranjith Kumar (2007) Research Methodology, Pearson/PHI, New Delhi
- Mishra R C (2007) History of Educational Administration, APH Publishing Corporation, New Delhi
- Meenakshi Sundaram, A (2012), Educational Innovations and Management , Kavyamala Publishers, Chinnalapathi, Tamilnadu
- Padmanabhaiah S and Vijayalakshmi B (Eds.) (2014), Pathasala Nirvahana Vidyamsalu, Telugu Academy, Hyderabad
- Krishnamacharyulu V (2010) School Management and Systems of Education, Neelkamal Publications Pvt. Ltd. Hyderabad

Course-IX ART EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. integrate Art with Education and become better communicator.
2. develop creative thinking through different Art forms.
3. realize that liberal arts help in making better professionals.
4. understand Art as a medium of expression.
5. understand the role of Art as a medium of Education.
6. deepen students ability for perception and reflection.
7. use Art as an alternative languages to experience and communicate concepts in teaching-learning.

Course Content

Unit-1: Art and Aesthetics

- 1.1 Aesthetics – as a branch of Philosophy.
- 1.2 Aesthetics – its meaning, dimensions and constituents.
- 1.3 Art as a form of Aesthetics.
- 1.4 Indian Art and Rasa principle.
- 1.5 Importance of Arts in Education

Unit-2: Art and Education

- 2.1 Art as a medium of education.
- 2.2 Art as a unifying principle in education.
- 2.3 Art and Society.
- 2.4 Art and Human development.
- 2.5 Art for self- expression, keen observation, and sense of appreciation.

Unit-3: Place of Visual Art and Performing Arts in Teaching

- 3.1 Different forms of visual and performing Arts.
- 3.2 Teaching as an Art.
- 3.3 Drama as a form of Teaching.
- 3.4 Identification of local Art forms and their integration to teaching – learning.
- 3.5 Evaluation strategies; assessing the different forms of Art.

Unit-4: Contributions made by Contemporary thinkers on Art and Education

- 4.1 Rabindranath Tagore
- 4.2 A.K. Coomara Swamy
- 4.3 Herbert Read
- 4.4 Elliot Eisener

Unit-5: Art and Craft in Education

- 5.1 Art in Craft
- 5.2 Craft in Art
- 5.3 Traditional Craft and their relevance to Education
- 5.4 Local Craft and their place in SUPW
- 5.5 Indian Festivals and its Artistic significance

Activities

1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report
2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama

Text Books

John Dewey, Art as Experience, New York, 1934, Minton
Herbert Reed, Education through Art – Faber and Faber, New York, 1968
Esner Elliot W, Educating Artistic Vision – New York, Macmillan, 1972

Reference Books

John, B., Yogin, C., & Chawla, R.(2007). Playing for real: Using drama in the classroom. Macmillan
Jefferson B, Teaching Art to Children – Continental View Point – Boston, Allyn Bacon, 1969
Rabindranath Tagore, Lectures and Addresses – Macmillan, New Delhi, 1962
A.K. Coomara Swamy, Christian and Oriental Philosophy of Art, Munshiram Manoharlal, Delhi, 1974

Course-X

PEDAGOGY OF MATHEMATICS

Objectives

After completion of the course, the student-teacher will be able to

1. Appreciate Mathematics as a tool to engage the mind of the student
2. Appreciate mathematics to strengthen the students resource
3. See mathematics as something to talk about to communicate through to discuss among themselves to work together on.
4. Construct appropriate assessment tools for evaluating mathematics learning.
5. Stimulate curiosity, creativity and inventiveness of mathematics
6. Develop Competencies to develop gifted and slow learners.
7. Develop language of mathematics; engage with research on children's learning in specific areas.

Course Content

Unit-1: Mathematics Curriculum:

- 1.1 Meaning and objectives of curriculum
- 1.2 Principles for designing and Organizing Curriculum
- 1.3 Approaches for Organizing Curriculum
- 1.4 Meaning of syllabus and difference between syllabus and curriculum
- 1.5 Recommendations and critical appraisal of NCFSE- 2005, APSCF – 2011 and other commissions on Mathematics curriculum.
- 1.6 Discussion of important concepts, principles and processes from the topics of the branches as specified below.
 - i. Arithmetic : Development of number system, Ratio and Proportion, Percentages and other topics based on them.
 - ii. Algebra: Sets and Operations on them, Systems of Linear Equations and their graphical solutions, Quadratic Equations, theory of Indices and Logarithms, Remainder and factor theorems.
 - iii. Probability and Statistics: Basic concepts of Probability, Representation of data, Measures of Central Tendencies.
 - vi. Geometry: Theoretical, Practical and Co-ordinate Geometry, Distance formula, section formula.
 - Menstruation ; Areas and Volumes
 - v. Trigonometry: Trigonometrical Ratios, Identities. Composite Angles, Multiple and Sub multiple angles, Heights and Distances.

Unit-2: Language and Aesthetic sense of Mathematics

- 2.1 Aesthetic Sense in Mathematics; three aesthetic experience variables identified by Brikhoof and their relation.
- 2.2 Co-existence of Precision and beauty in Mathematics- order pattern, structure and symmetry
- 2.3 Recreational Mathematics – Mathematical games, puzzles, and riddles.
- 2.4 Language of Mathematics

Unit-III: Assessment and Evaluation

- 3.1 Testing of Mathematical abilities of children
- 3.2 Meaning of Assessment, measurement and evaluation in mathematics

- 3.3 Achievement test in mathematic- Arithmetic, Algebra, and Geometry.
- 3.4 Speed test in Mathematics - Arithmetic, Algebra, and Geometry.
- 3.5 Preparation of test items – Precautions to be taken while preparing test items in different branches of mathematics
- 3.6 Concept of CCE and measurement of different behavioral changes like interest attitude, and aptitude in learning mathematics.

Unit-IV: Mathematics for all

- 4.1 Speed and accuracy in Mathematics
- 4.2 Understanding Learners – Gifted slow, backwardness and dyscalculia
- 4.3 Activities enriching Mathematics learning- Mathematical Clubs, fairs and its activities, Olympiad, Recreational activities
- 4.4 Mathematic Laboratory and its effective use
- 4.5 Teaching learners with special needs - Co-operative learning, Peer learning, Reciprocal learning – Breur, using technology to meet diverse needs of learners.

Unit-V: Professional Development in Mathematics Teacher

- 5.1 In-service programmes for Mathematics Teacher
- 5.2 Mathematics Teachers Associations – Role, and Uses
- 5.3 Journals and other resource material in Mathematics Education
- 5.4 Professional Growth – Participation in conferences/Seminars/ Workshops and E-Learning

Activities

- 1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report
- 2. One case study of gifted child and slow learner with interventions suggested.
- 3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.
- 4. Preparing two types of assessment tests – Formative, Summative type of tests.
- 5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus.

Text Books and Reference Books

As given in Course IV- Pedagogy of Mathematics

Course-X

PEDAGOGY OF SOCIAL SCIENCES

Objectives

This course will enable the student teachers to

1. understand the teaching and learning of geography, economics, history, political science and identify the difference among them
2. understand the importance of social science curriculum and its organization
3. understand various teaching aids for social sciences
4. understand the assessment process through CCE
5. sensitize and equip teachers to handle social issues and concerns in a responsible manner
6. inculcate qualities and competencies required for a good social sciences teacher

Course Content

Unit-1: Teaching and Learning of Geography and Economics

- 1.1 Fundamental concepts of Geomorphology - Latitudes, longitudes, earth movements, climatology, temperature, pressure, wind, humidity; Hydrology and Oceanography – Hydrological Cycle, Ocean and Ocean deposits
- 1.2 Indian Geography-Political divisions, Rivers and Landforms
- 1.3 Meaning, Nature and Scope of Economics; Key concepts in Economics
- 1.4 Classification of Economic Systems
- 1.5 Teaching strategies of geography and economics

Unit-2: Unit-VII: Teaching Learning of History and Political Science

- 2.1 Periodisation of World History, Indian History – Ancient, Medieval, Modern and Contemporary society with special reference to Secondary School Social Studies Textbooks
- 2.2 Capitalism, Democracy and Citizenship – American and French Revolutions
- 2.3 Nature and Scope of Political Science; Key concepts and current trends
- 2.4 Indian Constitution – Fundamental Rights and Duties; Organs of Government- Legislature, Executive and Judiciary
- 2.5 Teaching Strategies of Teaching History and Political Science

Unit-3: Social Science Curriculum

- 3.1 Curriculum – Meaning, Nature and Scope
- 3.2 Principles of Social Sciences Curriculum Construction
- 3.3 Approaches of organizing social studies curriculum – concentric, spiral, chronological, topical and correlation
- 3.4 Qualities and Characteristics of Good Social Science Textbook
- 3.5 Analysis of Social Science Textbook of State Board and CBSE

Unit-4: Teaching Learning Material in Social Sciences

- 4.1 Need and significance of Teaching Learning Material in Teaching Social Sciences
- 4.2 Globe and Maps – Types of Maps – Map Language, Map Reading and Map Making
- 4.3 Charts and Graphs – Types of Charts – Chronology, Tabular, Diagrammatic and Pictorial; Types of Graphs – Bar, Pie, Line and Pictorial
- 4.4 Models – Working, Still and Diorama

4.5 Objects, Specimens and Scrap book

Unit-5: Evaluation in Learning Social Sciences

- 5.1 Meaning, Nature and Characteristics of Evaluation
- 5.2 Forms of Evaluation
- 5.3 Quantitative and Qualitative Tools of Evaluation in Social Sciences
- 5.4 CCE Model of assessment in social sciences
- 5.5 Analysis and Interpretation of test scores

Activities

1. Observe a day's proceedings in house of assembly or parliament and report
2. Collect News paper clippings on any social issue and write a report on the issue with your comments
3. Organise any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report.
4. Observe the functioning of any local body office and report
5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report

Text Books and References

As given in Course IV- Pedagogy of Social Sciences

Course-X
PEDAGOGY OF BIOLOGICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. Understand the curriculum development issues in biological science
2. Identify the role and use of laboratory, ICT, and TLM in the teaching of biological science teaching effectively
3. Develop the skill of writing lesson plan period plan
4. Develop micro teaching skills
5. Develop the skill of constructing test papers

Course Content**Unit-1: Biological Science Curriculum and Textbooks**

- 1.1 Meaning and Definitions of curriculum
- 1.2 Principles of Curriculum Construction
- 1.3 Organizational Approaches of Curriculum: Logical, Psychological,
- 1.4 Topical concentric and spiral
- 1.5 Steps involved in the development of science curriculum
- 1.6 Basic Criteria of Validity of a Science Curriculum context, - Cognitive, Process, Historical, Environmental Science and Ethical Validity
- 1.7 Curriculum at upper Primary, Secondary and Higher secondary stages.
- 1.8 National Curriculum Framework, 2005 – Position paper on Science
- 1.9 Andhra Pradesh State Curriculum Framework 2011- Science
- 1.10 Qualities of good biological science text books
- 1.11 Analysis of Secondary School Biological Science text book

Unit-2: Biological Science Laboratory

- 2.1 Importance of practical work in Biological Science
- 2.2 Planning of science laboratories, Lecture cum laboratory, all-purpose laboratory, mobile science laboratory
- 2.3 Procurement, care and maintenance of laboratory equipment
- 2.4 First Aid

Unit-3: Teaching Learning Materials

- 3.1 Edgar Dale's Cone of experience
- 3.2 Audio, visual Instructional aids
- 3.3 Activity aids (Aquarium, Vivarium, Terrarium, Herbarium), Electronic Teaching Aids
- 3.4 Improvisation of Teaching aids

Unit-4: Resources for Teaching Biological Science

- 4.1 Science Kit
- 4.2 Science library
- 4.3 Science club
- 4.4 Science exhibition and science fair
- 4.5 Science Museum
- 4.6 Community Resource

Unit-5: Evaluation in Biological Science

- 5.1 Concept of test, measurement and evaluation
- 5.2 Evaluation- meaning, types, Process, and tools
- 5.3 Qualities of a Good test and types of tests
- 5.4 Preparation of Continuous Comprehensive Evaluation (CCE) Record
- 5.5 Analysis and interpretation of test scores.
- 5.6 Assessment of performance of the student, electronic assessment
- 5.7 Preparation of portfolio

Activities

1. Make a survey on the problems of environmental pollution in your locality and record the observations and submit a report
2. Select any topic of your choice and prepare a lesson plan on the lines suggested in constructivistic approach.
3. Prepare laboratory instructional cards for any two experiments of your choice.
4. Prepare a herbarium based on a certain theme.
5. Analyze recent public examination X class Biological Science question paper and compare with the pre-final question paper and record your observations.

Text Books and References

As given in Course IV- Pedagogy of Biological Sciences

Course-XI
PEDAGOGY OF PHYSICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. understand the importance of physical science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of physical sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

Course Content**Unit-1: Science Curriculum and Textbooks**

- 1.1 Curriculum - Concept and Meaning, Principles of Curriculum Construction
- 1.2 Different Approaches of Curriculum Organisation: Concentric, Topical, Psychological & Logical – Learner Centred curriculum
- 1.3 Curriculum organisation in terms of NCF-2005, RTE-2009, NCFTE-2009, APSCF-2011
- 1.4 Characteristics of a Good Physical Sciences Text Book
- 1.5 Learning Resources for Physical Science – Exploring alternative resources

Unit-2: Instructional Material for Physical Sciences Teaching

- 2.1 Importance of Practical Work in Physics and Chemistry
- 2.2 Planning and Organisation of Science Laboratories, Procurement and Care of Laboratory Equipment, Registers, Safety and First-Aid – Conduct of Laboratory experiments
- 2.3 Development of Improvised Apparatus for concrete and abstract concepts
- 2.4 ICT and multimedia resources for teaching Physical Sciences - Simulated computer based laboratory activities
- 2.5 Self Learning Material (SLM) – Characteristics and Functions - Preparation of Self Learning Material on one lesson – Analysis of its Effectiveness by Classroom Discussion and Preparation of SLM by each student for their classroom use

Unit-3: Lifelong Physical Sciences Learning

- 3.1 Science Clubs, Science Exhibition, Science Museums, Science Fairs and Olympiads
- 3.2 Role of Government and Non-Governmental Organizations in the Propagation of Science
- 3.3 Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization
- 3.4 Science Communication in India – DST-NCSTC Network – National Children Science Congress, National Teachers Science Congress, Initiative for Research and Innovation in Science
- 3.5 Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists

Unit-4: Professional Development of Physical Sciences Teachers

- 4.1 Professional development of Physical Sciences Teachers
- 4.2 Participation in Seminars, Conferences, Workshops and In-service Training Programmes
- 4.3 Membership in Professional Organisations; Teachers as a community of learners
- 4.4 Role of reflective practices in professional development of physical science teachers
- 4.5 Teacher as a researcher: Action Research in Physical science - Learning to understand how children learn science

Unit-5: Evaluation in Physical Science

- 5.1 Evaluation of Learning Outcomes in Physical Sciences
- 5.2 Qualities of a good test - Written and Practical
- 5.3 Planning, Preparation and Conduct of Achievement Test in CCE model
- 5.4 Evaluation of Responses, Scoring and Tabulation
- 5.5 Analysis and Interpretation of Test Scores

Activities

- 1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry
- 2. Prepare two improvised apparatus / teaching gadgets with locally available material resources for Physics and Chemistry and submit
- 3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report
- 4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented
- 5. Celebrate National Science Day/ Earth Day/ Water Day / any important day related to science in the school during the internship and submit a report

Text Books and References

As given in Course V- Pedagogy of Physical Sciences

Course-XI
PEDAGOGY OF ENGLISH

Objectives

After completion of the course, the student-teacher will be able to

1. get acquaintance with skills of communication for classroom teaching
2. develop creativity among learners
3. use multilingualism as a strategy in the classroom situation
4. understand the basics of English grammar
5. develop the skills of presentation of vocabulary
6. get acquaintance with different sounds in English and use correct pronunciation in the classroom teaching
7. understand constructivist approach to language teaching and learning
8. assess and Evaluate the student skills of language learning

Course Content**Unit-1: Language across Curriculum**

- 1.1 Need for Communication
- 1.2 Communication for classroom teaching
- 1.3 Classroom interaction patterns
- 1.4 Interpersonal skills
- 1.5 Individual/Pair/Group activities

Unit-2: Teaching of Grammar

- 2.1 Need and importance of teaching Grammar
- 2.2 Types of Grammar and Techniques of Teaching Grammar
- 2.3 Using Authentic materials to teach Grammar
- 2.4 Grammar Games and the related activities
- 2.5 Remedial teaching in Grammar

Unit-3: Teaching Vocabulary, Study and Reference skills

- 3.1 Selecting and Grading vocabulary items
- 3.2 Techniques of teaching vocabulary
- 3.3 Vocabulary games
- 3.4 Techniques of teaching Study Skills: Note-making/Note-taking/Mind mapping/Brain-storming
- 3.5 Techniques of teaching Reference Skills: Dictionary, Thesaurus, Encyclopedia and Bibliographies

Unit-4: Introduction to Phonetics

- 4.1 Vowels and Diphthongs
- 4.2 Consonants
- 4.3 Stress
- 4.4 Intonation
- 4.5 Techniques of using Language Laboratory

Unit-5: Language Assessment and Evaluation

- 5.1 Concept of Evaluation and Characteristics of a good test in English
- 5.2 Progress and assessment of development of language skills; CCE; techniques of evaluation – oral and written; self evaluation; peer evaluation; group evaluation.
- 5.3 Typology of questions: activities and tasks reflecting - problem solving, creative and critical thinking and enhancing imagination.
- 5.4 Preparing tests for different skills of language – Listening, speaking, reading, writing, study skills and reference skills
- 5.5 Preparation of Scholastic Achievement Test (SAT) giving weightages to objectives and learning experiences.

Activities

- 1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment:
 - a. To what extent the language clearly convey the meaning of the topic being discussed?
 - b. Is the language learner-friendly?
 - c. Is the language too technical in nature?
- 2. Select 10 examples of grammar activities listed in English Readers of classes VI to X and analyse.
- 3. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.
- 4. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to X.
- 5. Develop a question paper for classes VI to X to assess all the aspects of language learning.

Text Books and References

As given in Course V- Pedagogy of English

Course-XI
PEDAGOGY OF TELUGU

భాషావిద్య (తెలుగు)

లక్ష్యాలు:

రెండేళ్ళ శిక్షణ పూర్తి చేసుకున్న ఛాత్రోపాధ్యాయులు:

- 1) పద్యం, గద్యం, వ్యాకరణం, వ్యాసం, కథ నాటిక మున్నగు ప్రక్రియల బోధనను సమర్థంగా నిర్వహిస్తారు.
- 2) పాఠ్యబోధనకు అనువైన వ్యాహాలు, భోదన సామాగ్రిని ఎంపిక చేసుకుంటారు.
- 3) విద్య ప్రణాళిక, విషయ ప్రణాళిక, పాఠ్యపుస్తకాల మధ్యగల సంబంధాలను అవగతం చేసుకుంటారు.
- 4) భాషా మూల్యాంకనం భావనలను అర్థం చేసుకొని, తమ విద్యార్థుల ఉప లబ్ధిని వివిధ మూల్యాంకన విధానాల్లో అంచనావేస్తారు.
- 5) భాషాభ్యాసనం/భోధనల్లో భాషా ప్రయోగశాల, కంప్యూటర్ల ప్రధాన్యతను గుర్తిస్తారు. తమ బోధనలో వినియోగిస్తారు.
- 6) తెలుగు భాషాసాహిత్యాలు, ప్రజల సంస్కృతి వారసత్వాల ఎడ స్పృహను పెంపొందించుకొని తమ విద్యార్థులలో సంస్కృతీస్పృహను పెంపొందిస్తారు.

I. భాష - సాహిత్యం - సాందర్య శిల్పము

భాష - ఆలోచనలు-సృజనాత్మకత

భాష వివిధ సాహిత్య పక్రియలు - లక్షణాలు (1వ తరగతి నుండి 10వ తరగతి తెలుగు

ప్రథమ ద్వితీయ భాషా వాచకాల్లో పరిచయమైన పక్రియలు)

పద్యపక్రియలు - ఇతిహాస కవిత - పురాణ కవిత - కావ్యకవిత - ఆధునిక పద్యం

వచన పక్రియలు - గద్యం - లేఖ - వ్యాసం - సంపాదకీయం - జీవిత చరిత్ర, ఆత్మకథ

- దినచర్య - యాత్రాకథనం - కథానిక

నాటక పక్రియలు - సంభాషణ - నాటిక

బాల సాహిత్యం - బావ కవిత్యం - అభ్యుదయ కవిత్యం - విప్లవ కవిత్యం - స్త్రీవాద

సాహిత్యం - దళిత వాద సాహిత్యం -మైనారిటీ వాద సాహిత్యం, జాతీయోద్యమ కవిత్యం -

ఆంధ్రోద్యమ కవిత్యం - శాస్త్ర సాహిత్యం.

ఇతర ప్రధాన పక్రియలు - నవల, నవలిక ఇత్యాదులు

తెలుగు సాహిత్య చరిత్రలో ప్రముఖ రచయితలు - కవులు - కవయిత్రులు

II. భాషాసాహిత్యాలు - బోధనాప్రక్రియలు:

గద్య బోధన - వాచకబోధన - ఉపవాచక బోధన -పద్యబోధన-సంభాషణ/నాటక బోధన-వ్యాకరణ బోధన-వ్యాస రచన బోధన- కథా బోధన.

(యునిట్ - III లో పొందుపరచిన పద్ధతులు అన్వయం చేసుకోవాలి)

* భాషా సాహిత్యాల బోధనలో ప్రాధాన్యతలు - భాష - పరిసరాలు విద్యార్థుల అనుభవాలు ఆసక్తులతో సమన్వయం.

* ప్రశంసా శక్తిని, సృజనాత్మకతలను పెంపొందించుటకు ప్రక్రియల బోధన

III. భాషాభ్యసనం, బోధన ప్రణాళికలు, బోధన సామాగ్రి నిర్మాణం.

* విద్యా ప్రణాళికలు:

విద్యా ప్రణాళికల్లో తెలుగు భాషా స్థానం (మాతృభాషగా మాద్యమ భాషగా)

డిజిటల్ మాధ్యమాలు:

* పాఠ్యపుస్తకం- నిర్మాణం - లక్షణాలు.

* తగరతి బోధన ప్రణాళికలు - వార్షిక పథకం - సమగ్ర పాఠ్యపథకం - దైనిక పాఠ్యపథకం. ఆవశ్యకత- మౌళిక భావనలు - తయారీలో మెలకువలు.

* భాషా సహ పాఠ్య కార్యక్రమాలు - భాషా క్రీడలు - రచనా క్రీడలు - భాషణ క్రీడలు - భాషా సాహిత్య యాత్రలు - సాహిత్య సభలు.

* గ్రంథాలయాలు : పరామర్శ గ్రంథాలు - నిఘంటువులు - విజ్ఞాన సర్వస్వాలు-మూల గ్రంథాలు- వినియోగం.

* భాషా బోధనాభ్యసన ఉపకరణాలు: భాషా ప్రయోగ శాల - కంప్యూటర్లు, దృశ్యశ్రవ్య, శ్రవ్య దృశ్య - ద్విమితీయ, త్రిమితీయా ఉపకరణాలు.

* మాధ్యమాలు: అచ్చుమాధ్యమాలు-దృశ్యమాధ్యమాలు (ప్రింట్ అండ్ విజువల్ మీడియా)

IV. భాషాభ్యసనం - బోధన - ఆధునిక ధోరణులు.

* కార్యక్రమయుత బోధన - బృంద బోధన, నియోజనాల బోధన (వ్యక్తి పద్ధతి) కంప్యూటర్ సహాయక బోధన/ అభ్యసనం-లోపనివారణ - బోధన కృత్యాధార బోధన, స్వయం అధ్యయనం పర్యావేక్షనాత్మక అధ్యయనం - మౌళిక భావనలు - పరిమితులు.

భాషా సాహిత్య కృషిలో వివిధ సంస్థలు :

తెలుగు అకాడమీ - ఆంధ్రసాహిత్య పరిషత్ (కాకినాడ), వేటపాలెం గ్రంథాలయం -సి.పి. బ్రౌను అకాడమీ, కడప-తెలుగు విశ్వవిద్యాలయం, తిరుపతి ప్రాచ్యలిఖిత పుస్తక భాండాగారము ఆంధ్రప్రదేశ్ సాహిత్య అకాడమీ, లలిత కళా అకాడమీ, నాటక అకాడమీలు, తదితర సంస్థలు

V. భాషాభ్యసనం - బోధన - మూల్యాంకనం:

మూల్యాంకనం - పరీక్ష - నికష - పరిగణన, భావనలు- సామర్థ్యాధారిత మూల్యాంకనం - నిరంతర సమగ్ర మూల్యాంకనం- రూపణ మూల్యాంకనం - సంకనల మూల్యాంకనం - లోప నిర్ధారణ మూల్యాంకనం -ప్రాగ్నెటిక్ మూల్యాంకనం-మూల్యాంకనానికి ప్రశ్నపత్రాలు - ప్రశ్నల తయారీ- వివిధ ప్రశ్నరూపాలు, ప్రశ్నల లక్షణాలు - మెలకువలు- పాఠాంత నికషలు - అంతర్గత మూల్యాంకనం - బాహ్య మూల్యాంకనం, విద్యార్థులు/అభ్యాసకుల స్వీయ మూల్యాంకనం- మూల్యాంకనం - భాషా కౌశల నికషలు - శ్రవణ నికష - పఠన నికష - భాషణ నికష - లేఖన నికష - అభిరుచి నికష-ఆసక్తి నికష - సృజనాత్మక నికష, ప్రశంసానికష, భాషా స్పృహ నికష - నిర్మాణం - విశ్లేషణ - మెలకువలు - మాదిరి సమాధాన పత్రాలు- ప్రశ్నపత్రాల సమాధానాలను సరిచూచుట - ఫలితాల నివేదన -గ్రేడింగ్ - ఫలితాల వ్యాఖ్యానం

బోధన సంబంధ కృత్యాలు:

1. ఏవేని మూడు స్థానిక వార్తాపత్రికల్లోని - సంపాదకీయ వ్యాసాలు, వార్తా వ్యాఖ్యలను సమీక్షించి, ముఖ్యభావనలను, భాషా లక్షణాలను క్రోడీకరించి, వ్యాసరూపంలో నివేదిక తయారు చేయుట.
2. నచ్చిన ఒక కవి/రచయితల ఒక కవిత/కథను ప్రశంసిస్తూ రాయుట.
3. కార్యక్రమయుత బోధనపై ఒక పాఠం సిద్ధం చేయించుట.
4. బాలల పత్రికలు - భాషాభ్యసనానికి వాటి తోడ్పాటుపై పిల్లల అభిప్రాయ సేకరణ.
5. స్థానిక భాషా విశేషాలు - జాతీయాలు - సామెతలు - పొడుపు కథలు - సేకరణ.

పరామర్శ గ్రంథాలు:

కోర్సు V నందు పొందుపరచబడినవి.

Course-XI
PEDAGOGY OF URDU

تدریس زبان (اُردو)

مقاصد:

- ماؤی سطح پر تدریس کے مختلف طریقوں اور طرزِ رسائلوں سے واقف ہو سکیں
- لفظ کے تصور کو سمجھ سکیں
- ہم لفظی سرگرمیوں کی اہمیت و افادیت کو سمجھ سکیں اور اسکول میں اسکا اطلاق کر سکیں
- تدریس زبان کے اہم اصولی وسائل سے واقف ہو سکیں
- عین تدریس کے مختلف آلات اور تکنیکوں سے واقف ہو سکیں اور اطلاق کر سکیں

اکائی - ۱۷ - مضروبہ بندی اور تدریس

- ۱) اعلیٰ ثانوی اور ماؤی سطح پر تدریس اُردو کے عام مقاصد
- ۲) اُردو ادب کی مختلف اہمات کی تدریس کے مقاصد - نظم، نثر اور ڈرامہ
- ۳) نظم و نثر کے اسباق کی مضروبہ بندی CCE کے طریقہ پر
- ۴) قواعد اور انشا کے اسباق کی مضروبہ بندی
- ۵) ڈرامہ اور کرداری کھیل (Role Play) - بینکشن

اکائی - ۱۸ - زبان اور لفظ

- ۱) لفظ (Curriculum) ، لفظی لفظ (System) اور درسی کتب کا باہمی تعلق
- ۲) لفظ کی تیاری کے اُصول - مواد کا انتخاب ، سرگرمیوں کی تیاری
- ۳) تدریس لفظ کا موجودہ طریقہ - طفل مرکز لفظ اور فردیت پر مبنی لفظ
- ۴) رسم الخطی تعلیم کے لئے لسانی لفظ
- ۵) NCERT اور ICSE ، SCERT لفظ کا تقابل

(۲) اکائی - VII - اُردو زبان کی تدریس کے اہم مسائل اور حکمت عملیاں

- ۱۔ مکہ جماعت میں بولیوں (dialects) کا فرق
- ۲۔ کثیر سباجی و ثقافتی پس منظر سے تعلق رکھنے والے طلباء کی تدریس
- ۳۔ اہم لسانی سرگرمیوں کی منصوبہ بندی اور انعقاد (مساعرو - بیت بازی - نظم خوانی وغیرہ)

- ۴۔ اُردو معلمین کی میٹہ دارانہ ترقی
- ۵۔ ایک مثالی معلم اُردو کی ضروریات

اکائی - IX - ملٹی میڈیا اور تدریس زبان

- ۱۔ ٹکنالوجی پر مبنی طریقہ تدریس اور استاد اور معلم کا کردار
- ۲۔ پرنٹ میڈیا (اخبارات، رسائل، کھانی کی کتب، ڈکشنریاں وغیرہ مطالعاتی کتب)

- ۳۔ سمعی و بصری میڈیا: حارلے اور البیادی رسائل - ریڈیو ڈی وی پی پروگرامس
- ۴۔ اطلاعاتی و ترسیلی ٹکنالوجی (ICT) - پور پاورسٹ سیکشنس - لنگویج لیب ، سٹوڈنٹ پروگرامس وغیرہ
- ۵۔ ای - کتب - اُردو ویب پر مبنی کتب

اکائی - X - زبان کی سیالٹی اور تعین قدر

- ۱۔ مکہ جماعت میں سیالٹی کی اہمیت
- ۲۔ سیالٹی کی اقسام - تشکیل ، تکمیلی ، ڈیالکٹک اور مردگنا شک
- ۳۔ تعین قدر کی تکنیکیں - زبانی - تحریری - خود کار تعین قدر - گروپ تعین قدر - مسلسل جامع تعین قدر - گریڈنگ
- ۴۔ سوالات کی اقسام - موضوعی - موضوعی - تخلیقی - تنقیدی ، مسائل کے حل پر مبنی
- ۵۔ طلباء ، اوریجیل طلباء اور اساتذہ کو فائدہ پہنچانے کے لیے

۳ سرگرمیاں

۱۔ زبان اُردو میں پائے جانے والے طلباء کی عام غلطیوں کی نشاندہی کیجیے اور اسکی بہتر بنیاد کیجیے

۲۔ کوئی دو ریاستوں کے تیار کردہ چھٹی مادہ سوئیں جماعت کی کھی بھی لسانی کتب کا تقابلی مطالعہ کیجیے اور اسی جماعت کے لئے لسانی کا خود کا تیار کردہ خاکہ تیار کیجیے۔ (۱۰)

۳۔ تدریس اُردو سے متعلق سمعی دہری وسائل کی بہتر بنیاد کیجیے اور ان کے استعمال کو سمجھائیے

۴۔ حالیہ مشقہ بک اہتمام کے زیر سوال (دہم جماعت) کا تجزیہ کیجیے اور اسکا تقابلی بری فائل کے زیر سوال سے کیجیے اور اس پر رپورٹ لکھیے۔

حوالہ جات کتب :

۱۔ الفام اللہ خاں شردانی - تدریس زبان اُردو

۲۔ بن کے جانگر اور اجیت سنگھ - Core Teaching Skills

۳۔ نجم الحق اور جابرہ سعید - تدریس اُردو

۴۔ افضل حسین - فن تعلیم و تربیت

۵۔ ڈاکٹر سلامت اللہ - ہم کیسے پڑھائیں

۔۔۔۔۔

Course-XII

LEARNING ASSESSMENT

Objectives

After completion of the course, the student-teacher will be able to

1. Understand the nature of assessment and evaluation and their role in teaching-learning process.
2. Understand the perspectives of different schools of learning on learning assessment
3. Realize the need for school based and authentic assessment
4. Examine the contextual roles of different forms of assessment in schools
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques
6. Develop assessment tasks and tools to assess learners' performance
7. Analyse, manage, and interpret assessment data
8. Analyse the reporting procedures of learners' performance in schools
9. Develop indicators to assess learners' performance on different types of tasks
10. Examine the issues and concerns of assessment and evaluation practices in schools
11. Understand the policy perspectives on examinations and evaluation and their implementation practices
12. Traces the technology bases assessment practices and other trends at the international level

Course Content

Unit-1: Perspectives on Assessment and Evaluation

- 1.1 Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- 1.2 Purpose(s) and principles of Assessment, characteristics of quality assessment
- 1.3 Current thinking about learning based on Behaviorist, Cognitivist and Constructivist learning theories and their implications for classroom assessment-changing the culture of classroom assessment
- 1.4 Classification of assessment: based on *purpose* (prognostic, formative, diagnostic and summative), *scope* (teacher made, standardized), *attribute measured* (achievement, aptitude, attitude, etc.), *nature of information gathered* (qualitative, quantitative), *mode of response* (oral and written; selection and supply), *nature of interpretation* (self-referenced, norm-referenced, criterion-referenced) and *context* (internal, external)
- 1.5 Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks- continuous and comprehensive assessment

Unit-2: Formative and Summative Assessment

- 2.1 Formative Assessment (FA) meaning, purpose, essential elements (formative assessment in practice), major barriers to wider use of FA, role of students and teachers in formative assessments,

- 2.2 Observation, questioning, reflection on learning as strategies for using assessment in the process of learning;
- 2.3 Use of Projects, Assignments, Work sheets, Practical work, Performance-based activities and Reports as assessment devices; Self, Peer and Teacher assessments- use of rubrics,
- 2.4 Summative assessment: meaning, purpose, summative assessment in practice, use of teacher-made and standardized test
- 2.5 Aligning formative and summative assessments

Unit-3: Tools of Assessment

- 3.1 Assessment of cognitive learning: understanding and application; thinking skills –convergent, divergent, critical, problem solving, and decision making;
- 3.2 Selected-Response Assessment: Multiple Choice, Binary Choice, and Matching and Constructed Response Assessment: Completion, Short-Answer, and essay Items as tools-nature, advantages and limitations, guidelines for their construction and scoring
- 3.3 Assessment of affective learning: attitude and values, interest, self-concept; tools and procedures for their assessment; observation, interview, rating scales, check-lists, inventories as tools/techniques, their uses and preparation
- 3.4 Assessment of Performance/ project-based assessment- meaning, characteristics, scope; using rubrics to grade a performance-based assessment
- 3.5 Portfolios: meaning, types, purposes, guidelines for portfolio entries and assessing portfolios

Unit-4: Planning, Construction, Administration and Reporting of assessment

- 4.1 Planning: Deciding on what, why and how to assess- difference between instructional, learning and assessment objectives, stating of assessment objectives, deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blue print
- 4.2 Construction/selection of items: writing test items/questions, reviewing and refining the items, assembling the test items; writing test directions and guidelines for administration (if any), Scoring procedure – manual and electronic; Development of Rubrics
- 4.3 Administration, item analysis and determining item and test characteristics; Item response analysis, ascertaining student needs, identifying student interests and feeding forward for improving learning
- 4.4 Analysis and Interpretation of Students' Performance
Processing test data: graphical representations; calculation of measures of central tendency and variability, and derived scores- percentiles, percentile rank, percentage score, grade point averages, z-scores; and Frame of reference for interpretation of assessment data: norm-referenced, criterion-referenced and self-referenced ie., relative and absolute interpretation;

- 4.6 Reporting Student Performance – content and formats; Progress reports, Cumulative records, Profiles, and Open house; Using feedback for reporting to different stakeholders – students, parents, and administrators
- 4.7 Use of Feedback for teachers' self-improvement and curriculum revision

Unit-5: Issues, Concerns and Trends in Assessment and Evaluation

- 5.1 Existing Practices: Class/Unit tests, half- yearly and annual examinations, Board examinations and Entrance tests, State and National achievement surveys; Management of assessment and examinations; Use of question bank
- 5.2 Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity; Impact of entrance test and public examination on teaching and learning – the menace of coaching.
- 5.3 Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations
Standards- based assessment – international practices

Activities

- 1. Plan and construct an achievement test in one of the methodology subjects
- 2. Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report
- 3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years)
- 4. Administer an intelligence test on students of any class and interpret the results
- 5. Conduct a survey to find out occupational choices of 9th Class students and prepare a report

Text Books

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.) (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.

Reference Books

- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- McMillan, J. (2013). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th ed. Boston, MA: Pearson
- Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.
- NCERT(1985). Curriculum and Evaluation, New Delhi: NCERT
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
- Parker Boudett, K., et. al. (2013). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Revised and Expanded Edition. Cambridge, MA: Harvard Education Press.

Course-XIII UNDERSTANDING THE SELF

Objectives

After completion of the course, the student-teacher will be able to

1. understand that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor resources.
2. make them realize that the Self does not have independent existence but related to Nature, other selves and the 'Unknown' causing it and this great design of the Universe.
3. make the student-teacher perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.
4. realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
5. realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

Purpose of the Course

It aims at student-teachers' understanding of themselves as person and teacher through conscious ongoing reflection. This course is intended *to transact through a workshop mode* by more than one teacher educator / resource person. The resource persons can be identified from those who have philosophical outlook, psychological orientation and social consciousness. It enables to develop sensibilities, dispositions, values and skills that facilitate personal growth in relation to different identities and professional identity as a teacher. The core life skills are to be developed with relevant exercises. It may use yoga, meditation, case studies, biographies, and stories of children like Prahlada, Dhruva, Markandeya, etc. and the holistically developed people. Its expected outcome is to promote self-actualization and also healthy, happy and peaceful coexistence wherever they are as a being, a citizen and as a global citizen.

Course Content

Unit-1: Self as a human resource:

- 1.1 Cognitive resources of the self: Self-critical awareness about one's abilities and opportunities to develop independent thinking-critical thinking and creative thinking, decision making and problem solving and develop them as skills.
- 1.2 Affective resources: Feelings of love, joy, appreciation; emotions like fear, anger, jealousy, affection, happiness to be understood both as assets and threats or limiting factors.

- 1.3 Sensitize the ability to identify the structural and functional commonality of the human body except the organs of reproduction and allied features of the human kind.
- 1.4 Empathic understanding of geographical, climatic and genetic conditions causing physical differences.

Unit-2: Self in relation to social identities:

- 2.1 Self-critical awareness of the causes for one's positive and negative relations with the people based on caste, class, language, religion, nation, region etc.,
- 2.2 Self-critical understanding of the basic realities of the man-made divisions over the time-scale.
- 2.3 Critical understanding of the Nature's necessity of gender difference for the onset and continuity of human race.
- 2.4 Critical understanding of the basic realities of cultural differences across the time-scale and across the globe.

Unit-3: Self (person) as a part of the Nature:

- 3.1 Nature, harmony in existence and co-existence
- 3.2 Dependence of Self on the Nature for the very life; dependence of self on other selves for comfortable living.
- 3.3 Responsibility of self towards conservation, protection and enrichment of plant and animal life.
- 3.4 Responsibility of self towards other human beings in the family, society, and people across the globe.

Unit-4: Self in relation to profession:

- 4.1 Self-critical awareness of teaching competency: adequacy of subject matter knowledge, professional skills, and effective communication to the students.
- 4.2 Self-critical awareness of one's attitudes towards students, teaching, teaching material, interest in students and subject and one's aptitude in the inculcation of interest in students and in tapping their abilities to realize the values identified in the lesson.
- 4.3 Self-critical awareness of suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.
- 4.4 Self-critical awareness of involvement in team work with colleagues, head of the institution parents of learners and management for the development of the learners.

Unit-5: Self-development through self-learning (Self-knowledge):

- 5.1 Development of self and social identities in the learners to enrich human resources and self-esteem; Realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.
- 5.2 Objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies.

- 5.3 Understanding human roots in animal and possibility of heights in the divinity through the philosophers like Swamy Vivekananda, Sri Aurobindo and J. Krishnamurti to awaken oneself to Truth, beauty and goodness both inside and outside.
- 5.4 Yogic practices for physical, mental and spiritual health and to lay the seeds or foundations for Self-realization.

Activities

During the transaction of this course, through workshop mode, student teachers will be asked to come out with the following documents. Student teachers are required to submit only five documents, one from each unit. These documents will be assessed by a minimum of two faculty members to award 25 marks for activities.

1. Self-critical awareness about one's abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.
2. Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.
3. Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.
4. Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.
5. Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for healthy body and mind and to awaken the hidden faculties.
6. Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.
7. Use of brain storming, value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes and action tendencies.
8. Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences.

Reference Books

1. Delors, Jaquis. (1996) Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
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3. UNICEF (2006) Life Skills Modules-Adolescence Education Program. UNICEF House, New Delhi.
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6. Krishnamurti J (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
7. Krishnamurti J. (2000) Education and Significance of Life. Chennai, Krishnamurti Foundation India.
8. Dalal A.S. (ed) (2001) A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.

Course-XIV

CONTEMPORARY INDIA AND EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. Understand and Contextualize ideals of the Constitution of India;
2. Appreciate humanistic agenda of the Constitution on India;
3. Value and recognize the role of education in realizing the ideals of the Constitution;
4. Develop critical awareness about the issues of education that are coming in the way of realization of the values of the Constitution;
5. Understanding and develop positive attitudes towards various forms of exclusion;
6. Appreciate the need for education for Peace;
7. Reflects on the issues of secondary school stage education/

Course Content

Unit-1 Normative Vision of Indian Education: Indian Constitution

- 1.1 Constitution of India Basic Features
 - i. Fundamental Rights
 - ii. Directive principles of state policy
 - iii. Federal Structure
- 1.2 Preamble of the Constitution : The ideals
 - i. Sovereign Nation
 - ii. Democratic and Secular polity
 - iii. Liberty equality and fraternity
 - iv. Justice : Social, Economic and political

Unit- 2 Education as Fundamental Right

- 2.1 Human Rights; Meaning Nature , and Classification;
- 2.2 Right of Children : International convention and Indian Constitution; Education as Fundamental Right of Children-2009
- 2.3 Issues in Implementing RTE-2009: A critical understanding
 - i. Issues that affect and negate the children's right to education (Child Labor: Street children, abandoned and orphans)
 - ii. Differently abled children: Attitude towards the girl child and her participation in schooling, punishment, abuse and violence in Schools).

Unit-3 Contemporary Indian Schooling: Concerns and Issues

- 3.1 Equality of Educational Opportunity : Meaning and nature : Forms of inequality : Religion, Regional, Caste, Gender and other marginalized groups.
- 3.2 Inequality in Schooling: Public – Private schools , Rural – urban schools, Mass-elite schools , single teacher schools and many other forms of in-equal school systems. Critical understanding of Paradox of Equal opportunity and in-equal schooling: positive discrimination ; concept and issues and policy interventions.

3.3 Schooling: Quality concerns and issues

- i. Universal access
- ii. Universal Enrollment
- iii. Universal retention
- iv. Universal success

Unit-4 Understanding Exclusion in schooling

- 4.1 Exclusion: Meaning and Nature
- 4.2 Forms of Exclusion: a) physical / Psychological Exclusion
- 4.3 Different types of differently abled children: Nature of problems and their impact on learning
- 4.4 Measure to address the issue of learning of differently abled children and professional preparedness of Institutions;
- 4.5 Socio-cultural and economic exclusion: Understanding different forms of socio-culture and economic exclusion in schooling – Caste, Class, Gender, Minority, and other Marginalized sections of the society.

Unit- 5 Secondary Education: Concerns and Issues

- 5.1 Secondary School stage: its linkages with primary and higher secondary stages of education;
- 5.2 Aims of Secondary School Stages of Education
- 5.3 Universalisation of Secondary School stages of Education: Its Status
 - i. Quantitative expansion , Qualitative consolidation and Equity perspective – A sociological understanding;
 - ii. Issues in Secondary school stages of Education :Privatization, Vocationalization
 - iii. Reforms in Secondary School Stages Education: Curricular , Pedagogical and Examinations;
- 5.4 Rashtriya Madhyamika Shiksha Abhiyan (RMSA): Goals and policy intervention for Quality Secondary School Stages of Education

Activities

1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report
2. Conduct a Survey of schools of different quality in different milieu and make a presentation
3. A critical review of school textbooks based on socio-cultural and economic exclusion
4. Conduct a survey on street children / orphan children and make a presentation
5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report

Reference Books

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- Govt. of India(1986), National policy on Education, Min. of HRD, New Delhi.
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- UNESCO(1997). Learning the Treasure Within.

Course-XV

GENDER, SCHOOL AND SOCIETY

Objectives

After completion of the course, the student-teacher will be able to

1. understand the gender related issues
2. develop sociological perspectives about the impact of culture. Tradition, Socialization, division of labour on gender aspects
3. create an awareness about the impact of gender on Education
4. understand the dynamics of gender perspectives and sensitization
5. create the knowledge regarding equality and its relationship to women education
6. know hindrances in achieving cent % literacy, continuing education, course preferences etc
7. provide the knowledge about legal provisions related to Women's Rights and Education
8. know the Trends in girls Education and Women empowerment
9. know Benefits of Women / Girls Education
10. estimate the level of change in the Status.

Course Content

Unit-1: Basics of Gender

- 1.1 Concept, Meaning, Scope of gender,
- 1.2 The difference between sex and Gender - Gender discrimination
- 1.3 The characteristics of patriarchal system and its impact on Women's status
- 1.4 The need and importance of Women's Education – its benefits

Unit-2: Factors affecting gender Discrimination

- 2.1 Factors influencing gender differences and practices- inequality in ratio, female infanticide, feticide, crime, violence.
- 2.2 Religious, Physical, Sociological, Economic, Political, Legal, employment, Psychological etc .
- 2.3 Sociolisation process and its impact on decision making Women / Girls Education
- 2.4 Rural / Urban /Tribal Societies in relation to girls Education
- 2.5 Women and Girls status at present in our Society

Unit-3: Historical Perspectives and changing status of Women

- 3.1 Epic . Vedic age – Kaikeyi, Sathyabhama, Gargi, Maitreyi, Lopamudra etc.
- 3.2 Medieval age – Rami Lakshmi Bai, Chennamma, Rudramadevi.
- 3.3 British Age – Victoria, Elizebeth, Noorjahan
- 3.4 Present Age – Indira Gandhi, Sushma Swaraj, Bandaranayake, Kiranbedi, Kalpana Chawala, Prathibapatil, Meerakumar.

Unit-4: Legal issues of Gender

- 4.1 Women's Rights
- 4.2 Legal Provisions
- 4.3 Equality of Sexes
- 4.4 Education and division of Labour – Home, School, Society, work place

Unit-5: Gender and Education

- 5.1 Educational provisions specially meant for girls Education
- 5.2 Emerging trends in the field of girls Education – Reservations
- 5.3 Gender as an influencing factor in course choices
- 5.4 Women empowerment through girls education – its need – National Development

Activities

1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report
2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers.
3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your mandal and report
4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups)
5. Text Book Analysis and gender equity – A report.

Reference Books

- Purba Das,, Sociological Foundations of Education Authors Press. Lakshmi Nagar, Delhi, Rs.600
- Adelson Rachel K Daring – DO for Digital Daughters, Association for Women in computing – Live wire Communications (1996)
- Currid Cheryl” Bridging the gender gap” information work, (1996)
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- Koch, Melissa” Opening up Technology to both genders” Education Digest Vil.601 n3, (1994)
- Lehmann – Haupt, Rachel “ Girls Schools seeks to overcome Tech gender gap” wired News (1997)
- United Nations children’s fund” Focus on Girls Education Needed to Break Apartheid of Gender, Unicef Press release (1995)

Course-XVI

INCLUSIVE EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. Acquire knowledge about the concept of inclusive education for different types of special needs children.
2. Able to identify the different types of special needs children and their characteristics.
3. Develop understanding in identification and assessment of children with special needs.
4. Critically evaluate the policy perspectives emerged at national and international levels for empowering children with special needs.
5. To develop the required skills for teaching children with special needs in regular schools.
6. To develop adequate competencies in building barrier free environments within and outside the schools to facilitate learning in children with special needs.

Course Content

Unit-1: Concept of Inclusive Education

- 1.1 Inclusive Education – concept, meaning, definition and importance.
- 1.2 Concept of Impairment, Disability and Handicap
- 1.3 Concept of Special Education, Integrated Education, Mainstreaming and Inclusive Education
- 1.4 Need for Inclusive Education in India for children with special needs.

Unit-2: Types and Characteristics of Children with Special Needs

- 2.1 Concept, types and characteristics of different types of children with special learning needs:
- 2.2 Children with Physical challenges– Visual, Hearing, Loco-motor and Neurological.
- 2.3 Children with Intellectual challenges – Gifted, Mentally Challenged, Autism (ASD) and Learning Difficulties (LD).
- 2.4 Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.
- 2.5 Children with Socio- cultural deviations (SC, ST, Minorities) and Linguistic Minorities.

Unit-3: Identification, Assessment and Educational Provisions

- 3.1 Identification, assessment and education of Children with physical challenges – Visual, Hearing, Loco-motor and Neurological.
- 3.2 Identification, assessment and education of Children with Intellectual challenges – Gifted, Mentally Challenged, Autism, Learning Difficulties (LD).

- 3.3 Identification, assessment and education of Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.
- 3.4 Identification, assessment and education of Children with Socio- cultural deviations and Linguistic minorities.
- 3.5 Challenges and prospects in Identification and assessment of children in inclusive education.

Unit-4: Policy Perspectives for Children with Special Needs

- 4.1 International Legislations –Salmanca Declaration, UNESCAP, UNCRPD
- 4.2 National Legislations – NPE-1986, PoA-1992, RCI Act-1992, PWD Act-1995 with latest amendments , National Trust Act-1999, RTE Act-2009
- 4.3 Government schemes and provisions – SSA, RMSA with special reference to the provisions and activities aimed at meeting the needs of children with special learning needs.

Unit-5: Educating Children in Inclusive Classrooms

- 5.1 Need for creation of physical, psychological, sociological barriers free environment within and outside the classroom
- 5.2 Assistive devices and technologies required for education of children with special needs in inclusive classroom
- 5.3 Need for parent and community involvement to promote positive behaviours and social competence in children with special learning needs
- 5.4 Need for multi-disciplinary approach to address the educational needs of children with special learning needs
- 5.5 Challenges and prospects in providing education in inclusive classrooms.

Activities

- 1. Prepare case studies of two differently abled children (with different disabilities)
- 2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers
- 3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report
- 4. Visit any one NGO offering vocational training for special children and prepare a report
- 5. Critically analyse the needs, strengths and issues of differently abled children – mentally, visually and hearing challenged

Reference Books

- Ainscow, M.(2005). From special education to effective schools for all, keynote presentation at the Inclusive and Supportive Education congress, University of Strathclyde, Glasgow.
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Course-XVII

ENVIRONMENTAL EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. recognizes the concept and importance and participate in various activities of swatch bharath
2. recognizes the need and importance of environmental education.
3. identify the factor responsible for environmental degradation and environmental pollution
4. develop strategies to curb out environmental degradation in their house and locality.
5. recognizes the role of government and non government agencies in reducing the environmental issues faced by mankind.
6. appreciate the strategies taken up for sustainable development.
7. recognize the role of the teacher in a school in promoting the environmental awareness among the children.
8. develop strategies to sensitize the students regarding the environmental problems faced in the country.

Course Content

Unit-1: Swatch Bharath- an Environmental Awakening

- 1.1 Meaning, concept, definition of Swatch Bharath
- 1.2 Evolution of the concept of Swatch Bharath, objectives, its campaign and execution.
- 1.3 Integration of Swatch Bharath campaign with educational institutions
- 1.4 Strategies to implement the Swatch Bharath campaign in schools and other educational institutions.

Unit-2: Objectives, Scope and Nature of Environmental Education

- 2.1 Meaning, importance, definition, characteristics and objectives of environmental education
- 2.2 Importance, objectives, scope and guiding principles of environmental education.
- 2.3 Factors of degradation of environment – adverse socio –economic impacts of degradation of environment.
- 2.4 Types of pollution: Land, Air, Water, Noise, and Radiation
- 2.5 Green house effect - Ozone layer depletion.
- 2.6 Importance of need and scope of environmental conservation and regeneration.
- 2.7 Impact of industry/mining/transport on environment

Unit-3: Environmental Management and Protection

- 3.1 Need for environmental management – functions and characteristics of environmental management
- 3.2 Dimensions of environmental management. Factors responsible for flora and fauna extinction
- 3.3 Measures to conserve flora and fauna.- causes for forest fire- measures of prevention

- 3.4 Major environmental problems in India – Environmental protection and policies in India
- 3.5 Need and objectives of conservation – Environmental conservation measures taken in India, waste management, alternative sources of energy, organic farming, rain water harvesting, community participation in nature resource management, water and forests.
- 3.6 Constitutional amendments made and Environmental laws,

Unit-4: Environmental Movements and Developments

- 4.1 Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolan, National Test Range at Balipal, Orissa.
- 4.2 Conditions for achieving the goals of sustainable development
- 4.3 Strategies for sustainable development in India.
- 4.4 The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992
- 4.5 The Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration
- 4.6 Kyoto conference and part on Global Warming 1997.

Unit-5: Environmental Education in the School Curriculum and Means to Sensitize the Students

- 5.1 Environmental education at Primary, Secondary and Higher Education level
- 5.2 Major constraints for its implementation at these levels.
- 5.3 Teacher's role – national resource center for environmental education.
- 5.4 Characteristics of good teaching method.
- 5.5 Seminar, Workshop, Problem-solving, Field trips and Surveys, Projects, Exhibition and other methods.
- 5.6 Relative efficiency of teaching methods, Role of IT and media in environment and human health.

Activities

- 1. Make a survey of your area and document all the environmental problems found along with photographs
- 2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.
- 3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5th June) and report
- 4. Conduct elocution and essay writing competitions for students on environmental issues and report

Text Books

- Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
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- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
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- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
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- Sharma, R. G. (1986). Environmental Education. New Delhi: Metropolitan Book Co., Pvt. Ltd.
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- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing.

III. SCHEME AND STRUCTURE**SEMESTER - 1**

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours per Week	Credits	Total Marks
I	Philosophical Foundations of Education	80	20	2	4+2+0	8	4	100
II	Perspectives in Child Development	80	20	2	4+2+0	8	4	100
III	ICT for enriching Teaching and Learning	80	20	2	4+2+0	8	4	100
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	2+1+1	6	2	50
V	Pedagogy Physical Sciences/ English/ Telugu/ Urdu (Pg2)	40	10	1	2+1+1	6	2	50
S1P	Practicum (Activities/ Projects/ Records)		100*	-	-	-	4	100
	Total (I Semester)	320	180	8	16+8+2	36	20	500

L=Lecture (1= One contact hour/ period);

T=Tutorial (1= Two block hours/ periods);

P=Practicum (1= Two block hours/ periods)

*In each of the five courses dealt in this semester, there are 25 activities - Out of which 20 activities will be completed during this semester, which will be assessed for 100 marks by the concerned teacher educators and the remaining five school / society related activities will be completed by the end of second semester (During the four weeks of Internship)

See Schedule of Activities for Various Courses in page no. 77-84

SEMESTER - 2

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
VI	Sociological Foundations of Education	80	20	2	4+2+0	8	4	100
VII	Learning and Teaching	80	20	2	4+2+0	8	4	100
VIII	Classroom Management, Leadership and Action Research	40	10	1	2+1+1	6	2	50
IX	Art Education	40	10	1	2+1+1	6	2	50
S2P	Practicum (Activities/ Projects/ Records) Completion of school & community activities specified in courses of I & II semesters	-	125*	-	-	-	5	125
	Micro Teaching –five lessons in each pedagogy to develop micro skills of teaching among student Teachers in a simulated situation (college)	-	Pg1 - 25 Pg2 - 25	-	2+2+2+2	8	2	50
	School & Community Experience of 4 weeks 1. Observation of 5 lessons in each pedagogy taught regular school teachers	-	Pg1 - 25 Pg2 - 25	-	-	-	2	50
	2. Report on School Activities & Report on Achievement & Attendance	-	25	-	-	-	1	25
	Total (II Semester)	240	310	16	16+8+2	36	22	550

* The 20 activities relating to four courses in this semester and five school/ society related activities carried forward to second semester from semester – I are to be assessed for 125 marks, which will be assessed by the concerned teacher educators

See Schedule of Activities for Various Courses in page no. 77-84

SEMESTER - 3

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
X	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	3+2+1	9	2	50
XI	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	40	10	1	3+2+1	9	2	50
XII	Learning Assessment	40	10	1	3+2+1	9	2	50
XIII	Understanding the Self	40	10	1	3+2+1	9	2	50
S3P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	School Internship-8 Weeks. Practice Teaching of Twenty lessons for 6 th & 7 th Classes in each pedagogy subject	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Observation of five lessons by peer group in each pedagogy subject	-	Pg1 - 25 Pg2 - 25	-	-	-	2	50
	Total (III Semester)	160	390	-	12+8+4	36	22	550

* These marks will be awarded by the teacher educator (40), the guide teacher in the school (40) and head of the institution of the school (20)

** 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks

See Schedule of Activities for Various Courses in page no. 77-84

SEMESTER - 4

Course	Title	Theory (External)	Theory/ Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
XIV	Contemporary India and Education	40	10	1	3+2+1	9	2	50
XV	Gender, School and Society	40	10	1	3+2+1	9	2	50
XVI	Inclusive Education	40	10	1	3+2+1	9	2	50
XVII	Environmental Education	40	10	1	3+2+1	9	2	50
S4P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	School Internship- 8Weeks Practice Teaching of twenty lessons for 8 th , 9 th & 10 th classes in each pedagogy subject Pg1 & Pg2	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Practical Examination (Teaching) in Pg1 & Pg2	-	Pg1 – 50# Pg2 – 50#	-	-	-	4	100
	Total (IV Semester)	160	440	24	8+10+4	36	24	600

* These marks will be awarded by the teacher educator (40), the guide teacher in the school (40) and head of the institution of the school (20)

** 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks

See Schedule of Activities for Various Courses in page no. 77-84

These 50 marks will be given by the pedagogy teacher educator and the senior subject teacher in the school independently after observing the lesson given by the student teacher. However, the student teachers should give this final lesson in the school other than where they completed their internship.

SCHEDULE OF ACTIVITIES FOR VARIOUS COURSES

Course	Semester – I Title	Activities Suggested	College (C) / School & Society (S)	Marks	Semester
I	Philosophical Foundations of Education	1. Critically review a selected book written by Contemporary Educationalist in India.	C	5	S1
		2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report	C	5	S1
		3. Identify the different roles played by an ideal teacher in the classroom, school and community and report	C	5	S1
		4. Visit nearby schools under different managements and describe the functioning of the schools	S	5	S2
		5. List out the values which make an individual a righteous human being	C	5	S1
II	Perspectives in Child Development	1. Visit a balwadi centre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers	S	10	S1
		2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society	S	5	S1
		3. Describe the salient features of Child Rights Act 2005	C	5	S1
		4. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices	S	5	S1
III	ICT for Enriching Teaching and Learning	1. Use various visual aids in the classroom and report their effectiveness on learning of the students	S	5	S2
		2. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning	C/S	10	S1/S2
		3. Observe and analyse classroom Interaction and report the dynamics of classroom	S	5	S2
		4. Prepare a computer assisted lesson of your choice from school curriculum	C	5	S1

IV	Pedagogy of School Subject – I (Part A) Mathematics/ Biological Sciences/ Social Sciences	Mathematics	C	5	S1
		1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes	C	5	S1
		2. Each student has to collect and present history and contributions of one Indian or Western mathematician	C	5	S1
		3. Preparation of T.L.M. for any one topic from classes 6-10 mathematics	C	5	S1
		4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics	C	5	S1
		5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)	C	5	S1
		Social Sciences:			
		1. Identify values in depicted in the lessons of social sciences of any one class and prepare a report	C	5	S1
		2. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit	C	5	S1
		3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report	S	10	S1
		4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.	S	5	S2
		Biological Sciences:			
		1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.	S	5	S1
		2. Identify and write the objectives and specifications under the three domains on any topic of your choice	C	5	S1
		3. Sketch the life history and write his/her contributions of any one Biologist	C	5	S1
		4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.	C	5	S1

		5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.	S	5	S1
V	Pedagogy of School Subject – II (Part A) English/ Telugu/ Physical Sciences	<p>Physical Sciences:</p> <ol style="list-style-type: none"> 1. Identify the most abstract concepts (difficult topics) from any class physical science textbook suggest ways and means to make it easy to understand and concrete. 2. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them and report 3. Prepare an assignment on any physical sciences and its application and implications with other branches of knowledge 4. Prepare biographical sketch of and scientist and his/her contributions to Physics/ Chemistry 5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under Cognitive Domain associated with them <p>English</p> <ol style="list-style-type: none"> 6. Prepare a report on Language policies given in the reports of Kothari Commission, NPE 1986 and POA 1992. 1. Prepare a detailed report on how, when and why you are going to use various methods, approaches and techniques in teaching the English language skills. 2. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials. 3. Critically analyse the writing activities given in the text books of classes VI to X and report. 4. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and psychomotor domains and report. 	C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
		<p>Telugu As mentioned at the end of the syllabus</p> <p>Urdu As mentioned at the end of the syllabus</p>			

VI	Sociological Foundations of Education	1. Study the cultural practices prevailing in the local community and submit a report	S	5	S2
		2. Study the diversities existing in the community and describe the root causes for such diversities.	S	5	S2
		3. Study the social stratification in a village/ward and prepare a report on it.	S	5	S2
		4. Education and social mobility – Conduct a survey in a village/ward and prepare a report	S	10	S2
VII	Learning and Teaching	1. Prepare a list of study habits prevailing among students of a particular class through interaction of students	S	5	S2
		2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation	S	5	S2
		3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report	S	5	S2
		4. Understanding the nature of interaction between teachers and students by Flander's Interaction model and prepare a report	S	5	S2
		5. Prepare a detailed report on different roles of an ideal teacher in the existing circumstances.	C	5	S2
VIII	Classroom Organisation and Management	1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods.	S	5	S2
		2. Identify a problem for action research and prepare a proposal for action research	C	5	S2
		3. Collection of articles from newspapers relating to classroom management problems	C	5	S2
		4. Collection of cases of indiscipline and corporal punishment from newspapers	C	5	S2
		5. Observe a minimum of five school teachers and describe their leadership characteristics	S	5	S2

IX	Art Education	1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report	C	5	S2
		2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan	C	10	S2
		3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama	C	10	S2
X	Pedagogy of School Subject – I (Part B) Mathematics/ Biological Sciences/ Social Sciences	Mathematics			
		1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report	S	5	S3
		2. One case study of gifted child and slow learner with interventions suggested.	S	5	S3
		3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.	C	5	S3
		4. Preparing two types of assessment tests – Formative, Summative type of tests.	C	5	S3
		5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus.	C	5	S3
		Social Sciences	C	5	S3
		1. Observe a day's proceedings in house of assembly or parliament and report			
		2. Collect News paper clippings on any social issue and write a report on the issue with your comments	C	5	S3
		3. Organise any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report.	S	5	S3
		4. Observe the functioning of any local body office and report	S	5	S3
		5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report	S	5	S3
		Biological Sciences			
		1. Make a survey on the problems of environmental pollution in your locality and record the observations and submit a report	C	5	S3
		2. Select any topic of your choice and prepare a lesson plan on the lines suggested in constructivistic approach.	C	5	S3

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		Telugu As mentioned at the end of the syllabus			
		Urdu As mentioned at the end of the syllabus			
XII	Learning Assessment	1. Plan and construct an achievement test in one of the methodology subjects 2. Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report 3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years) 4. Administer an intelligence test on students of any class and interpret the results 5. Conduct a survey to find out occupational choices of 9 th Class students and prepare a report	C S C S S	5 5 5 5 5	S3 S3 S3 S3 S3
XIII	Understanding the Self	As mentioned in the syllabus			
XIV	Contemporary India and Education	1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report 2. Conduct a Survey of schools of different quality in different milieu and make a presentation 3. A critical review of school textbooks based on socio-cultural and economic exclusion 4. Conduct a survey on street children / orphan children and make a presentation 5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report	S S C S S	5 5 5 5 5	S3 S3 S3 S3 S3
XV	Gender, School and Society	1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report 2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers. 3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your	S S C	5 5 5	S3 S3 S3

		mandal and report			
		4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups)	S	5	S3
		5. Text Book Analysis and gender equity – A report.	C	5	S3
XVI	Inclusive Education	1. Prepare case studies of two differently abled children (with different disabilities)	S	5	S4
		2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers	S	5	S4
		3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report	S	5	S4
		4. Visit any one NGO offering vocational training for special children and prepare a report	S	5	S4
		5. Critically analyse the needs, strengths and issues of differently abled children – mentally, visually and hearing challenged	S	5	S4
XVII	Environment Education	1. Make a survey of your area and document all the environmental problems found along with photographs	S	5	S4
		2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.	S	10	S4
		3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5 th June) and report	S	5	S4
		4. Conduct elocution and essay writing competitions for students on environmental issues and report	S	5	S4

Note: However, the teacher educators may create additional activities to provide practical experience in other theoretical aspects not covered by the activities mentioned above without disturbing the evaluation scheme.

IV. CURRICULUM TRANSACTION

The group of experts who participated in the development of curriculum for Two Year B.Ed Programme felt that the following points are to be kept in mind to realize the objective of preparing quality Teachers to serve in school system with all required employable skills.

1. The primary aspect of this curriculum is mostly interactive in nature. The Student-teachers, Teacher Educators, (College Faculty), the Head of the Institution (Principal of the College) should work in tandem with proper interpersonal relationship. Mere lecturing does not help to transact the new curriculum. The teacher Educators have to create various innovative activities where in the student- teachers develop appropriate skills required for their effective teaching by performing different activities. Half of the time in the College of Education is to be used for instruction and the remaining half of the time is to be allocated to attend individual and group projects and activities, library including E-Library activities to inculcate the habit of self learning. Yoga and physical Education activities are to be regularly organized and evaluated under continuous and comprehensive evaluation (CCE). Apart from the above, internal assessment tests are to be conducted. Thus throughout the semester the process of Student – teachers’ participation in all the activities – cognitive related (Knowledge) conative / affective related (wisdom) and psychomotor related (performance) are to be assessed.
2. Out of two years of the programme duration, the student-teachers will be in the field (Schools and community) for 20 weeks i.e. for about 5 months. In a professional teacher preparation programme, field experience in school has to be a vital component as it provides a platform to integrate theory learnt to a real situation. The field experience intends to expand the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During school visit, student teachers interact with the teachers, students, administrators and community including parents and try to understand the issues problems faced, which helps in their process of becoming a teacher. They are also exposed to multicultural context of our society, which has a strong influence on the school environment and its functioning. The practice teaching in real classroom

situations, student teachers are provided with opportunities to participate and organize various programmes which help to develop positive attitude, interest in teaching, abilities and appreciate teaching as a profession. The Teacher Educator should monitor the activities regularly assigned to the student-teachers. These activities are also to be evaluated by the Teacher Educators. To fulfil all these and to realise the objectives of 2 Year B.Ed Programme the first and the foremost pre-requisite condition is that both the faculty and student- teachers should be regular and punctual throughout the course duration of the programme.

3. It is also necessary to get the support from the State department of School Education to allow student –teachers to participate in all functional activities of the school, from assembly prayer to the long bell in the evening. If the school conducts remedial teaching classes for backward (academically) children after the school hours, the student teachers should associate in such activities too. In a word, the student teacher should feel that this period is apprentice ship for getting confidence in conducting all kinds of functional activities of the school under the guidance of the Head of the Institute, Subject-teachers (guide teachers) and teacher educators. In this regard the State Council of higher Education, will take appropriate action to see that the State Department of School Education issues appropriate orders to all the District Educational Officers in the State that no school should object the student-teachers to participate in school functional activities during their internship.
4. As the Head of the School (HM's) and Guide Teachers (School Teachers) are also involved in assessing the performance of student-teachers along with teacher educators (college teachers). Further, there should be complete harmony among all these people and provide proper guidance to the student–teachers in shaping them as future teachers with more confidence and commitment. The 20 week period is very important in the sense that they learn many things practically and nullify the gap between theory and practice.

If all the concerned systematically transact on this Curriculum for 2 Year B.Ed Programme with a vision, we are sure to improve the quality of our school education in the years to come by having a well trained, effective and committed teachers in our schools.

V. CONTINUOUS AND COMPREHENSIVE EVALUATION

Part A: Credits, Marks and Internal Assessment

The Two-Year B.Ed. Programme is aimed at bringing total change in student teachers – their attitude towards teaching profession, children, school, community and society as a whole, their personality, behavior, communication skills, innovation and other life skills. Hence, it is proposed to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year B.Ed. Programme.

There are 17 courses mentioned earlier, out of which 5 courses are with 4 credits and the remaining 12 courses with 2 credits. The courses with 4 credits carry 100 marks each, out of which 20 marks for internal assessment and 80 marks are earmarked for semester-end examinations conducted by the university and the courses with 2 credits carry 50 marks each, 10 marks for internal assessment and 40 marks for semester-end examinations. Thus the total credits for theory examinations in all the four semesters put together is 44 and 1100 marks.

Under the practicum – activities, group and individual projects, reports and records, etc. carry 17 credits (1 credit in each course). The total marks for about 80-85 activities relating to 17 courses offered in B.Ed. programme carry 425 marks –in Semester-I 100 marks, in Semester-II 125 marks, in Semester-III 100 marks and in Semester-IV 100 marks. Thus, the practical component in Semester-I carries 4 credits and 100 marks.

During Semester-II each student teacher has to practice 5 Micro Lessons (for 25 marks) in each methodology subject in the college, which will be assessed by the respective methodology teacher educator the weightage is (1+1) 2 credit covers 50 marks for two pedagogy subjects. In Semester-II, the student teachers will be provided school experience for four weeks, in which they have to observe 5 lessons given by the regular school teachers under each pedagogy subject and prepare two observation records which carry (1+1) 2 credits (50 marks). Further, they have to prepare a school record which carries 1 credit (25 marks). Thus, the total practical component in Semester-II carries 10 credits and 250 marks.

During Semester-III, the student teachers will be attached to schools for a period of 8 weeks. During this period they have to do teaching practice by completing 20 lessons in each methodology for 6th and 7th Classes. These lessons are observed by the (guide) teachers and one of the faculty members of the college of education. The teaching practice record is to be submitted by the student to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks in which the guide teacher for 40 marks, the teacher educator for 40 marks and the Head of the School for 20 Marks. The methodology teacher has to consolidate these marks and submit to the Principal of the College with the signatures of all the three mentioned above. Apart from teaching practice, the student teachers have to observe 5 lessons in each methodology given by their peer student teachers and prepare two observation records, which will carry (1+1) 2 credits and 50 marks. Thus, the total practical component in Semester-III with 14 credits covers 350 marks.

In Semester-IV, the student teachers are attached to schools for another period of 8 weeks. During this period, the student teachers have to undertake teaching practice by giving 20 lessons in each methodology for 8th, 9th and 10th (if possible) Classes. These lessons are observed by the guide teachers and one of the faculty members of the college of education. The teaching practice record is to be submitted by the student to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks in which the guide teacher for 40 marks, the teacher educator for 40 marks and the Head of the School for 20 Marks. The methodology teacher has to consolidate these marks and submit to the Principal of the College with the signatures of all the three mentioned above. Further, the student teachers have to give two final lessons for the purpose of Practical Examination, one in each methodology in the school other than where they had school internship. These lessons will be assessed by the concerned methodology teacher educator and the senior subject teacher in the school independently for 25 marks each. These two lists will be submitted to the Principal of the College, who will consolidate practical examination marks for all the students in the college. Thus, the total practical component in Semester-IV with 16 credits carries 400 marks.

On the whole, the practical component in the Two-Year B.Ed. Programme carries 44 credits and 1100 marks. The marks awarded under internal assessment and practical component in every semester are subject to moderation. The University shall take necessary steps to constitute the Moderation Board/s formulating appropriate guidelines to carry on moderation.

Part B: Grades, Credits, SGPA and CGPA

After receiving the marks of the student teachers from the Principals of Colleges of Education through the Chairperson, Board of Studies in Education for B.Ed., the Examination Branch of the University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the student teachers should obtain at least 32 marks (out of 80) in courses which carry 100 marks and 16 marks (out of 40) in courses which carry 50 marks in the University examinations. However, there is no minimum for internal assessment.

In preparation of Question Papers for the University Examinations, the Question Paper setter should be instructed to set Four Short Answer Questions from Each Unit in case of courses which carry 80 marks and Two Short Answer Questions from Each Unit in case of courses which carry 40 marks as the syllabus of all the courses is consisting of five units. The Essay Type of Questions can be distributed over these five units. The Model Questions Papers are given below.

MODEL QUESTION PAPER

Course- : _____

Time: 3 Hours

Marks:

80

PART – A (10 X 5 = 50 Marks)

Note: Answer TEN Questions following internal choice. Each question carries Five marks. The candidate

is expected to answer each question in about one and half page or 30 lines.

1. (a)

or

(b)

2. (a)

or

(b)

3. (a)

or

(b)

4. (a)

or

(b)

5. (a)

or

(b)

6. (a)

or

(b)

7. (a)

or

(b)

8. (a)

or

(b)

9. (a)

or

(b)

10. (a)

or

(b)

PART – B (2 X 15 = 30 Marks)

Note: Answer TWO Questions following Internal Choice. Each Question carries 15 Marks. The Candidate is expected to answer each question in about four pages or 80 lines.

11. (a)

or

(b)

12. (a)

or

(b)

MODEL QUESTION PAPER

Course- : _____

Time: 1 1/2 Hours

Marks: 40

PART – A (5 X 5 = 25 Marks)

Note: Answer FIVE Questions following internal choice. Each question carries Five marks. The candidate

is expected to answer each question in about one and half page or 30 lines

1. (a)
or
(b)
2. (a)
or
(b)
3. (a)
or
(b)
4. (a)
or
(b)
5. (a)
or
(b)

PART – B (1 X 15 = 15 Marks)

Note: Answer the following Question which carries 15 Marks. The Candidate is expected to answer the question in about four pages or 80 lines

6. (a)
or
(b)

After obtaining the marks from University Examinations, tabulation of marks should be commenced to get the total marks obtained in each course including internal assessment marks. The total marks thus obtained for each course will be converted into grade points as shown below.

Range of Total Marks Obtained	Grade Points	Category
> 90	10	O
80-89	9	A
70-79	8	B
60-69	7	C
50-59	6	D
40-49	5	E
< 40	FAIL	0

In case of courses, which carry 50 marks, may be multiplied with 2 to fit into the grade point table shown above. Under the practical component also similar principal may be followed either by enhancing / reducing the marks to hundred for conversion of marks into grade points. For example, in some cases the total marks may be 25, which is to be raised to 100 by multiplying with 4 and convert the marks into grade. Similarly if the total marks for a practical component is 50, which is to be raised to 100 by multiplying with 2 and convert the marks into grade. In case of 125 marks, it is reduced to 100 by multiplying with 4/5 and convert the marks into grade.

As the credits are already fixed by the expert committee for all the theory courses and all aspects under practicum as mentioned under Scheme and Structure of the Two Year B.Ed. Programme, it will be very easy now to prepare the SGPA memos for the student teachers as illustrated below.

Consolidated Marks / Grade Points Table

Course	Title	Course Credit (C)	Theory (Sem-End Exams) 80/40	Theory/ Practicum (Internal) 20/10	Total Marks 100/50	Grade Point	Grade Obtained (G)	Points Obtained G×C
1	2	3	4	5	6	7	8	9
I	Philosophical Foundations of Education	4	48	16	64	7	C	28
II	Perspectives in Child Development	4	41	17	58	6	D	24
III	ICT for enriching Teaching and Learning	4	35	15	50	6	D	24
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	2	22	8	30	7	C	14
V	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	2	19	7	26	6	D	12
	Practicum (Activities/ Projects/ Records)	4			78	8	B	32
	Total							134

Semester Grade Point Average (SGPA) = $134/20 = 6.7$

However, the Grade Point Memo will contain only columns 1, 2, 3, 8 and 9 as shown below.

Semester Grade Point Average Memo for Semester-I**Name****Reg No.**

Course	Title	Credits	Grade Obtained	Points Obtained
I	Philosophical Foundations of Education	4	C	28
II	Perspectives in Child Development	4	D	24
III	ICT for enriching Teaching and Learning	4	D	24
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	2	C	14
V	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	2	D	12
S1-P	Practicum (Activities/ Projects/ Records)	4	B	32
Semester Grade Point Average				6.7

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Similarly for other semesters the Semester Grade Point Average Memos are prepared as shown below.

Semester Grade Point Average Memo for Semester-II**Name****Reg No.**

Course	Title		Credits	Grade Obtained	Points Obtained
VI	Sociological Foundations of Education		4	B	32
VII	Learning and Teaching		4	C	28
VIII	Classroom Management, Leadership and Action Research		2	D	12
IX	Art Education		2	C	14
S2-P	Practicum (Activities/ Projects/ Records)		5	B	40
	1. Micro Teaching	Pg1	1	C	7
		Pg2	1	B	8
	2. Observation Record	Pg1	1	B	8
		Pg2	1	B	8
	3. School Record		1	A	9
Semester Grade Point Average					7.5
Cumulative Grade Point Average					6.8

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Semester Grade Point Average Memo for Semester-III**Name****Reg No.**

Course	Title		Credits	Grade Obtained	Points Obtained
X	Pedagogy Mathematics/ Social Sciences/ Biological Sciences (Pg1)		2	C	14
XI	Pedagogy Physical Sciences/ English/ Telugu/ Urdu (Pg2)		2	D	12
XII	Learning Assessment		2	A	18
XIII	Understanding the Self		2	E	10
S3-P	Practicum (Activities/ Projects/ Records)		4	B	32
	1. Teaching Practice	Pg1	4	B	32
		Pg2	4	B	32
	2. Observation / Criticism Record	Pg1	1	C	7
		Pg2	1	B	8
Semester Grade Point Average					7.5
Cumulative Grade Point Average					7.3

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Semester Grade Point Average Memo for Semester-IV**Name****Reg No.**

Course	Title		Credits	Grade Obtained	Points Obtained
XIV	Contemporary India and Education		2	C	14
XV	Gender, School and Society		2	A	18
XVI	Inclusive Education		2	B	16
XVII	Environmental Education		2	A	18
S4-P	Practicum (Activities/ Projects/ Records)		4	C	28
	1. Teaching Practice	Pg1	4	C	28
		Pg2	4	B	32
	2. Practical Examination	Pg1	2	B	16
		Pg2	2	A	18
Semester Grade Point Average					7.8
Cumulative Grade Point Average					7.4

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

VI. RULES AND REGULATIONS

All the rules and regulations, hereinafter, specified should be read as a whole for the purpose of interpretation.

1. The Bachelor of Education (B.Ed) is a professional course that prepares teachers for Secondary Schools.
2. **Duration:** The B.Ed programme shall be of a duration of two academic years (four semesters) which can be completed in a maximum of three years from the date of admission to the programme.

2.1 Working Days:

- a. There shall be at least 100 working days in each semester exclusive of the period of examinations and admissions.
- b. The institution shall work for a minimum of 36 hours in a week (six working days), during which physical presence in the institution of all the faculty is necessary for instruction, advice, guidance, dialogue and consultation as and when required.
- c. The minimum attendance of student-teachers shall have to be 80% for theory and 90% for practicum and school internship.

3. Admission Procedure:

A candidate for admission into two year B.Ed. programme has to qualify at the B.Ed. Common Entrance Test (Ed.CET) conducted by APSCHE, Government of Andhra Pradesh for the respective academic year. The candidates will be admitted strictly in accordance with the rank secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats to different categories.

4. Working Hours / Instructional Hours

- a. The working hours of the institution / college shall be
 - i. Forenoon Session: 10.00 a.m. to 1.00 pm or 9.00 am. to 1.00 pm.
 - ii. Afternoon Session: 2.00 p.m. to 5.00. pm or 2.00 pm. to 4.00 pm.
- b. The College of Education should not run B.Ed. Programme on shift system basis and the working hours of the college should be minimum of 6 hours in a day. Any deviation from this rule may lead to dis-affiliation by the respective University and withdrawal of recognition by the State Government and NCTE

5. Selection of Methods of Teaching

- a. Every candidate is expected to select two methods of teaching under B.Ed. programme.
- b. Method –I shall be based on the group subjects, the candidate has studied in Degree course (eligibility qualification) and also in the subject in which the candidate appeared at the entrance test. If Method-I is English, the second methodology subject should be offered in any subject relating to their group subjects/ subjects studied at Intermediate/+2
- c. Method –II also shall be based on the group subjects in the qualifying examination and will be allotted by the institute/ college where the candidate is admitted. In case of BCA, BBM, B.Tech candidates, the selection of methodology subject shall be based on their Intermediate study as per EdCET norms. However, candidates who have studied restructured courses may be allowed to opt the second methodology close to the subjects studied in the qualifying examination or a language

Note:

- i. No candidate is allowed to select two language methods
- ii. Candidate may select one Language and one Non-language methodology or two Non-language methodologies.

6. General Rules for Examination

- a. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as notified by the concerned university.
- b. A candidate who fails to present himself for the examination due to any reason whatsoever including shortage of attendance or one who fails in the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the transfer of the same for a subsequent examination or examinations.
- c. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.

- d. A candidate after he / she has been declared successful in an examination shall be awarded a degree stating the year of the examination, the subjects in which he / she was examined and the division / grade in which he / she was placed.
- e. No candidate shall be allowed to put in attendance for or appear at two examinations at the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses offered by the University.
- f. However, the candidate has to complete the course within four years. Otherwise he/she has to seek fresh admission notwithstanding the fact that new subjects might have been introduced.
- g. Whenever a course or a scheme of examination in a University changes, one more examination in the following year shall be conducted according to the old syllabus/ regulations. Candidates not availing themselves of this chance or failing at this examination shall take the examination thereafter according to the changed syllabus/ regulations.
- h. Instruction in various subjects shall be provided by the College of Education as per the scheme of instruction and syllabi prescribed.
- i. The programme of instruction, examination and vacation shall be notified by the respective affiliating University.
- j. The medium of instruction shall be English.
- k. University examinations shall be held as prescribed in the scheme of the examination.
- l. The course of study shall consist of class Lectures, Tutorials, Seminars, Teaching Practice, Project work, Record work, School Internship, etc.
- m. The University examination in the theory courses will be a written examination. Besides the written examination there will be practical examinations in the two methods of teaching studied by the candidate.
- n. Principal of the College of education should depute their teachers for examination work as and when required by the University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

7. Rules of Attendance

- a. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above, has pursued a “Regular course of study” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed examination both in theory and practical.
- b. The Minimum attendance of student-teachers shall have to be 80% for all course work and 90% for practicum and School Internship. In special cases the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer. A monthly consolidated attendance statement will be displayed on the college notice board on 5th of every month and the same may be sent every month to the Head, Department of Education/ Dean, Faculty of Education.
- c. Students who are continuously absent for ten days or more, a notice will be served stating that he/she has to forfeit his/her seat, if he/she fail to report to the college immediately.
- d. If any candidate likes to seek readmission in the subsequent academic year he/she should put in minimum of 40% attendance. Otherwise such candidate should appear at the subsequent entrance exam and seek admission. Any request for readmission will be considered in the subsequent academic year only.
- e. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the college or any other government or quasi government agency.
- f. Attendance shall be reckoned from the date of admission to the last instruction day as per the almanac.

8. Improvement of Division / Grade

A candidate is permitted to appear for improvement only once i.e. in the immediate following examination. The candidate who is desirous to improve the class/ grade should appear at all the theory courses. No provision for improvement in practicals.

9. Appearance and Reappearance for the Examination

- a. Candidates who have put in the required attendance both in Theory and Practicals and those who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examinations of B.Ed course. No candidate without the completion of teaching practice and school internship, projects and practical record work will be allowed for final university level theory/ practical examinations.
- b. The Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.
- c. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory course(s) in which he / she failed or in all the theory courses, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally studied by him / her.
- d. In case of teaching practice-cum-internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking admission to B.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.
- e. Attendance at N.C.C. / N.S.S. Camps or inter-collegiate or Inter University or Inter-state or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

10. Teaching Faculty as Mentors

It is envisaged to continue the practice of ‘the concept of mentorship’ in the Colleges of Education. Each lecturer in the College of Education will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, teaching practice-cum-Internship and his overall participation in the programme. Each mentor will be allotted minimum of 7-8 student teachers from each batch and he / she will take care of his / her progress and participation in the B.Ed. Programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by student – teachers and conduct of various projects of the B.Ed. Programme.

The Principal of the college of education is expected to submit the list of mentors and the students allotted to each mentor to the Head, Department of Education of the concerned University.

11. Guidelines for school Head Masters / Head Mistresses

The Head Masters / Head Mistresses of Practicing/Cooperating Schools are expected to:

- a. Maintain the attendance of student teachers both for the forenoon and afternoon sessions in the school.
- b. Give strict instructions to supervisor teachers to follow the instructions given by the teacher educators and monitor the classroom performance of the student teachers. Also instruct the supervisor teachers to record their observations in the lesson plan records of the student teachers.
- c. Instruct all the student teachers to stay in the school from morning first bell to evening last bell, during the school internship
- d. Instruct the student teachers to participate in School Assembly and also to present different value added activities in the assembly sessions.
- e. Assign any activity to the student teachers related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, field trips, excursions, etc.

- f. Sign on the records / project reports carried out by the student teachers during their stay in the school.

12. Transitory Provisions

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted with the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed Syllabus / Regulations.

13. Moderation Board

- a. Projects, activities and records are part of the B.Ed. programme which requires objective evaluation for awarding marks/ grades. All the practical work will be moderated by the moderation board duly constituted by the University at the end of each semester.
- b. Moderation board will examine a minimum of 20% of the total practical records / work randomly selected.
- c. The Moderation board will scrutinize the internal assessment marks in each course and practical work (Activities, Projects, Methods Records, etc.) of the candidates and ensure that evaluation standards are uniformly maintained in all the colleges. They will also check any significant difference in the assessment by different colleges and moderate to maintain a uniform standard of assessment among them.
- d. The Moderation board, after due review shall declare the appropriate marks to be awarded. The Moderation Board has the authority to reduce or enhance the marks awarded by teacher educators/ subject teachers/ Heads of the Schools.
- e. The Principals of Colleges of Education should submit all the practical records of their college to the Chairman, BOS in Education for moderation.
- f. Moderation board shall forward these recommendations to the concerned Principals to effect the changes and request them to submit three copies of the same to the Chairman, BOS in Education for B.Ed. The Chairman, Board of Studies for B.Ed. shall forward the duly revised award lists to the Controller of Examinations of the concerned University.
- g. Recommendations of the Moderation Board are final and are not subject to review or revision.

VII. STEPS TO BE TAKEN FOR QUALITATIVE IMPROVEMENT IN TEACHER EDUCATION PROGRAMMES

While developing Curriculum for Two Year B.Ed. Programme to be offered in all the universities in the State of Andhra Pradesh, the experts involved in the process of curriculum development suggested the following strategies for its effective implementation. This in turn will enable us to prepare the competent, committed and quality teachers for our school system. Any lapse or lenience on part of the apex bodies and the Government departments on teacher education ultimately result in the preparation of poor quality teachers who will be a burden not only to the future of the children but also they may contribute to the collapse of the future society. Therefore, the APSCHE, the Department of School Education, Govt. of Andhra Pradesh and the affiliating Universities should work together and see that the following suggestions are implemented. Otherwise, mere prescription of the revised curriculum may not result in the preparation of the teachers with required quality with professional commitment.

- The Government of Andhra Pradesh should immediately conduct man power planning in order to assess the requirement of teachers at different levels of schooling for the coming two decades and accordingly the establishment of teacher education institutions are to be regulated.
- The Govt. of AP should promulgate a moratorium on the establishment of new teacher education institutions rather focus should be on the consolidation and improvement of existing teacher education institutions
- Stringent measures are to be initiated so as to plug the commercialization in teacher education
- All the affiliating universities in the state are to be advised to ensure whether the teacher education institutions in their jurisdictional area are functioning with required number of qualified teacher educators, besides required infrastructural facilities as stipulated in the norms and standards of the NCTE.
- The affiliating universities should develop appropriate mechanism (such as biometric) to ensure regularity of teaching faculty and student teachers in the colleges of education
- The practice teaching and the student internship are the two vital aspects of teacher education programmes. The success of these much depends upon the cooperation extended by the District Educational Officers and the Teachers/ Head

Teachers working in the cooperating schools. Therefore appropriate orders are to be issued by the state department of School Education to all their subordinate officers to extend all the cooperation and also direct them to monitor the school experience programmes of the student teachers taking place in the schools under their administrative control.

- The APSCHE should organize a meeting with the Director, Telugu Akademy and other prominent publishers in Education to develop relevant Text Books on different courses (subjects) included in this Two Year B.Ed. Programme. This kind of act will discourage the cheap material which may flood into the market in the name of guides/ examination material, etc.
- For the effective implementation of the new syllabus, series of workshops for the faculty of colleges of education are to be organized by the affiliating universities. The APSCHE can also organize state level workshops in this respect.
- In order to sustain the quality in teacher education offered in the state of Andhra Pradesh, the admissions are to be restricted to the graduates coming from the erstwhile state of Andhra Pradesh. More particularly, students coming from Odisha, West Bengal, Bihar, etc. are to be restricted from enrolling them into our B.Ed. programme.
- The APSCHE should monitor the academic performance of teacher education institutions and grade the institutions as it is done in the case of Engineering Colleges. If there are any erring institutions, the matter may be informed to the SRC-NCTE, Bangalore for withdrawal of recognition by informing the affiliating university.
- The APSCHE should convince the Govt. of Andhra Pradesh and ensure the sanction of additional teaching positions required as per the norms of NCTE in the University Departments of Education, Govt. Colleges of Education and Aided Colleges of Education so as to implement the revised Two Year B.Ed. curriculum effectively.


ANNEXURE - List of Experts in Curriculum Preparation

The Coordinator, Prof. Nimma Venkata Rao shares his pleasure with all the experts for having supported in the huge task of Developing the Detailed Curriculum for Two Year B.Ed. Programme in the State of Andhra Pradesh from the academic year 2015-16. He is highly thankful to all the members associated in this task.

- 1 Prof. S. Padmanabaiah, Professor of Education (Rtd.), Sri Venkateswara University, Tirupati
- 2 Prof. Ghanta Ramesh, Professor of Education, Maulana Azad National Urdu University, Hyderabad
- 3 Prof. O.R Reddy, Former Vice-Chancellor, Dr. B. R. Ambedkar Open University, Hyderabad
- 4 Dr. D. Rama Krishnaiah, Professor of Education, Rayalaseema College of Education, Bairagipattada, Tirupati
- 5 Prof. K. Dorasami, Former Principal, RIE, (NCERT), Manasa Gangotri, Mysore
- 6 Prof. U.Lakshminarayana, Department of Education, Regional Institute of Education, (RIE), NCERT, Manasa Gangotri, Mysore, Karnataka
- 7 Prof. B.N. Panda, Professor & Head, Department of Education, Regional Institute of Education, (NCERT), Bhubaneswar, Odisha
- 8 Dr. G. Viswanathappa, (RIE), Department of Education, (NCERT), Manasa Gangotri, Mysore
- 9 Prof. M.S Talwar, Professor & Dean, Department of Education, Bangalore University, Bangalore
- 10 Prof. H.M. Kasinadh, PG Department of Education, Karnatak University, Dharwad
- 11 Prof. K.V.S.N. Murthy, Dean, Faculty of Education,, SCSVMV University, Enathur, Kanchipuram, Chennai
- 12 Prof. Najumssaher, Professor, Department of Education, Maulana Azad National Urdu University, Hyderabad
- 13 Prof. S. V. Sudhakar, EFLU, Hyderabad
- 14 Prof. S. Mohan Raj, EFLU, Hyderabad
- 15 Dr.R.V. Anuradha, Assistant Professor, EFLU, Hyderabad
- 16 Prof. S. Tulasi Das, ET Dept. SCERT, AP, Hyderabad
- 17 Prof. Gara Latchanna, Professor & Chairman, BOS PG in Education, Department of Education, Andhra University
- 18 Prof. R. Ranganathan, Professor & Dean, Faculty of Education, Department of Education, Andhra University
- 19 Prof.T. Nirmala Jyothi, Chairperson, BOS in Education (UG), School of Distance Education, Andhra University
- 20 Prof.V. Krishna Murthy, (Rtd) Professor, Department of Education, Andhra University
- 21 Prof. R.S.B. Rathna Raju, Rtd) Professor, Department of Education, Andhra University
- 22 Prof.K.P.Subba Rao, (Rtd) Professor, Department of Education, Andhra University Senior Research Fellow, ICSSR,
- 23 Prof. Y.F.W. Prasada Rao, (Rtd) Professor, Department of Education, Andhra University

- 24 Prof. B. S. Vasudeva Rao, Emeritus Professor, Dept. of Education, AU
- 25 Dr. R. Siva Prasad, Associate Professor & Principal, IASE, Andhra University
- 26 Dr. T. Shoran Raju, Assistant Professor IASE & Associate Dean, Students' Affairs, Andhra University
- 27 Dr. S. Paul Douglas, Assistant Professor, Department of Engineering Chemistry Andhra University, Visakhapatnam
- 28 Dr. MVSS Prakasa Rao, Dept. of Education, Andhra University, Visakhapatnam
- 29 Dr. M A Z Ali, Dept. of Education, Andhra University, Visakhapatnam
- 30 Dr. K. Ramu, Dept. of Education, Andhra University, Visakhapatnam
- 31 Dr. M V Mani Varma, School of Distance Education, Andhra University
- 32 Dr. M. Sudarshana Rao, School of Distance Education, Andhra University
- 33 Prof. V. Dayakar Reddy, Head, Department of Education, Sri Venkateswara University, Tirupati
- 34 Prof. M. Siva Rathnam Reddy, Professor of Education, Directorate of Distance Education, Sri Venkateswara University, Tirupati
- 35 Prof. G. Lokanadha Reddy, Dean, School of Education and HRD Dravidan University, Kuppam - 517425
- 36 Dr. S. Vijaya Vardhini, Asst. Professor, Dravidan University, Kuppam
- 37 Prof. G. Vijayalakshmi, Department of Education Sri Padmavathi Mahila (Women) University, Tirupati
- 38 Dr. T.G. Amuthavalli, Head, Department of Education, Sri Padmavathi Mahila Viswavidyalayam, Tirupati
- 39 Dr. MTV Nagaraju, Asst. Professor, Dr B. R. Ambedkar Open University, Hyderabad
- 40 Dr. K. Subba Rao, Principal and Dean, Adi Kavi Nannaya University, Rajahmundry
- 41 Dr. M. Prabhakara Rao, Professor, Department of Education, Dr. B. R. Ambedkar University, Srikakulam
- 42 Dr. H. Subhramanyam, Co-ordinator, Dr. B. R. Ambedkar University, Srikakulam
- 43 Dr. N. Swamy Naidu, Dr. B. R. Ambedkar University, Srikakulam
- 44 Dr. S. D. V. Ramana, I/c Professor in M.Ed Department, Govt IASE, Rajahmundry
- 45 Sri. N. Venkateswara Rao, Lecturer in Social Studies, Govt IASE, Rajahmundry
- 46 Sri. I. H. G. N. Prasad, Principal, IASE, Rajahmundry, East Godavari
- 47 Prof. P. Ch. Lakshmi Narayana, Prema College of Education, Visakhapatnam
- 48 Sri A. Ranga Rao, Principal, Gurajada College of Education, Munasabpetta SRIKAKULAM
- 49 Sri. Jagadeswara Rao, Sr. Lecturer in Mathematics, Gurajada College of Education, Munasabpetta, SRIKAKULAM
- 50 Dr. P. Sita Rama Raju, Principal, Amar College of Education, Tekkali
- 51 Dr. D. V. V. Krishnam Raju, Principal, Minerva College of Education, Prathipadu, EG Dist.
- 52 Dr. Ch. Satya Rao, Principal, Gayatri College of Education, Vizianagaram
- 53 Dr. M. Jagoanmohan Rao, Principal, D.S.N College of Education, Anakapalli
- 54 Dr. P. J. Kutumba Rao, Principal, A J College of Education, Machilipatnam
- 55 Dr. S. Sri Lakshmi, Principal, D.N.R College of Education, Bhimavaram
- 56 Prof. K. Ganeswara Rao, Professor, D.N.R College of Education, Bhimavaram
- 57 Sri. P. Gangadhara Rao, (Rtd) Lecturer in Physical Science, C.R. Reddy College of Education, Eluru
- 58 Dr. D. Bhaskara Rao, C.R. Reddy College of Education, Eluru
- 59 Dr. G. Aruna Mohan, Research Director, Acarya Nagarjuna University, Guntur
- 60 Dr. Digumathi Bhaskara Rao, Principal, RVRR College of Education, Guntur

- 61 Dr. T. Swaroopa Rani, Principal, , St. Joseph's College of Education for Women (Autonomous), Sambasivapeta, Guntur & Board of Studies Chairperson, UG & PG, A.N.U
- 62 Dr. D S N Sasthry, (Rtd) Professor, A J College of Education, Machilipatnam
- 63 Dr. D. Rajeswari, Reader in Education, M.R. College of Education, Vizianagaram
- 64 Dr. G. Srinivasa Rao, Lecturer, St. Mary's Centenary College of Education, Visakhapatnam
- 65 Prof. K.S. Sudheer Reddy, Department of Education, IASE, Osmania University Hyderabad
- 66 Prof. A. Ramakrishna, IASE, Osmania University, Hyderabad
- 67 Prof. T. Mrinalini, IASE, Osmania University, Hyderabad
- 68 Prof. P. Ayodhya, Rtd. Professor, IASE, OU, Hyderabad
- 69 Prof. B. Prabhakara Reddy, IASE, Osmania University, Hyderabad
- 70 Dr. N. Saroja, St. Ann's College of Education, Secunderabad
- 71 Dr. P. Yakaiah, NSR College of Education, Hyderabad
- 72 Dr. M. Deepika, SCERT, Telangana State, Hyderabad
- 73 Dr. Dahagam Samba Murthy, Rtd. Principal, Govt. College of Teacher Education, Warangal
- 74 Dr. Samma Reddy Ponnala, Rtd. Principal, Govt. College of Teacher Education, Warangal
- 75 Rafi Mohamad, Assistant Professor, Department of Education, Maulana Azad National Urdu University, Hyderabad
- 76 Dr. P. Ch. Appala Naidu, Director, Princeton College of Education, Hyderabad


 Principal
 R.V.R.R. College of Education
 Guntur - 6

ACHARYA NAGARJUNA UNIVERSITY

NAGARJUNA NAGAR - 522510

**DEGREE OF MASTER OF EDUCATION
(TWO-YEARS REGULAR PROGRAMME)**

As per the NCTE Regulations 2014

CHOICE BASED CREDIT SYSTEM OF TEACHING & EVALUATION

w.e.f. 2015 - 2017



ACHARYA NAGARJUNA UNIVERSITY

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(As per the NCTE Regulations 2014)

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2015-2017)**

RULES AND REGULATIONS

The following are the resolutions made by the Board of Studies in Education, Acharya Nagarjuna University, as per the norms of NCTE, for the M.Ed. Two Years Regular Course which will come into force with effect from the academic year 2015-2017.

1. Admission

Candidates shall be admitted into M.Ed degree course strictly in accordance with the rank secured at the entrance test, if any, or the rank determined on the basis of the marks secured as the qualifying examination or on the basis of any other criteria determined by the University from time to time, following the rules of reservation of seats for various categories of students. The applicants for entrance test shall be drawn from the following programmes:

- a. B.Ed. degree of 1 year or 2 years duration
- or
- b. 4-years integrated Teacher Education Degree Programme (BEIED / BScEd /BAEd).

2. No candidate shall be admitted to the course of the Degree of Master of Education (Regular), unless he/she has taken the B. Ed. degree in Acharya Nagarjuna University or an equivalent degree from some other University recognized by the Acharya Nagarjuna University.

3. Duration and Course of Study

The duration of the M.Ed course is two academic years. Each academic year is divided into two semesters. The two semesters in the first academic year are referred to as semester I and semester II and the two semesters in the second academic year are referred to as semester III and semester IV. Each semester shall comprise of minimum 16 weeks of instruction.

4. No student shall be eligible for the Degree of Master of Education- Regular / unless he/she has completed the prescribed course of study in the University or in an affiliated college extending over Four semesters / two years comprising 100 days in each semester, ordinarily consecutive, and has passed the qualifying theory examination and has prepared a dissertation on an approved topic duly examined and approved by a panel of examiners.

5. Time for the Completion of the Course

The candidates have to complete the M.Ed. course in two years and latest within 5 years of joining the course.

6. Attendance

Candidates shall put in attendance of not less than 90% of the total instructional hours in the prescribed course in each semester including field work, practicum, internship, project work, seminars, assignments, extension work & dissertation work etc. Condonation on shortage of attendance may be granted by the principal of the college concerned to the candidates who have put in attendance of 80% and

- above on the submission of a certificate from a Medical Practitioner and also on payment of condonation fees prescribed by the University.
7. Candidates who have put in less than 80% of attendance are not eligible for grant of condonation on shortage of attendance and also they are not eligible to appear for the University examination of that semester. Such candidates shall have to repeat the regular course of study of the corresponding semester in the subsequent academic year, in order to become eligible to appear for the examination. The seats of candidates admitted for repetition of the semester are treated as extra seats, over and above the sanctioned strength.
 8. Attendance shall be reckoned from the date of commencement of instruction as per the academic calendar. However, in the case of candidates admitted later (but within the stipulated time), the attendance will be reckoned from the date of admission.
 9. Participation in N.C.C. / N.S.S. Special / N.1. Camps or Inter Collegiate or Inter – University or Inter – State or National or International competitions or Debates, Youth Festivals or Educational tours approved by the University, form integral part of the curriculum. Participation in such activities are considered official and however, the total period of such a participation shall not exceed two weeks in a semester.
 10. Instruction in various subjects shall be provided by the college as per the scheme of instruction and syllabi prescribed.
 11. At the end of each semester, University Examinations shall be held as prescribed in the Scheme of Examination. The medium of instruction shall be only in English.
 12. Each theory paper carries 100 marks of which 70 marks are earmarked for Semester – end Examination and 30 marks are earmarked for internal assessment to be awarded by the teacher concerned on the basis of two internal tests for 20 marks, 5 marks for participation in seminars and group discussion and Assignment 5 marks for attendance. Two internal tests are conducted and the performance of the better of two will be taken. However, it is mandatory for a student to take the tests / seminars / group discussion. The minimum qualifying marks for the internal assessment in theory papers should be 15 out of 30 and 50% in other practicum.
 13. There will be double valuation of theory papers of semester – end examination. The average of two will be taken in case of difference of above 20 % of marks between the two valuations, it will be sent for a third valuation. In such cases, the average of the two nearest marks of three independent valuations will be taken for the purpose of declaring the results.
 14. Under Semester System there will be no supplementary examinations apart from the semester end examinations.

15. Passing Standards

A candidate should secure a minimum of 40 % of marks in each semester-end theory paper of University examination and an aggregate of 50% of marks of all

the papers of the semester for a pass. Further, a candidate should secure a minimum of 50% marks in seminar/project work / field work / dissertation / internship any such other assignment for a pass. If a candidate fails to secure an aggregate of 50% of marks for a pass in theory paper of a semester he/she has to secure 50% marks in such individual paper/papers (Semester-end examination + Internal marks put together) in the subsequent opportunity of the examination.

16. Award of Division

The results will be given in semester grade point averages (SGPA) and finally in cumulative grade point averages (CGPA) candidates who have passed all the examinations of the M.Ed Degree shall be awarded Classes / Divisions in accordance with the total aggregate marks secured by them in all the semester examinations taken together.

A student has to secure a minimum of E grade in each paper and also minimum SGPA of 6.0 points (D Grade) in any semester to clear that semester. Suppose any student gets E Grade in two or more papers but fails to get an overall SGPA of 6.0 points (D grade), then he / she is free to reappear any of the paper(s) of his / her choice in the subsequent examination(s). Further, the overall result is declared based on the CGPA as per the following criteria:

if CGPA	>9	Outstanding
	Between ≥ 8 and ≤ 9	Distinction
	Between ≥ 7 and <8	First Class
	Between ≥ 6 and <7	Second Class

There is no third class in Master of Education course.

Candidates who have passed the examinations in the first attempt along with the batch in which they are admitted will be eligible for the award of First Class with distinction.

17. Award Of Ranks

Only those candidates who appear and pass in all the examination papers of each semester at the first appearance are eligible for the award of Ranks, provided they have secured a minimum of second class.

18. Betterment Examination

The candidates are eligible to improve their aggregate percentage of marks in each semester separately or in all the semesters put together provided they have passed the whole examination but secured less than 60% on the aggregate. Candidates who seek improvement in the aggregate percentage of marks (in a semester or in all the semesters put together) to 60% and above are eligible for betterment examinations even in individual papers in which they have already secured 60% or more marks in the aggregate either in the normal course or through betterment examinations for each semester along with subsequent semester examination only after passing in all papers of preceding semester-end examination. They can also appear for betterment examinations of any semester after passing the course,

subject to other conditions prescribed. However, there is no provision for betterment of the marks secured at internal assessment tests.

Three chances are given for the betterment examinations. For the purpose of awarding classes, betterment or otherwise, which is completed within the period of three years from the date of joining Two year M.Ed. Course shall be taken into account. After the above prescribed period, marks secured at the betterment examination shall not be taken into account for awarding a class. Such candidates will be placed in only second class however, these marks will be added for improvement of the percentage of marks of the candidate.

Two-Year M.Ed. Programme: Major Features

The two-year M.Ed. programme is a professional programme in the field of Teacher Education that seeks to provide opportunities for students to:

- Extend as well as deepen their knowledge and understanding of education,
- Specialize in select areas of study and
- Develop research capacities, leading to specialization in either Elementary Education or
Secondary Education.
- It's a professional programme that seeks to prepare:
 - Teacher Educators, and
 - other education professionals, including
- Curriculum developers,
- Educational policy analysts,
- Educational planners, administrators, supervisors, researchers,
- School principals, with specialization either In Elementary Education (up to Class VIII) or in
Secondary Education (Classes VI-X).

Overall thrust: Fostering quality Teacher Education

Quality teacher education is broadly conceptualized as the one which is:

- effective for meeting the objectives,
- relevant and responsive to the school education system,
- mediated by adequate and appropriate inputs and teaching-learning processes,
- equitable,
- resource-efficient, and
- capable of ensuring substantive access (achieving expected learning outcomes)

Components of the two-year M.Ed. Programme

A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and Self-development components

Specialization Branches where students choose to specialize in either

1. Elementary Education.

or

- 2. Secondary Education.
- Research leading to dissertation.
- Field attachment/internship.

The programme envisages 92 total credits in core courses and 8 credits for non-core courses: total 100 credits

- Common core courses comprising Perspective courses, Tool courses, Teacher Education courses (Taught courses & practicum)	- 56 credits.
- Internship in a Teacher Education institution as a part of the common core in the first year of the programme	- 4 credits
- Specializations (taught courses + practicum)	- 20 credits.
- Field attachment/internship in the specialization component in the second year	- 4 credits
- Research leading to dissertation.	- 8 credits
	Total Core 92 Credits
- Non-core courses	(4+4) - 8 credits
Total:	100 Credits

Two-year M.Ed. Programme: Credit hours

- Each credit in a taught course is equated to one hour of teaching for 16 weeks
- Each credit in the case of seminars/group work/tutorial/laboratory work/practical work/field-work/workshop/internship/field attachment is equated to two hours per week for 16 weeks.
- Thus, a 4-credit course entails 4 hours of regular teaching per week for 16 weeks or as much as 8 hours of programme activities per week for 16 weeks.

Two-year M.Ed. Programme: Four components: Credit weightage

- Common core courses(Perspectives, Tools, Teacher Education) (Taught courses & practicum): - 60 %
- Specializations (taught courses + practicum) - percent: - 20 %
- Field attachment/internship (Internship in a teacher education institution as a part of the common core): - 5 %
- Field attachment/internship in the specialization component): - 5 %
- Research leading to dissertation: - 10 %

Common Core: Components of Perspective Courses (Theory and Practicum)
(20T+3P) Total: 23 credits

Perspective Courses cover the areas of:

- Perspectives of Educational Psychology - 4 credits
- Educational Studies - 4 credits
- Perspectives of Educational Philosophy - 4 credits
- Perspectives of Educational Sociology - 4 credits
- Guidance and Counseling - 4 credits
- Practicum - 3 credits

Common Core: Components of Tool courses (Theory and Practicum)
(16T+5P) Total: 21credits

- Fundamentals of Educational Research - 4 credits
- Advanced Educational Research - 4 credits
- ICT in Education - 4 credits
- Advanced Educational Technology - 4 credits
- Practicum - 5 credits

Common Core: Components of Teacher Education courses (Theory)

Total: 12 credits

- Education Planning and Management - 4 credits
- Teacher Education - 4 credits
- Perspectives Research and Issues in Teacher Education - 4 credits

Specialization Components (Theory) Total: 20 credits

- Credits for taught courses and practicum within both the components,
i.e. for core courses within specialization, and further

specialization within Elementary/Secondary Education specialization - 20 credits

Field Attachment and Internship

Field internship/attachments include:

- Field Internship/attachment in a Teacher Education institution
as a part of the common core - 4 credits

Research Leading to Dissertation

- Research/Dissertation related to specialization or foundations - 8 credits
- Students (in close mentorship of a faculty member) are required to plan and conduct a research, and write a thesis.

Core/Specialization Courses: Practicum within Taught Courses -8 Credits

- Organization of workshops, practicum activities and seminars that enhance professional knowledge and skills of the students shall be part of the teaching modality of the various taught courses.

Core/ Specialization Courses: Cross Cutting Areas

- Critical reflection on gender, disability and marginalization would cut-across the core and specialization courses.
- Skills pertaining to ICT and Educational Technology to be integrated in various courses in the programme.
- Yoga Education as an integral part of the curriculum.

Assessment of Student Learning

- For each theory course, 30% marks to be assigned for continuous and comprehensive internal assessment and 70% marks for examination conducted by the examining body.
- The bases of internal assessment shall include individual/ group assignments, seminar presentations, field attachment internship appraisal reports, project reports, etc.

- One fourth of the total 510 marks/ 24 credits / weightage shall be given to practicum and internship / field attachment and dissertation.

Programme Organisation

- The proposed programme will follow the following organisation and credit apportionment format:

Year 1: Two semesters (16 to 18 weeks per semester) + inter- semester break + 3 weeks in summer.

Year 2: Two semesters (16 to 18 weeks per semester) + 3 weeks inter-semester break.

Total: Four semesters (64 to 72 weeks); + 6 weeks for field attachment during inter-semester breaks (70 to 78 weeks).

- Apart from the 6 weeks in the various inter-semester breaks, 7 weeks to be allocated to the field attachment and internship.
- Each year is to put in at least 200 working days exclusive of the days of admissions and inclusive of examination days.

Programme Structure

The total course comprised of 92 credits: 60 for core courses, 24 credits for specializations, 8 credits for field internship (4 credits in a teacher education institution and 4 in the area of specialization), and 8 credits for research leading to dissertation.

Programme Structure for 2-year Full-Time M.Ed.: 4 Semesters + 1 Summer; 92 Credits					
Modality Components	(e) Taught	(f) Practicum / Workshop / Seminar	(g) Internship	(h) Research Project	Non Core Paper
(a) Perspectives 23 credits (e + f) 20 + 3 = 23	Psychology of Education (4 credits); Educational Studies (4 credits); Philosophy of Education (4 credits); Sociology of Education (4 credits); Guidance and Counseling (4 credits) Practicum (3 credits)			8 credits (prefera bly in speciali zation area or in foundat	Non- core paper 4 credits +
(b) Tools 21 credits (e + f) 16 + 5 = 21	Fundamentals of Educational Research (4 credits); Advanced Educational Research (4 credits); ICT in Education (4 credits); Advanced Educational Technology (4 credits); Practicum (5 credits)				4 credits +

(c)Teacher Education 12 credits (e + g) 12 + 4 = 16	Education Planning and Management (4 credits); Teacher Education (4 credits); Perspectives Research and Issues in Teacher Education (4 credits)	4 credits in a TE institution	ions)	credits
(d) Specializations 20 credits (e + g) 16 + 4 = 20	Elementary Education (or) Secondary Education (4 credits); Any one of A (or) B (4 credits); Any three of group (A) or (B) (4+4+4=12 credits)	4 credits based on the choice of specialization cluster		
Total Credits = (e + f + g + h) = 92 credits		8 credits	8 credits	8 credits
92 credits + 8 credits (2 Non-core Papers) = 100 credits				

This is followed by transacting (Theoretical transactions, workshop / seminar / practicum, internship and dissertation).

Curriculum Organisation for 2-year M.Ed.							
Semester 1	ISB * 1	Semester 2	ISB * 2	Semester 3	ISB * 3	Semester 4	ISB * 4
Perspectives of Educational Psychology (4 Credits)	Communication skills (1 credit) Expository Writing (1 credit) Self	Perspectives of Educational Philosophy (4 Credits)	Dissertation – Research Proposal Presentation (2 credits)	Guidance & Counseling (4 Credits)	Dissertation – Data Collection (2 credits)	Perspectives Research and issues in Teacher education (4 Credits)	Dissertation – Report writing (6 Credits) Viva Voce (2 credits)
Education studies (4 Credits)	development (1 credit) Dissertation – Review of	Perspectives of Educational Sociology (4 Credits)	Internship in a Teacher Education Institution (4 Credits)	ICT in Education (4 Credits)	Internship in specialization (4Credits)	Specialization 4+4+4 = (12 credits)	
Fundamentals of Educational Research (4 Credits)	Research studies and identification	Advanced Educational Research (4 Credits)		Specialization 4+4 = (8 credits)			

Educational Planning & Management (4 Credits)	tion of Research Problem – (1 credit)	Teacher Education (4 Credits)					
<i>Advanced Educational Technology</i> (4 Credits)							
Field Visit / Practicum							
20 credits	4 Credits	16 credits	6 credits	16 credits	6 credits	16 credits	8 credits
Total Credits: 20 + 4 + 16 + 6 + 16 + 6 + 16 + 8 = 92							
Non Core Paper			4 Credits			4 Credits	
Total: Core and None core = 92 + 8 = 100							

Perspective Courses

Semester	Papers	Title of the paper	Credits	
			Theory	Practicum
I	Paper 1	Perspectives of Educational Psychology	4	1+1+1=3
I	Paper 2	Educational Studies	4	
II	Paper 1	Perspectives of Educational Philosophy	4	
II	Paper 2	Perspectives of Educational Sociology	4	
III	Paper 1	Guidance and Counseling	4	
Total			20	3

Tool Courses

Semester	Course Code	Title of the paper	Credits	
			Theory	Practicum
1	Paper 3	Fundamentals of Educational Research	4	1+2+2=5
I	Paper 5	Advanced Educational Technology	4	
II	Paper 3	Advanced Educational Research	4	
III	Paper 2	ICT in Education	4	
IV	ISB D	Dissertation	---	8
Total			16	13

Teacher Education Courses

Semester	Course Code	Title of the paper	Credits	
			Theory	Internship
I	Paper 4	Education Planning and Management	4	4
II	Paper 4	Teacher Education	4	
IV	Paper 1	Perspectives Research and Issues in Teacher Education	4	
Total			12	4

Specialization Courses

Semester	Course Code	Title of the paper		Credits	
				Theory	Internship
III	Paper 3 (or) Paper 7	A. Elementary Education or B. Secondary Education		4	4
III	A .a) Paper 3 A .b) Paper 5 A .c) Paper 6 (or) B. a) Paper 8 B. b) Paper 5 B. c) Paper 9	Any one of specialization A or B		4	
		A (Ele. Edn.)	B (Sec. Edn.)		
		a) Inclusive Education. b) Life Skills Education. c) Adult and non formal Education.	a) Special Education. b) Life Skills Education. c) Comparative Education.		
IV	A . 1) Paper 2 A . 2) Paper 3 A . 3) Paper 4 A . 4) Paper 5 A . 5) Paper 6 (or) B.1) Paper 7 B.2) Paper 3 B.3) Paper 4 B.4) Paper 8 B.5) Paper 6	Any three from group either A or B		4+4+4	
		A(Ele.Edn.)	B (Sec.Edn.)		
		1.Environmental Education 2. Measurement & Evaluation 3. Curriculum Studies 4. Value Education 5. Human Rights Education	1. Environmental Education 2. Measurement & Evaluation 3. Curriculum Studies 4. Economics of Education 5. Human Rights Education		
Total				20	4

Semester-wise Curriculum Organisation**Semester 1**

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Perspectives of Educational Psychology	A. Perspective Course	4 credits
Paper 2	Education Studies	A. Perspective Course	4 credits
Paper 3	Fundamentals of Educational Research	B. Tool Course	4 credits
Paper 4	Educational Planning & Management	C. Teacher Education Course	4 credits
Paper 5	Advanced Educational Technology	B. Tool Course	4 credits
Total			20 credits

Inter-Semester Break (ISB) -1

Papers	Title of the paper	Type of course	No. of Credits
ISB P1	Communication Skills	Core Practicum	1 credits
ISB P 2	Expository Writing	Core Practicum	1 credits
ISB P 3	Self development	Core Practicum	1 credits
ISB P 4	Dissertation – Review of Research Studies and Identification of Research Problem –	Tool Practicum	1 credits
Total			4 credits

Semester 2

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Perspectives of Educational Philosophy	A. Perspective Course	4 credits
Paper 2	Perspectives of Educational Sociology	A. Perspective Course	4 credits
Paper 3	Advanced Educational Research	B. Tool Course	4 credits
Paper 4	Teacher Education	C. Teacher Education Course	4 credits
Total			16 credits
Paper 5	Non Core Paper		4 credits

Inter-semester Break (ISB) - 2

Papers	Title of the paper	Type of course	No. of Credits
ISB P1	Dissertation – Research Proposal Presentation	Tool Practicum	2 credits
ISB I (1)	Internship in a Teacher Education Institution	Teacher Education Practicum	4 credits
Total			6 credits

Semester 3

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Guidance & Counseling	A. Perspective Course	4 credits
Paper 2	ICT in Education	B. Tool Course	4 credits
Total			8 Credits
Specializations – A or B			
A – Specialization in Elementary Education			
Paper 3	1. Elementary Education	Specialization Compulsory	4 credits
Paper 4 Paper 5 Paper 6	2. Any one of the following a. Inclusive Education b. Life Skills Education c. Adult and non formal Education	Specialization Electives	4 credits
Total			8 Credits
B – Specialization in Secondary Education			
Paper 7	1. Secondary Education	Specialization Compulsory	4 credits
Paper 8 Paper 5 Paper 9	2. Any one of the following a. Special Education b. Life Skills Education c. Comparative Education	Specialization Electives	4 credits
Total			8 Credits
Total 3rd Semester			16 credits
Paper 10	Noncore paper	Non Core	4 credits

Inter-Semester Break (ISB) – 3

ISB P 1	Dissertation – Data Collection	Tool Practical	2 credits
ISB I (2)	Internship in Specialization	Specialization Practical	4 credits
Total			6 credits

Semester 4

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Perspectives Research and Issues in Teacher Education	Compulsory	4 credits
Any three of the following papers. (3 x 4 = 12 credits)			
Specializations – A or B			
A – Specializations in Elementary Education			
Paper 2	Environmental Education at Elementary Level.	Specialization Electives	4 credits
Paper 3	Measurement & Evaluation	Specialization Electives	4 credits
Paper 4	Curriculum Studies	Specialization Electives	4 credits
Paper 5	Value Education	Specialization Electives	4 credits
Paper 6	Human Rights Education	Specialization Electives	4 credits
Total			20 credits
B – Specializations in Secondary Education			
Paper 7	Environmental Education at Secondary Level.	Specialization Electives	4 credits
Paper 3	Measurement & Evaluation	Specialization Electives	4 credits
Paper 4	Curriculum Studies	Specialization Electives	4 credits
Paper 8	Economics of Education	Specialization Electives	4 credits
Paper 6	Human Rights Education	Specialization Electives	4 credits
Total			20 credits
Total 4 th semester			16 credits

Inter_Semester Break (ISB) - 4

Papers	Title of the paper	Type of course	No. of Credits
ISB D (1)	Dissertation – Report writing	Specialization Electives	6 credits
ISB D (2)	Viva Voce	Specialization Electives	2 credits
Total			8 credits

Scheme of Examination**Semester -1**

Paper	Course Code	Title of the paper	No. of Credits	Hours per week	Max. Marks		Total
					Internal	External	
Paper 1	M.Ed 1.1NR	Perspectives of Educational Psychology	4 Credits	4	30	70	100
Paper 2	M.Ed 1.2NR	Education Studies	4 Credits	4	30	70	100
Paper 3	M.Ed 1.3NR	Fundamentals of Educational Research	4 Credits	4	30	70	100
Paper 4	M.Ed 1.4NR	Educational Planning & Management	4 Credits	4	30	70	100
Paper 5	M.Ed 1.5NR	Advanced Educational Technology	4 Credits	4	30	70	100
<i>Inter semester Break 1 (ISB1) – Practicum</i>							
ISB P1	M.Ed ISB1.1	Communication Skills	1 credit	4	25		100
ISB P2	M.Ed ISB1.2	Expository Writing	1 credit		25		
ISB P3	M.Ed ISB1.3	Self development	1 credit		25		
ISB P4	M.Ed ISB1.4	Dissertation – Review of Research Studies and Identification of Research Problem –	1 credit		25		
Total				24	250	350	600
1st Semester 20 + 4 = 24 credits							

Semester – 2

Papers	Course Code	Title of the paper	No. of Credits	Hours per week	Max. Marks		Total
					Internal	External	
Paper 1	M.Ed 2.1NR	Perspectives of Educational Philosophy	4 credits	4	30	70	100
Paper 2	M.Ed 2.2NR	Perspectives of Educational Sociology	4 credits	4	30	70	100
Paper 3	M.Ed 2.3NR	Advanced Educational Research	4 credits	4	30	70	100
Paper 4	M.Ed 2.4NR	Teacher Education	4 credits	4	30	70	100
Total			16 credits	16	120	280	400
<i>Inter semester Break 2 (ISB2) – Practicum</i>							
ISB P1	M.Ed ISB2.1	Dissertation – Research Proposal Presentation	2 credits	6	50	---	150
ISBI (1)	M.Ed ISB2.2	Internship in a Teacher Education Institution	4 credits		100	---	
Total 2nd Semester 16 + 6 = 22 credits.				22	270	280	550
Paper 5	M.Ed 2.5NR	Noncore paper	4 credits	4	30	70	100

Semester – 3

Papers	Course Code	Title of the paper	No. of Credits	Hours per week	Max. Marks		Total
					Internal	External	
Paper 1	M.Ed 3.1NR	Guidance & Counseling	4 credits	4	30	70	100
Paper 2	M.Ed 3.2NR	ICT in Education	4 credits	4	30	70	100
Total			8 Credits	8	60	140	200
Specializations – A or B							
A – Specialization in Elementary Education							
Paper 3	M.Ed 3.3a. 1NR	1. Elementary Education	4 credits	4	30	70	100
		2. Any one of the	4	4	30	70	100

Paper 4	M.Ed 3.4 A	following	credits				
Paper 5	NR	a. Inclusive Education					
Paper 6	M.Ed 3.5 A	b. Life Skills Education					
	NR						
	M.Ed 3.6 A	c. Adult and non formal Education					
	NR						
Total			8 Credits	8	60	140	200
B – Specialization in Secondary Education							
Paper 7	M.Ed 3.7 B	1. Secondary Education	4 credits	4	30	70	100
	NR						
Paper 8	M.Ed 3.8 B	2. Any one of the following	4 credits				
Paper 5	NR	a. Special Education					
Paper 9	M.Ed 3.5 B						
	NR						
	M.Ed 3.9 B	b. Life Skills Education		4	30	70	100
	NR						
		c. Comparative Education					
Total			8 Credits	8	60	140	200
<i>Inter semester Break 3 (ISB3) – Practicum</i>							
ISB P 1	ISB 3.1	Dissertation – Data Collection	2 credits	6	50	---	150
ISB I (2)	ISB 3.2	Internship in Specialization	4 credits		100	---	
Total			6 credits	6	150	---	150
Total 3rd Semester 16+6 =			22	22	270	280	550
Paper 10	M.Ed 3.11	Noncore paper	4 credits	4	30	70	100
	NR						

Semester – 4

Papers	Course Code	Title of the paper	No. of Credits	Hours per week	Max. Marks		Total
					Internal	External	
Paper 1	M.Ed 4.1NR	Perspectives Research and Issues in Teacher Education	4 credits	4	30	70	100
Any three of the following papers. (3 x 4 = 12 credits)							
Specializations – A or B							
A – Specializations in Elementary Education							
Paper 2	M.Ed 4a. 2 NR	Environmental Education at Elementary level	4 credits	4	30	70	100
Paper 3	M.Ed 4a. 3 NR	Measurement & Evaluation	4 credits	4	30	70	100
Paper 4	M.Ed 4a. 4 NR	Curriculum Studies	4 credits	4	30	70	100
Paper 5	M.Ed 4a. 5 NR	Value Education	4 credits	4	30	70	100
Paper 6	M.Ed 4a. 6 NR	Human Rights Education	4 credits	4	30	70	100
Total			20 credits	20	150	350	500
B – Specializations in Secondary Education							
Paper 7	M.Ed 4b. 7 NR	Environmental Education at secondary level	4 credits	4	30	70	100
Paper 3	M.Ed 4b. 3 NR	Measurement & Evaluation	4 credits	4	30	70	100
Paper 4	M.Ed 4b. 4 NR	Curriculum Studies	4 credits	4	30	70	100
Paper 8	M.Ed 4b. 8 NR	Economics of Education	4 credits	4	30	70	100
Paper 6	M.Ed 4b. 6 NR	Human Rights Education	4 credits	4	30	70	100
Total			20	20	150	350	500

<i>Inter semester Break 4 (ISB4) – Practicum</i>							
ISB D (1)	ISB 4.1	Dissertation – Report writing	6 credits	8	---	150	200
ISB D (2)	ISB 4.2	Viva Voce	2 credits		---	50	
Total			8 credits	8	---	200	200
Total credits	4th semester	16 + 8 =	24	24	120	480	600

4 Semesters Total Marks

Semesters	Internal Marks	External Marks	Total
I	250	350	600
II	270	280	550
III	270	280	550
IV	120	480	600
Total	910	1390	2300
Noncore Sem-II	30	70	100
Noncore Sem-III	30	70	100
Total	970	1530	2500

Allotment of Credits and Activities in Inter Semester Breaks (ISB)

Inter Semester Break 1			
S. No	Activities	Credits	Marks
M.Ed ISB 1.1	Communication Skills <ul style="list-style-type: none"> ➤ Talk (or) Group Discussion. ➤ Introduction / Presentation of a Book (or) Article.(Book Review) ➤ Addressing the Assembly in a College. ➤ Conversation ➤ Role play (Group – Each individual is assessed) ➤ Self introduction ➤ Introducing Eminent / Inspiring/ Role model personalities. ➤ Latest trends / present issues. ➤ Hindu News paper Article Reading. 	1 credit	25
M.Ed ISB 1.2	Expository Writing <ul style="list-style-type: none"> ➤ Creative Writing ➤ Books & Article (Write Up) ➤ Description of places visited. 	1 credit	25

	<ul style="list-style-type: none"> ➤ Writing to an Editor ➤ Writing to the District Collector ➤ Writing about an event / a happening. ➤ TV Script Writing ➤ Play let ➤ Dialogue writing ➤ Poetry (writing poems) ➤ Writing Songs 		
M.Ed ISB 1.3	<p>Self Development</p> <p>Sub activity (i): Self critical awareness as and when required to</p> <ul style="list-style-type: none"> ➤ About one's Subject Knowledge ➤ About one's Teaching Competencies ➤ About one's Professional Qualities. ➤ About one's Interpersonal Relations. <p>Sub-activity (ii):- Yoga Practices.</p> <ul style="list-style-type: none"> ➤ Number of yogic exercises learnt ➤ How each yogic exercise helped in the maintenance of one's physical / mental health. <p>Sub-activity (iii):- Meditation Practices.</p> <p>What is the effect of Pranayama</p> <ul style="list-style-type: none"> ➤ How is it on oneself ➤ How is one helped in the 'let come' & 'let go' of mental status in the cleansing of the mind. 	1 credit	25
M.Ed ISB 1.4	Review of Research Studies and Identification of Research Problem	1 credit	25
Inter Semester Break 2			
M.Ed ISB 2.1	A) Dissertation – Research Proposal Presentation Proposal Writing Proposal Presentation	2 credit	50
M.Ed ISB	B) Internship in Teacher Education Institution	4 credits	100

2.2	One Demonstration One Lecture Observation of Micro Teaching Practice – 10 students Observation of Macro Teaching – 5 students.		
Inter Semester Break 3			
M.Ed ISB 3.1	A) Dissertation ➤ Preparation of Research Tool ➤ Data Collection	2 credit	50
M.Ed ISB 3.2	B) Internship in Specialization. ➤ Students Case Studies (2 Students) ➤ Institutional Case Study (Elementary / Secondary) ➤ Multimedia Lesson Presentation using Teaching Models ➤ Organization of Events like (a) Brain storming (b) Quiz c) Group Discussion d) Events of National Importance (e) Life Skills Activities (conduct the activity & write a report)	4 credits	100
Inter Semester Break 4			
M.Ed ISB 4.1	Dissertation Report Writing Viva	6 credits 2 credits	200
Total		24 credits	600

Dissertation

Each candidate shall be required to submit a dissertation in a subject approved by the University. The dissertation shall be prepared under the direction of a teacher educator and submitted one month before the university examinations of the fourth semester.

- A.** Dissertation work should start during the first semester of first year.
- B.** It must be satisfactory in respect of literary presentation as well as in other respects and should be suitable for publication. Report should be written only in English except for the Telugu Language Topics.
- C.** It shall have a bearing on some aspect of education and embody either, (i) a record of original investigation, or (ii) a critical analysis of existing data or (iii) a combination of both.
- D.** The candidate shall indicate generally in his preface to the dissertation and in notes the source from which his/her information is taken, the extent to which he/she has

availed himself of the work of others and the portion of the dissertation which he/she claims as his/her original work.

- E. Every dissertation shall be accompanied by a certificate signed by the teacher educator who guided the candidate in the preparation of dissertation stating that the dissertation is genuine work of the candidate and that it is worthy of examination.

General Rules

1. Filled in Examination applications shall be submitted at the respective Departments along with the challan and other required documents on or before the prescribed dates.
2. Betterment students shall clearly note on the applications the papers for which they are appearing.
3. Before applying for the examination, the student shall clearly know his eligibility for the examination. SMP / Debarred students will not be allowed to sit for the examination until clearance is received.
4. Students who have not put in the required attendance during year / semester will not be permitted to sit for the examinations.
5. Hall tickets issued shall be carefully preserved by the students.
6. The prescribed examination fee shall be paid in the respective college office on or before the date stipulated. The colleges shall deposit the collected amount from student into the university account no acco 1:1 nt No.3 only in State Bank of India Branch.
7. Original certificates will be issued after submission of No Dues certificates from the Hostel, Department and Library.

Evaluation Procedure

1. All the Theory papers and Dissertation shall be valued by two examiners, one of them being an examiner residing outside the University area. In case of disparity of 20% of marks or more, papers and dissertation shall be referred to a third examiner. The average marks of the two nearest out of 3 independent valuations shall be considered for eligibility for pass in the examination.
2. In each paper, the internal marks 30% shall be awarded keeping in view the regularity, one assignment, one seminar and two internal examinations in each semester.
3. There shall be a viva voce for the dissertation to be conducted by a panel of examiners comprising an external examiner from outside Acharya Nagarjuna University and Principal of Institution /Head of Department will act as internal member.
4. A Candidate shall be declared to have passed the examination if he obtains 40% of the marks in each paper and in dissertation and 50% on the aggregate.

5. A candidate who fails in Part II Dissertation shall be permitted to present a revised dissertation on the same subject without being required to produce any additional certificate of attendance.
6. A Candidate shall not be permitted to appear for the M.Ed. Degree Examination for more than Five years from the date of admission.
7. Candidate appearing for betterment shall be permitted not more than two times within the four successive years from the date of admission.
8. Practicum in the Inter Semester Breaks (ISB) and Internship has to be recorded in the form of project records and evaluated internally.
9. Evaluation of each paper will be done to the maximum of 100 marks including internal component of 30 marks (20 Marks Test + 5 Marks Seminar + 5 Marks & Assignment & Group discussion & Attendance) as usual.
10. At the end of each semester after evaluation of theory, practicum, internship and dissertation marks will be converted into grade letter and grade point (G.P) to every paper. From the grade points semester grade point average (SGPA) at the end of each semester and Cumulative grade point average (CGPA) at the end of all four semesters will be calculated. The details about SGPA & CGPA are shown below.

S. No.	Range of Marks	Grade letter	Grade Point
1	85-100	O	10
2	70-84	A	9
3	60-69	B	8
4	55-59	C	7
5	50-54	D	6
6	40-49	E	5
7	Less Than 40	F	Zero

11. Any student shall be declared to have passed in a paper if he / she secures minimum of 'E' grade in that paper.

12. In each semester, semester grade point average (SGPA) shall be computed as follows.

(The following table shows grades obtained by a student in two semesters)

Paper No.	Credits (Cr)	Sem -1	Sem -2	Sem -3	Sem -4
1	4	A	B	A	A
2	4	B	C	B	B
3	4	C	B	C	B
4	4	D	E	B	A
5	4	A	---	---	---
ISB 1	4	A	---	---	---
ISB 2 Practicum Internship (1)	2 } 4 } 6	---	B	---	---
ISB 3 Practicum Internship (2)	2 } 4 } 6	---	---	A	---
Dissertation Viva - voce	6 } 2 } 8				B

Computation of SGCA

SGPA (Sem -I)

$$= \left(\frac{\sum GP \times CR}{\sum CR} \right)$$

$$= \frac{9 \times 4 + 8 \times 4 + 7 \times 4 + 6 \times 4 + 9 \times 4 + 9 \times 4}{24}$$

$$= \frac{36 + 32 + 28 + 24 + 36 + 36}{24} = \frac{192}{24}$$

$$= 8$$

Similarly, SGPA (Sem -II)

$$= \frac{8 \times 4 + 7 \times 5 + 8 \times 4 + 5 \times 4 + 8 \times 6}{22}$$

$$= \frac{32 + 35 + 32 + 20 + 48}{22} = \frac{167}{22}$$

$$= 7.59$$

Similarly, SGPA (Sem -III)

$$= \frac{9 \times 4 + 8 \times 4 + 7 \times 4 + 8 \times 4 + 9 \times 6}{22}$$

$$= \frac{36 + 32 + 28 + 32 + 54}{22} = \frac{182}{22}$$

$$= 8.27$$

$$\begin{aligned}\text{Similarly, SGPA (Sem -IV)} &= \frac{9 \times 4 + 8 \times 4 + 8 \times 4 + 9 \times 4 + 8 \times 8}{24} \\ &= \frac{36 + 32 + 32 + 36 + 64}{24} = \frac{200}{24} \\ &= 8.33\end{aligned}$$

13. At the end of course, Cumulative Grade Point Average (CGPA) shall be calculated as follows.

$$\begin{aligned}\text{CGPA} &= \left(\frac{\sum \square \text{GP} \times \text{CR}}{\sum \square \text{CR}} \right) \text{ or} \\ &= \frac{\text{SGPA(SEM1)} + \text{SGPA(SEM2)} + \text{SGPA(SEM3)} + \text{SGPA(SEM4)}}{4} \\ &= \frac{8 + 7.59 + 8.27 + 8.33}{4} = \frac{32.9}{4} = 8.04\end{aligned}$$

14. In order to fulfill “Choice Based” system, every student shall choose two non-core mandatory papers in second semester and third semester in addition to the core papers prescribed for the course in which he / she was admitted, and this paper shall be chosen from other disciplines.
15. The grades secured for the non-core paper will not be considered in the computation of CGPA, but student should get minimum of E Grade to clear the non-core paper and will be vividly displayed in the transcript and this will only indicate his/her exposure to other disciplines, which may have add it advantage in placements.

Structure of the Question Paper

16. The question paper shall consist of two sections: A & B

The syllabus shall have 4 units for each paper. Two short answer questions will be given from each

unit with internal choice.

Part-A shall consist of 8 short answer questions with internal choice out of which 8 are to be answered following internal choice each question carrying 5 marks. Each answer should not exceed 1 ^{1/2} page.

Part-B consists of 2 essay questions with internal choice carrying 15 marks each. The answer should not exceed 5 pages.

The duration of examination shall be 3 hours.

M.Ed.. I / II / III / IV Semester-wise Examination

Structure of Examination Paper

Time : 3 hrs

Max. Marks: 70

Part –A**5 x 8=40 Marks**

Part – A has 8 questions with Internal Choice

All Questions must be answered following internal choice.

Each question carries 5 marks

1. a)

OR

1. b)

2. a)

OR

2. b)

3. a)

OR

3. b)

4. a)

OR

4. b)

5. a)

OR

5. b)

6. a)

OR

6. b)

7. a)

OR

7. b)

8. a)

OR

8. b)

Part – B**2x 15=30 marks**

Part – B shall have 2 Questions with Internal Choice.

Two questions need to be answered with internal choice.

Each question carries 15 marks.

9. a)

OR

9. b)

10 a)

OR

10 b)

ACHARYA NAGARJUNA UNIVERSITY

MASTER OF EDUCATION

1st Year, Semester-I

PAPER 1: PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

Objectives

- To enable the student to understand concepts and principles of Educational Psychology as an applied science.
- To enable the student understand himself / herself and the learner.
- To enable the student to understand implications of psychological theories and expositions for education.
- To acquaint the student with the process of development and assessment of various abilities and traits.
- To enable the student to design the learning situations suitable to the nature of learners and learning material
- To acquaint the student with the states of mental health and ill health.
- To emphasize the students holistic development, (Human Resources Development)

Course Content

Unit 1: Educational Psychology

1.1. Scope of Educational Psychology

- a. Concept, Nature and Scope of Educational Psychology
- b. Methods of educational psychology
- c. Contribution of psychology and Indian psychology to Education.
- d. Current concerns and trends in educational psychology.

1.2. Human Development: Implications for Education

- a. Concept, Principles and sequential stages of human/personality development - Infancy, childhood, adolescence, early adulthood, later adulthood and old age.
- b. Factors influencing development and their relative role in each stage, general characteristics of each stage and problems of each stage.
- c. Theories of Piaget, Freud, Erickson, Chomsky and Kohlberg.
- d. Indian theory of psychological Development.

Unit-2: Learning: Implications for Education

- 2.1. Concept and Various view points on theories of learning, Laws of Learning (Thorndike)
- 2.2. Theories of Learning- Pavlov, Skinner, Hull, Gestalt, Lewin and Tolman.
- 2.3. Information processing – Sternberg, Vygotsky-Constructivism
- 2.4. Gagne's levels of learning

Unit-3: Individual Differences-Implications for Education.

- 3.1. Concepts of intra and inter individual differences and their implications.
- 3.2. Intelligence-cognitive and affective abilities, Identification or testing intelligence
- 3.3. Theories of intelligence- Guilford, Gardner and Goleman.

- 3.4. Creativity-Nature and process, Identification or testing creativity, Fostering and guiding creative children.

Unit 4: personality, Adjustment and Mental Health

4.1. Personality

- a. Concept and Theories of Personality
- b. Trait and type theory of Eyesenck
- c. Psychoanalytic approaches – Freud and Jung
- d. Social – Learning Theory – Bandura
- e. Humanistic Approach – Roger’s and Maslow

4.2. Indian Theories of Personality

- a. Vedic (Upanishadic) view of Personality
- b. Buddhist view of Personality
 - c. J-Krishnamurti’s view of Personality
 - d. Aurobindo’s view of Personality

4.3 Personality Assessment

- a. Personality inventories interview, checklists, observation, Sociometry and situational tests
- b. Projective Techniques– Rorschach, TAT, CAT, Story completion, Sentence completion

4.4 Adjustment and Mental Health

- a. Concept and mechanisms of adjustment
- b. Principles of mental hygiene – preventive, constructive and curative measures – at personal level and environmental level
- c. Introduction to mental ill health - Neurosis, Psychosis and Psycho-somatic disorders

Practicum: Use of the following tests

- | | |
|---------------------------------------------------------------------|----------------------|
| 1. Intelligence Tests | 2. Creativity Tests |
| 3. Interest inventories | 4. Attitude scales |
| 5. Value scales | 6. Tests in learning |
| 7. Personality Test to Identify states of well being and ill being. | |

One Assignment & One Seminar

Reference Books

1. Pandey, Advanced Educational Psychology , Konark Publishers, Main Vikas Marg, Delhi.
2. Mangal S.K., (2002), Advanced Educational Psychology, Prentice – Hall of India, New Delhi.
3. Chauhan S.S., (1982), Advanced Educational Psychology, Vikas Publishing House, New Delhi.
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7. Hilgard and Bower,(1964), Theories of Learning, Englewood Cliffs, Prentice Hall, New Jersey
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20. Goleman Daniel, Emotional Intelligence, Bantam Books, Broadway, New York.
21. Dandapani S.,(2002), A Text Book of Advanced Educational Psychology, Anmol Publications, New Delhi.
22. Jadunath Sinha, Indian Psychology, Vol., 1, 2,3, Mothilal Banarsidass, Bangalore,
23. Janak Pandey, Editor, Psychology in India Revisited, Development in the Discipline, Vol. 1,2,3. Sage Publications, Delhi.
24. Indra Sen, Integral Psychology, Sri Aurobindo International Center of Education, Pondicherry
25. Krishnamurti J., On Self Knowledge, Krishnamurti Foundation of India, Chennai.
26. Krishnamurti J., Freedom from the Known, Krishnamurti Foundation of India, Chennai.
27. Krishnamurti J., Education and Significance of Life, Krishnamurti Foundation of India, Chennai.
29. Sprinthall and Sprinthall (1990), Educational Psychology, Mc. Graw Hill, USA,

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - I
Paper – 2: EDUCATION STUDIES

Objectives

- To acquaint the students with the general development and progress of education prior to independence.
- To acquaint the students with general development and progress of education after independence.
- To enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- To enable the students to understand the various problems of education at different stage Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped etc.
- To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
- To enable the students to understand the problems related to the policies of Government and to find out remedies.

Course Content

Unit – 1: History of Education

- 1.1 History of Ethics and Moral Educations
- 1.2 Philosophy of life and characteristics of Education
- 1.3 Philosophy of life originates in the Vedas – aspect of religion, aspects of supremacies of karma action, place of spiritual and materialistic education.
- 1.4 Education during Buddhhit Era and Islamic Education.

Unit – 2: Secondary Education in India

- 2.1 Educational Planning – Quality Educaiton
- 2.2 Vocationalization of Secondary Education. Report of working group on vocationalization of educators. Report of National review committee on Higher Secondary Education.
- 2.3 Programmes of CBSE Schools, Programs of Kendriya Vidyalayas Sarva Shiksha Abhiyan.
- 2.4 Secondary Educational Policies.

Unit – 3: Emerging Issues in Higher Education

- 3.1 Privatization in Education, Problem of Brain drain . Center state relationship on education
- 3.2 Problem of protective discrimination. The language problem. Religion and Education
- 3.3 Learning without burden
- 3.4 Technical skills of learning. Challenges in Higher Education

Unit – 4: Education and Issues in Development

- 4.1 Health Education, Population Education, Education for rural development, Environmental Education, Science Education, Value Education, Girls Education, Education for Minorities – Religious, Ethnic, Linguistic, Tribal's.
- 4.2 Education of the disadvantaged section
- 4.3 Education of children with special needs
- 4.4 Information and communication technology

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
2. Arnstine, Donald (1967), Philosophies of Education ; Harper and Row Publishers, Incorporated, New York
3. Bali D.R. (1989), Introduction to Philosophy ; Sterling Publishers, New Delhi.
4. Bhatia KK (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
5. Brent, A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
6. Brubacher John S. (1983), Modern Philosophies of Education, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
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9. Dash, BN (1986), Educational Philosophy and Teaching Practice, Kalyani Publishers, New Delhi.
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11. Pandey R.S., (1983) Principles of Education; Vinod Pustak Mandir, Agra.
12. Radha Krishna S. (1983), Indian Philosophy, Blackie and Son publishing, New Delhi.
13. Ranji Sharma G. (1987), Trends in Contemporary Indian Philosophy of Education – A Critical Evaluation, Nirmal Publishing, New Delhi.
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15. Schultz M (1985), Hindu Philosophy, Classical Publishing Company, New Delhi.
16. Seetharamu A.S. (1989), Philosophy of Education, Ashish Publishing House, New Delhi.
17. Sreerama Krishna A.S. (2002), Teacher and Education in Emerging Indian Society, New Era Publications, Guntur.
18. Taneja, V.R. (1990), Socio-Philosophical Approaches to Education, Atlantic Publishing, New Delhi.
19. Ulrich Robert, History of Educational Thought, Eurasia Publishing House, New Delhi.

ACHARYA NAGARJUNA UNIVERSITY

MASTER OF EDUCATION

1st Year, Semester - I

PAPER 3: FUNDAMENTALS OF EDUCATIONAL RESEARCH

Objectives

On completion of this course, the student will be able to:

- Describe the nature, purpose, scope and types of research in education.
- Understand the important features of different types of research.
- Explain the characteristics of qualitative and quantitative research in education.
- Conduct a literature search and select a problem for a research study.
- Select a sampling technique appropriate for a research study.
- Explain the procedure for construction of tool for a research study.
- Select and apply suitable statistical techniques for the analysis of data.

Course Content

Unit – 1: Introduction to Educational Research

- 1.1 Meaning, Purposes, Nature and Scope of Educational Research.
- 1.2 Types of Educational Research: Basic, Applied and Action research; Research paradigms in Education: Quantitative, Qualitative and Mixed research.
- 1.3 Research Problem: Sources of research problem, characteristics of good research problem, definition of the research problem, evaluation of the research problem.
- 1.4 Related Literature – Purposes of Review; Conducting the literature search using Internet and databases.

Unit - 2: Variables, Hypothesis and Sampling of Educational Research

- 2.1 Meaning and Classification of Variables.
- 2.2 Meaning, Types and Forms of hypothesis.
- 2.3 Population and Sample.
- 2.4 Sampling Techniques.

Unit – 3: Tools and Techniques of Data Collection

- 3.1 Tools of Data Collection: Questionnaires, Tests, Inventories and Rating Scales - Types, Uses and merits and limitations.
- 3.2 Methods or Techniques of Data Collection: Observation and Interview, their types, use, merits and limitations.
- 3.3 Principles of Construction of tools and techniques, Administration of tools and techniques.
- 3.4 Basic attributes of a good Research tool – Reliability, Validity and Usability.

Unit - 4: Descriptive Analysis of Quantitative Data

- 4.1 Measures of Central tendencies – Mean, Median, Mode
- 4.2 Measures of Dispersion – Range, Q.D., A.D. and S.D.
- 4.3 Measures of Relative Position – Percentile, Percentile Rank and Standard Scores: Z- Scores, T-Scores
- 4.4 Normal Distribution – Characteristics and Uses of N.P.C; Applications of N.P.C; Deviations of Normality: Skewness and Kurtosis.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Aggarwal, Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
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11. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage. 23
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ACHARYA NAGARJUNA UNIVERSITY

MASTER OF EDUCATION

1st Year, Semester - I

Paper – 4: EDUCATIONAL PLANNING & MANAGEMENT

Objectives

- To enable the students to understand basic concepts of educational administration and management
- To enable the students to acquire necessary knowledge and expertise of the principles and procedures of educational administration and management
- To develop an understanding and appreciation of the role of different agencies of educational administration
- To enable the students to understand how different branches of education are managed and administered and appreciate various aspects of educational planning and finance
- To enable them to understand contemporary developments in educational management, planning and finance

Course Content

Unit - 1: Principles and Practices of Educational Management

- 1.1 Meaning, scope and importance of educational management.
- 1.2 Growth of educational management – Historical perspective.
- 1.3 Objectives and Principles of educational management.
- 1.4 Educational Administration at various levels: a. Centre b. State c. Local bodies and d. Private agencies

Unit - 2: Concepts of Educational Planning

- 2.1 Need, Importance and Goals of educational planning
- 2.2 Micro and macro models of educational Planning, Approaches of educational planning - Social demand approach , Rate of return approach and Man power requirement approach
- 2.3 Planning process: National and State level, Education in five year plans – inter sector allocation – education Decentralized planning – process, advantages and disadvantages.
- 2.4 Sources of finance for Education in India a. Public funding of education b. Fees c. Student loans d. Education cess. External aid for education Budgeting: control of funds, grant in –aid policy at National & State levels

Unit - 3: Educational Finance

- 3.1 Importance of financing education, Effects of educational financing
- 3.2 Demand factors for finance in education, Budgetary control, management and reforms
- 3.3 Theoretical basis of educational finance Issues in the finance of education
- 3.4 Financing elementary, secondary and higher education

Unit - 4: Quality Management in Education

- 4.1 Meaning and importance of Quality
- 4.2 Quality in Higher Education
- 4.3 Accreditation Concept- Meaning, parameters.
- 4.4 Role of NAAC

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Helpier Andrew W, Administrative theory in Education, Macmillan Co., New York. (1967).
2. Bayne, C.D. & Robert L. Saundram, The Educational Management; (Artist & Practitioner) Charles. A Dones Pub. Company, Washington-Ohio. (1976)
3. Bhatt B.D. & SDR Sharma, Educational Administration, Karishkar Pub. House New Delhi. (1992)
4. Clyde M. Campbell, Practical Application of Democratic Administration, Harper & Brother, New York. (1952)
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11. Cohn E.: Economics of Education, Lexington Mass – D.C. Heath Company. (1972)
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15. Reddy Shiva B, Education and Rural Development in India, UNESCO: IIEP, Paris (2000)
16. Sacharopoulos George P & Woodhall M.: Education for Development, New York – OUP. (1985)
17. Thurow Laster C.: Investment in Human Capital, Belmont: Wadsworth Publishing Co. (1970)
18. John Vaizey, Economics of Education NCERT, Pandit Ed
19. Economics of Education Vol I & II – M. Blaug, Pengiun, London
20. Education – Man power – Economic growth – Horbison and Mayer
21. Economics of Education, John Sheeham
22. Investment in Education, V.K.R.V. Raow

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - I
PAPER - 5: ADVANCED EDUCATIONAL TECHNOLOGY

Objectives

- To enable the student teacher to understand about the meaning, nature and scope and significance of Educational Technology and its important components in terms of Hardware and Software.
- To help the student teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- To acquaint student teachers with levels, strategies and models of teaching for future improvement.
- To enable the student teachers to understand about the importance of programmed instructions and researches in Educational Technology.
- To acquaint the student teachers with emerging trends in Educational Technology
- To develop awareness about uses of computer and information technology in the field of education
- To develop understanding about the various aspects of information systems and multimedia developments.
- To develop various skills to use computer technology for the purpose of education.
- To inculcate interest about the use of technology in educational research.
- To make students to understand the contemporary developments in the emerging technologies of education.

Course Content

Unit 1: Introduction to Information Technology

- 1.1 Definition Need and Scope of Information Technology
- 1.2 Categories of Information: Data, Information, Knowledge, Intellect
- 1.3 Types of Information : By Source, By Channel, By Media, By Need
- 1.4 Information Services; Library, Institute, Internet and developments in information technology and their uses to the field of education.

Unit 2: Communication and Instructional Technology

- 2.1 Theory, Concept, Nature, Process, Components Types, Classroom Communication
- 2.2 Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
- 2.3 Programmed instruction (linear/branching model) - Origin and types - linear and branching - Development of the programmed instruction material
- 2.4 Future priorities in Educational Technology

Unit 3: Technology of Teaching

- 3.1 Concept, Structure and Levels of Teaching (Memory Level, Understanding Level, Reflective level)
- 3.2 Innovations in teaching (Team Teaching, Educational Games, Simulation, Personalized System of Instruction PSI, CAI, CCTV, SITE etc)
- 3.3 Techniques of Higher Learning (Seminar, Symposium, Workshop, Conference, Panel Discussion)
- 3.4 Action Research (Reflective Process – Progressive Problem Solving)

Unit 4: Interactive Learning Environments

- 4.1 Mass Media Approach in Education
- 4.2 Instructional Resource Centers
- 4.3 Concept and Uses of multimedia, Multimedia Building block: Text, Graphics, Digital Video or Animation, Digital audio
- 4.4 Computer and Data Analysis - Data Base Packages - MS -Excel, - Data Entry - Variables - Import and Export of files - Data Manipulation - Data Transformation

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Ram Nath Sharma, S.S. Chandra, 2007, Advanced Educational Technology, Atlantic Publishers, Ansari Road, Darya Ganj, New Delhi - 110 002
2. Sharma.A.R., 1992, Educational Technology, Vinod Pustak Mandir, Dr. Rangeya Raghava Marg, Agra-2.
3. Usha Rao, 1991, Educational Technology, Himalaya Publishing House, Pooja Apartments, 4B, Murarilal Street, Ansari Road, Darya Ganj, New Delhi - 110 002.
4. Buch.M.B. and Santhanam.M.R., 1970, Communication in Classroom, Centre for Advanced Study in Education, Baroda.
5. Dececco, John. P (Ed), 1964, Educational Technology, Holt Rinehart Winston, New York.
6. Srinivasa Rao. R (Ed), 1974, Multi-Media Communication, Sri Venkateswara University, Tirupati.
7. Skinner.B.F., 1968, The Technology of Teaching, Appleton Century Crofts, New York.
8. Stones.E., 1968, Learning and Teaching, John Wiley and Sons, Inc., New York and London.
9. Romiszowski.A.J., 1970, A Systems Approach to Education and Training.
10. Sampath.K., Pannirselvam.A and Santhanam.S., 1990, Introduction to Educational Technology, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi - 110016.

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17. Flanders.N.A., 1960, Analysing Teacher Behaviour, Addison Wesley Publishing Company, London.
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20. Dwight Allen and Kelvin Ryan, 1969, Micro-Teaching, Addison Wesley Publishing Company, London.
21. Singh.LC., 1977, Micro-Teaching: An Innovation in Teacher Education (Mimeo), NCERT, New Delhi -110 006.
22. Edgar dale, 1961, Audio-Visual Methods in Teaching (Revised), Holt, Rinehart and Winston, New York.
23. Kochhar.S.K. 1985, Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd., New Delhi - 110 016.
24. Lalit Kishore, 1989, A Text book of Audio-Visual Aids, Doaba House, 1688 Nai Sarak, Delhi -110006.
25. Walia.J.S., 1991, Technology of Teaching (Methodology of Teaching), Paul Publishers, 11 Gopal Nagar, Jalandhar City, Punjab.
26. Das.R.C., 1993, Educational Technology - A Basic Text, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi -110 016.
27. Vedanayagam.E.G., 1989, Teaching Technology for College Teachers, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi-110 016.
28. Hayes.A.S., 1968, Language Laboratory Facilities, Oxford University Press, London.
29. Gupta Vikas, Comdex Computer Course Kit, Dream Tech Publications, New Delhi (2001).
30. Mayer Richard E, 2001. Multimedia Learning, Cambridge University Press, UK
31. Norton Peter, (2000) Introduction to Computers, Tata McGraw Hill Publications, New Delhi
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35. Sarma .B.M. Media and Education, Commonwealth Publishers, New Delhi

ACHARYA NAGARJUNA UNIVERSITY

MASTER OF EDUCATION

1st Year, Semester - II

Paper 1: PERSPECTIVES OF EDUCATIONAL PHILOSOPHY

Objectives

- To enable the student to understand the nature and functions of Philosophy of Education.
- To enable the student to understand the important Philosophies of Education
- To enable the student to understand Indian Philosophical suppositions and their contribution to Education.
- To enable the student to understand and use Philosophical methods in studying educational data.
- To sensitize the student for critical appraisal of contributions made to education by prominent educational thinkers – Indian and Western.
- To enable the student to understand concepts and process of social organization, social stratification and institution in relation to education.
- To enable the student to understand relationship among culture, society and education.
- To enable the student to know issues of equality and inequality in education.

Course Content

Unit 1: Philosophy and Education

- 1.1 Definition, meaning, nature, scope and branches of Philosophy.
- 1.2 Relationship between Philosophy and Education. Educational Philosophy and its functions-Speculative, Normative and Critical.
- 1.3 Definition, meaning and nature of Education. Types, processes and aims of Education. (Individual and Social aims)
- 1.4 Utility of the subject Educational Philosophy to the prospective teacher educators.

Unit 2: Philosophical Bases of Education

- 2.1 Contribution of Idealism, Naturalism, Pragmatism, Realism, and Existentialism to Education. (Aims, curriculum, methods of teaching, teacher, and discipline.)
- 2.2 Contribution made to educational thought and practice by- Plato, Gandhi, Dewey, Rousseau and Tagore.
- 2.3 Epistemology-meaning, kinds and instruments of knowledge.
- 2.4 Metaphysical problems and Education-with reference to nature of man, problem of freedom and the concept of God.

Unit 3: Democracy and Education

- 3.1 Education for citizenship- Fundamental rights and Duties.
- 3.2 Nature of inequalities and measures to address them, Constitutional Provisions
- 3.3 Equity, Quality and Democratization of Education.

- 3.4 Secularism- contribution of Gita, Islam, Buddhism and Christianity to value formation. (briefly).

Unit 4: Current Issues and their Educational Implications.

- 4.1 Poverty, Unemployment and Education.
- 4.2 Violence and Peace Education.
- 4.3 Problems of Nations and solutions through Education.
- 4.4 National Integration and International Understanding.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Aggarwal J.C. (1985), *Theory and Principles of Education*, Vikas Publishing House, New Delhi.
2. Arnstine, Donald (1967), *Philosophies of Education* ; Harper and Row Publishers, Incorporated, New York
3. Bali D.R. (1989), *Introduction to Philosophy* ; Sterling Publishers, New Delhi.
4. Bhatia KK (1977), *Principles and Practice of Education*, Kalyani Publishers, New Delhi.
5. Brent, A (1978), *Philosophy and Educational Foundations*, George Allen and Unwin, Boston.
6. Brubacher John S. (1983), *Modern Philosophies of Education*, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
7. Chaube S.P. (1993), *Educational Philosophies in India*, Vikas Publishing House Pvt. Ltd., New Delhi.
8. Connor, DJO (1975), *An Introduction to the Philosophy of Education*, Routledge & Keegan Paul, London
9. Dash, BN (1986), *Educational Philosophy and Teaching Practice*, Kalyani Publishers, New Delhi.
10. Morsy Zaghloul (1997), *Thinkers on Education* , UNESCO Publishing/Oxford and IBH Publishing
11. Pandey R.S., (1983) *Principles of Education*; Vinod Pustak Mandir, Agra.
12. Radha Krishna S. (1983), *Indian Philosophy*, Blackie and Son publishing, New Delhi.
13. Ranji Sharma G. (1987), *Trends in Contemporary Indian Philosophy of Education –A Critical Evaluation*, Nirmal Publishing, New Delhi.
14. Ruhela S.P. (1986), *Human Values and Education*, Sterling Publishers, New Delhi.
15. Schultz M (1985), *Hindu Philosophy*, Classical Publishing Company, New Delhi.
16. Seetharamu A.S. (1989), *Philosophy of Education*, Ashish Publishing House, New Delhi.
17. Sreerama Krishna A.S. (2002), *Teacher and Education in Emerging Indian Society*, New Era Publications, Guntur.
18. Taneja, V.R. (1990), *Socio-Philosophical Approaches to Education*, Atlantic Publishing, New Delhi.
19. Ulrich Robert, *History of Educational Thought*, Eurasia Publishing House, New Delhi.

ACHARYA NAGARJUNA UNIVERSITY

MASTER OF EDUCATION

1st Year, Semester – II

Paper – 2: PERSPECTIVES OF EDUCATIONAL SOCIOLOGY

Objectives

- To enable the students understand the nature and functions of Educational Sociology
- To enable the students understand concepts and process of social organization, social stratification and institution in relation to education.
- To enable the students understand relationship among culture, society and education.
- To enable the students develop sociological imagination about the ramifications of culture, socialization, social change and education.
- To enable the students understand the determinants of Socialization

Course Content

Unit - 1: Sociology and Education

- 1.1 Social Mobility. Meaning, Nature and Scope of Sociological Foundations of Education.
- 1.2 Functions of Sociology and utility of Sociology to Teachers.
- 1.3 Sociological Aims of Education.
- 1.4 Education and

Unit - 2: Concept of Social Organization

- 2.1 Characteristics of Social organization
- 2.2 Social Groups and characteristics.
- 2.3 Social Stratification and Education
- 2.4 Concept of Equality in Education and Need for equality of Educational Opportunities.

Unit - 3: Education and Social Change

- 3.1 Social Change - Definition, concept and Factors leading to Social Change.
- 3.2 Determinants of Socialization. (family, school, peer group, media)
- 3.3 Modernization – meaning and characteristics, relationship between education and modernization.
- 3.4 Culture – meaning and nature, relationship between culture and education, cultural conflict, cultural lag, pluralism, relativism.

Unit - 4: Sociological Determinants - Individual

- 4.1 Religion, Culture, Science and Technology, Economic and Political conditions, Urbanization and Globalization.
- 4.2 Social Problems. Poverty, Unemployment and Crime.
- 4.3 Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities)
- 4.4 Duties of Society Towards Education.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
2. Bhatia K.K. (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
3. Brent.A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
4. Pandey R.S. (1983) Principles of Education ; we know Pustak Mandir, Agra.
5. Ruhela S.P. (1986), Human Values and Education, Sterling Publishers, New Delhi.
6. Sree Rama Krishna A.S.(2002) , Teacher and Education in Emerging Indian Society, New Era Publications, Guntur.
7. Taneja, V.R. (1990), Socio-Philosophical Approaches to Education, Atlantic Publishing, New Delhi.
8. Ulrich Robber, History of Educational Thought, Eurasia Publishing House, New Delhi.
9. Sociological Philosophy of Education. Y.K Sharma
10. Philosophical and Sociological Foundations of Education. S.K Murthy
11. Philosophical and Sociological Perspectives on Education . Dr. S.Arul Swamy
12. Philosophical Foundations of Education. Dr. T. Mrunalini
13. Philosophical and Sociological Foundations of Education. Raghunatha Safaya
14. Sociological Perspectives in Education. Suresh Chandra

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - II
Paper - 3: ADVANCED EDUCATIONAL RESEARCH

Objectives

On completion of this course, the student will be able to:

- Describe the characteristics of different research methods in education.
- Understand the difference between quantitative and qualitative research procedures.
- Select a research method appropriate for a research study.
- Prepare a research proposal for a research study.
- Select and apply suitable correlation technique in a research study.
- Select and use appropriate inferential statistical technique for a research study.
- Prepare a research report in an appropriate format for a research study.

Course Content

Unit – 1: Methods of Educational Research

- 1.1 Phenomenology, Philosophical, Ethnological Research
- 1.2 Historical Research and Case Studies
- 1.3 Survey Research, Analytical Studies, Correlation Studies, Causal-Comparative Studies.
- 1.4 Experimental Research and Action Research

Unit – 2: Research Proposal and Research Report

- 2.1 Format of Research Proposal
- 2.2 Format of Research Report
- 2.3 Style of writing the Report, References and Bibliography
- 2.4 Evaluation criteria for Research Report and Research Paper

Unit – 3: Examining Relationship or Association

- 3.1 Correlation Techniques: Rank order, Product moment, Biserial and Point-biserial.
- 3.2 Regression and Prediction.
- 3.3 Chi-Square Test: Properties and Uses of Chi-Square Test; Chi-Square as a goodness of fit and test of independence (or association), Contingency coefficient and its uses.
- 3.4 Computer Data Analysis.

Unit – 4: Inferential Analysis of Quantitative Data

- 4.1 Fundamental Concepts of Inferential Statistics – Concept and uses of Inferential statistics, the ‘t’ distribution, Sampling distribution, Standard error, Confidence interval and Levels of Significance, Degrees of freedom, Two-tailed and One-tailed test of significance, Errors in testing of hypothesis: Type-I and Type-II.

4.2 Testing the Significance of Statistical measures, viz., mean, S.D., Correlation coefficient and percentages.

4.3 Testing the Significance of difference between the following statistics for independent and correlated samples – Means (Including small samples), Percentages, Correlation coefficients.

4.4 ANOVA (One Way) and ANCOVA (One Way) – Concept, assumptions and computation.

Practicum:

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Aggarwal Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
5. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
6. Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.
7. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
8. Garret, H.E. (2006). Statistics in Psychology and Education. Delhi: Surjeet Publications.
9. Guilford, J.P., and Benjamin Fruchter (1982). Fundamental of Statistics in Psychology and Education, Fifth Edition. New York: McGraw-Hill Book Company.
10. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
11. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
12. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research - A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
13. Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
14. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage. 23
15. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.

16. Shank, G.D. (2002). Qualitative Research. Columbus, Ott: Merrill, Prentice Hall.
17. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
18. Sharma, R.A. ((1992). Fundamentals of Educational Research. Meerut: Loyal Book Depot.
19. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
20. Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.
21. Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: MacMillan.
22. Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - II
PAPER – 4: TEACHER EDUCATION

Objectives

To develop an understanding of

- Concept, development and agencies of Teacher Education
- Teacher Education programmes at different levels – their objectives, structure, curriculum, role and competencies.
- Need for Teacher Education
- Issues, problems and innovative practices in Teacher Education
- Research and professionalism in Teacher Education.

Course Content

Unit -1: Introduction to Teacher education

- 1.1 Meaning and nature of teacher education
- 1.2 Need, scope and objectives of teacher education
- 1.3 Changing context of teacher education in the Indian scenario
- 1.4 Changing context of teacher education in the global scenario

Unit - 2: Development of Teacher Education

- 2.1 Teacher Education in Pre-independence India.
- 2.2 Teacher Education in post-independence India.
- 2.3 National policy on teacher education, 1986.
- 2.4 Current trends in teacher education – interdisciplinary approach, internship, community living, orientation course, correspondence course, action research, team teaching, programmed instruction etc.

Unit – 3: Agencies and Institutions of Teacher Education.

- 3.1 Agencies of Teacher Education at the state level and their role and functions.
- 3.2 Agencies of teacher education at the national level and their role and functions.
- 3.3 Agencies of Teacher Education at the international level and their role and functions.
- 3.4 Institutions of Teacher Education, DIET, CTE, IASE, RTE

Unit – 4: Major Issues and Problems of Teacher Education

- 4.1 Maintaining standards in Teacher Education – admission policies and procedures, recruitment of teacher educators
- 4.2 Service conditions of teacher educators
- 4.3 Quality management of teacher education
- 4.4 Privatization, Globalization and Autonomy in Teacher Education.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Arora, G.L. (2002) Teachers and their Teaching Delhi, Ravi Books.
2. Chanurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authors press.
3. Dillon Justin and Maguire Meg (1997) Becoming a Teacher; Issues in Secondary Teaching Buckingham, Open University Press.
4. Dunking, Michael, J. (1987) The International Encyclopedia of Teaching and Teacher Education Oxford, Pergamum Press.
5. Elahi, Nizam (1997) Teacher's Education in India New Delhi, APH Publishing Corporation
6. Kundu, C.L. (1998) Indian Year Book on Teacher Education New Delhi, Sterling Publishers Privatization Ltd.
7. McNergney, Robert F. and Herbert, Joanne M. (2001) Foundations of Education: The challenge of Professional Practice Boston Allyn and Bacon.
8. Misra, K.S. (1993) Teachers and their Education Ambala Cantt., the Associated Publishers.
9. Mohanty Jagannath (2000) Teacher Education in India
10. Murray, Frank B. (Ed.) (1996) Teacher Educator's Handbook; Building A base of Preparation of Teachers, san Francisco, Jossey – Bass Publishers.
11. National Council for Teacher Educaiton (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.

ACHARYA NAGARJUNA UNIVERSITY

MASTER OF EDUCATION

1st Year, Semester - II

NON-CORE PAPER - 5: HUMAN VALUES & PROFESSIONAL ETHICS

Objectives

This course input is indeed

- To help the students appreciate the essential complementary in between ‘values ‘ and ‘SKILL’ to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
- To facilitate the development of a holistic perspective among students towards life, it’s realities, professions and happiness, based on a correct understanding of the human reality and the rest of Existence, such a holistic trustful perspective forms the basis of values based living in a natural way.
- To highlights plausible implications of such a Holistic understanding in terms of esthetical human conduct, trustful and mutually satisfying human behaviors and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much needed orientational input in values education to the young enquiring minds.

Course methodology

- The methodology of this course is universally adaptable, involving a systematic and rational study of the human being vis-à-vis the rest of existence.
- It is free from any dogma or value prescriptions.
- It is a process of self-investigation and self- exploration, and not of giving sermons. Whatever is found as truth or reality is stated as proposal and student are facilitated to verify it in their own right based on their natural acceptance experiential validation,.
- This process of self exploration takes the form of a dialogue between the teacher and the student to begin with, and within the student himself/herself finally.
- This self-exploration also enables them to evaluate their pre-conditionings and present beliefs.

Course Content

Unit - 1: Concept, Need, Nature and Process for Value Education

- 1.1 Concept, need and nature of education in human values.
- 1.2 Basic guidelines, content and process of value education.
- 1.3 Self exploration: its concept and process; Natural acceptance and experiential validation as the mechanism for self exploration. (ii) Continuous happiness and prosperity - a look at basic human aspirations. (iii) Right of understanding, relationship and physical facilities- the basic requirement for fulfillment of aspirations of every human beings with their correct prosperity.

(iv) Understanding happiness and prosperity correctly – a critical appraisal of the current scenario

1.4 Method to fulfill the above human aspirations: understanding and living in harmony at various levels

Unit - 2: Understanding Harmony in the Family and Society- Harmony in Human relationship

2.1 (i) Understanding the characteristics and activities of 'I' and harmony in 'I'. (ii) Understanding the harmony of I with the Body: Sanyam and Swasthya : correct appraisal of physical needs, meaning of prosperity in detail Programs to ensure sanyam and swasthya. (iii) Understanding harmony in the family – the basic unit of human interaction.

2.2 Understanding values in human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripli; Trust (Viswas) and respect (Samman) as the foundational values of relationship

2.3 (i) Understanding the meaning of Viswas; Difference between intention and competence. (ii) Understanding the meaning of sommon, Difference between respect and differentiation; the other salient values in relationship. (iii) Understanding the harmony in the Sah-astitva as comprehensive Human Goals

2.4 Visualizing a universal harmonious order in society: undivided society (*Akhand – Samaj*) Universal Order(*Sarvabhumi –Vyawastha*)-from family to world family!

Unit - 3: Understanding Harmony in Nature and Existence – whole existence as co-existence

3.1 Understanding harmony in nature.

3.2 Interconnectedness and self regulation in nature

3.3 Understanding existence as co-existence(sah-astitva) of mutually interacting units in all- pervasive space

3.4 Holistic perception of harmony at all levels of existence

Unit - 4: Implication of the above holistic understanding of Harmony on professional ethics.

4.1 (i) Natural acceptance of human values. (ii) Definitiveness of ethical human conduct.

4.2 (i) Basis for humanistic education, humanistic constitution and humanistic universal order. (ii) Strategy for transition from the present state to universal human order.

4.3 Competence in professional ethics.

- i. Ability to utilize the professional competence for augmenting universal human order,
- ii. Ability to identify the scope and characteristics of people friendly and eco friendly production system,
- iii. Ability to identify and develop appropriate technologies and management patterns for about production systems,

- 4.4 (i) Case studies of typical holistic technologies, management modules and production systems. (ii) At the level of individual: as socially and ecologically responsible, professionals. (iii) At the level of society: as mutually enriching institutions and organizations.

Practicum

- (1) One seminar
- (2) One assignment.

Practice exercises and case studies.

Text Books and Reference Materials

a. The Text Book

R R Gaur, R Sangak, G P Bagaria, 2009, A Foundation course in Human Values and professional thics, Excel Books Private Limited , New Delhi.

b. Teachers Manual

R R Gaur, R Sangak, G P Bagaria, 2009, Teachers's Manual: A Foundation course in Human Values and professional thics, Excel Books Private Limited , New Delhi.

Video CD of Teachers Orintation workshop will be made available on website.

Reference Books

1. Ivan Illich,1974,Energy &enquiry, the trinity press, Worcester, and Harper Collins, USA
2. E.F Schumacher, 1973,small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Susan George 1976, how the Other Half dies, Penguin press, Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III,1972 Limits to Growth –Club of Rome's report , Universe Books.
5. ANagaraj, 1998, Jeevan Vidya ek Parichay, Divya Path Santhan, Amarkathak,
6. P.L Dhar, RR Gaur,1990,Science and Humanism, Common wealth Publishers,
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. Subbas Palekhar, 2000, How to practice Natural Farming, Pracheen(Vaidik) Krishi Tantra Shodh, Amaravati.
9. E G Seebhas & Robert L.Berry,2000, Fundamentals of Ethics for Scitist &Engineers, Oxford University Press
10. M Govindrajan, S Natrajan & V. S Senthil Kumar, Engineering E (including Human Values), Estern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee,2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004,Indian Ethos and Modern Management, New Royal Book Co... Lucknow. Reprinted 2008.
13. Somanath Saraf (2002), *Education in Human Values*, Vikas Publishing House, Delhi.

14. Nassema, C. (2002), *Human Rights Education – Conceptual and Pedagogical Aspects*, Kanishka Publishers, New Delhi.
15. Ruhela , S.P.(1986), *Human Values and Education*, Sterling Publishers Pvt. Ltd. New Delhi.
16. Radhashyam Sarangi, (1994), *Moral Education in Schools*, Deep & Deep Publications PVT Ltd., New Delhi.
17. Vedanta Kesari (2001), *Values; The Key to a Meaningful Life*, Sri Rama Krishna Math, Chennai.
18. William Lilie, (1990), *An Introduction to Ethics*, Allied Publishers, New Delhi
19. Peter Tomlinson and Margret Quinton, (1986), *Values Across the Curriculum*, The Falmer Press, Philadelphia.
20. Mackie, J.C., (1983), *Ethics*, Penguin Books Ltd., England
21. Mujeeb M., (1971), *Education and Traditional Values* , Meenakshi Prakashan, Delhi
22. K. Satchidananda Murthy, (1986), *The Quest for Peace*, Ajanta Publications, Delhi- 7
23. G.N. Raul, *Values and Education in Independent India*, The Associated Publishers, Ambala Cantt
24. Avivashilingam. T.S. (1983) *Inculcation of Social, Ethical and Spiritual Values in Education* , Sri Rama Krishna Mission Vidya, Coimbatore.
25. M. Pia Nazarethrm with Maria E Waples (1978) *Personal Values*, AINACS, Anand (Kaira Dt.)

Relevant websites, CDs, Movies and Documentaries

1. Value Education Websites, <http://www.uptu.ac.in>
2. Story of stuff, <http://www.Storyofstuff.com>
3. AL Gore, An Inconvenient Truth, Paramount Classics, USA
4. Charlie Chaplin, Modern Times, United Artist, USA
5. IIT Delhi, Modern Technology the Untold Story
6. Anand Gandhi, Right here right now, Cycle wala production

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester –III
PAPER 1: GUIDANCE AND COUNSELING

Objectives

- To enable the student to understand the concept, the need and scope of guidance.
- To enable the student to understand the principles and problems of different types of guidance.
- To enable the student to understand the concept and process of counseling.
- To acquaint the student with the aims and principles of guidance programme.
- To develop in student an understanding of various procedures of organizing various guidance services.
- To enable the student to identify the situations for individual and group guidance services.
- To enable the student to choose and use appropriate psychological tests to render guidance.

Course Content

Unit 1: Fundamental Concepts of Guidance

- 1.1 Concept, Assumptions and Need of guidance. Purpose, and Functions of Guidance.
- 1.2 Scope , Types of Guidance and Significance of Guidance, Role of the teacher in Guidance
- 1.3 Guidance at different levels – Primary, Secondary and Higher Secondary School stages.
- 1.4 Agencies of Guidance – National, State and local levels.

Unit 2: Educational and Vocational Guidance

- 2.1 Principles of Educational Guidance. Guidance and curriculum. Induction Programme. Guidance and classroom learning.
- 2.2 Guidance for special learners.
- 2.3 Nature of work, Strategies of Vocational Guidance- Career Corner , Career talk and Career Conference , Industrial Visit, Simulated Interview, Vocational Counseling.
- 2.4 Theories of Vocational Guidance - Super, Ginzberg, Havinghurst, Holland, Hoppock, and Anne Roes Theory of Guidance – Occupational information.

Unit 3: Personal and Group Guidance

- 3.1 Nature and Scope of Personal Guidance. Role of Counselor in Personal Guidance
- 3.2 Concept, Scope and principles of Group Guidance. Advantages of Group Guidance. Planning of Group Guidance
- 3.3 Procedure and techniques of group guidance.

3.4 Family, Health, Marital, Legal, Educational, Vocational guidance

Unit 4: Counselling Process and Testing in Guidance Service

- 4.1 Concept, nature, principles of counselling. Characteristics of good counselling. Counselling for adjustment. Conduction of counselling, Interview for exceptional children.
- 4.2 Counselling approaches – directive, non-directive. Group counselling vs. Individual counselling
- 4.3 Use of tests in Guidance and Counseling. Tests of intelligence, aptitude, creativity, interest and personality. Administering, scoring and interpretation of test scores.
- 4.4 Various types of Guidance Services - Orientation Service, Student Information Service, Information service, Counselling Service, Placement Service, Referral Service, Remedial Service, Follow up Service, Research Service and Evaluation Service. Evaluation of Guidance programme.

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Aggarwal J.C., Educational Vocational Guidance and Counselling, Doaba House, Book Sellers & Publishers, Naisarak, Delhi
2. Anne Anastasi, Psychological Testing Macmillian, New York
3. Barki B.G. and Mukhopadhyay B, Guidance and Counselling - A Manual, Sterling Publishers Ltd., New Delhi
4. Bhatia B.D.& Safaya R.N., Educational Psychology and Guidance, Dhanpat Rai and Sons Jullundur- Delhi
5. Cronbach, L.J., Essentials of Psychological Testing, Harper & Row, New York.
6. Freeman – Frank S., Theory and Practice of Psychological Testing, Oxford and IBH, Bombay.
7. Gupta Dr. SK., Guidance and Counselling in Indian Education, Mittal Publications, Delhi.
8. Indu Deve, The basic essentials of Counselling, Sterling Publishers, Private Limited.
9. Kochhar S.K., Guidance and Counselling in Colleges and Universities, Sterling Publishers Ltd., New Delhi.
10. Kochhar S.K., Educational & Vocational guidance in Secondary schools - Revised and enlarged edition:, Sterling Publishers Ltd., New Delhi.
11. Narayana Rao S., Counselling and Guidance, Second Edition, Tata McGraw Hill Publishing Company Ltd., New Delhi.
12. Sharma N.R. M.A.L.T., Educational and Vocational Guidance, Vinod Pustak Mandir, Agra
13. Sitaram Dr., Guidance and Counselling, Jayaswal Prakashan Kendra, Lucknow.
14. Yogendra K. Sarma (2007), Principles of Educational and Vocational Guidance, Kanishka Publishers, New Delhi.
15. Rashmi Agrawal (2006), Educational , Vocational Guidance and Counseling, Shipra Publications, New Delhi

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester - III
PAPER - 2: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
IN EDUCATION

Objectives

On completion of this course the students will be able to

- Understand the concept and scope of ET.
- Understand different instructional designs.
- Understand the nature and scope of ICT in Education.
- Appreciate the applications of ICT in Education.
- Understand the process of ICT integration in teaching and learning.
- Appreciate the scope of ICT for improving the personal and professional competence of teachers.
- Understand the components and basic functionality of computer.
- Know the instructional applications of internet and Web resources.
- Understand the process of locating research studies available in the Internet and the use of online Journals and books.
- Develop various skills to use computer technology for sharing information and ideas through the E-mail, Blogs and Chatting groups.
- Understand cloud computing.
- Appreciate the role of MIS in Education
- Know the use of Electronic portfolio.
- Understand the utility of Data storage.

Course Content

Unit 1: Introduction to Information and Communication Technology

- 1.1 Meaning, Nature, Scope and Significance of ICT.
- 1.2 ICT resources for teaching and learning.
- 1.3 Uses of ICT: Teaching-learning process, Evaluation, Research and Administration.
- 1.4 Role of ICT in personality development and professional development.

Unit 2: Computer, Internet and World Wide Web

- 2.1 Fundamentals of Computer: Meaning of Hardware and various Hardware components of a computer; Concept and types of Computer Software; Computer memory and its types; Meaning, types and functions of Operating System; Computer VIRUS and protection measures.
- 2.2 The Internet: Meaning of Internet, H/W and S/W requirements for Internet, Internet terminology, Applications of Internet in Education.

2.3 The World Wide Web: Concept of W.W.W; Distinction between Internet and W.W.W; Web pages and H.T.M.L; Web browsers and Web Search Engines; Web Surfing.

2.4 Educational Multimedia: Meaning and significance of Multimedia; Elements of Multimedia; Development of Multimedia Courseware.

Unit 3: Information storage and Management

3.1 Data and Information: Types of data, File management.

3.2 Data storage and Data base management

3.3 Meaning, Characteristics and benefits of cloud computing.

3.4 Management information systems in the field of education.

Unit –4: ICT Applications in Education

4.1 E-Learning: Meaning, nature and characteristics of E-learning; E-learning and Class room dynamics; Advantages of E-learning; Limitations of E-learning.

4.2 Web Based Learning–Online Learning: Meaning, principles and categories of Web based learning; Merits and limitations of Web based learning; Meaning, significance, functions and advantages of Virtual Campus.

4.3 E–Journals and E–Books: Meaning, types, salient features and availability of E–Journals; Meaning, nature and significance of E – Books.

4.4 Electronic portfolio.

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Ahmad, J., Ahmad, Md. S., & Khan, A. (2012). *Computer Applications in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Arulsamy, S. & Sivakumar, P. (2012). *Applications of ICT in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Barton, R. (2004). *Teaching Secondary Science with ICT*. Mc. Graw Hill International.
4. Bhaskara Rao, Digumarti (2013). *Vidya Samachara Sankethica Sastram (ICT in Education)*. Guntur: Master minds Publications.
5. Cambridge, D. (2010). *E-Portfolios for Lifelong learning and assessment*. John Wiley and Sons.
6. Constantino, P.M., DeLorenzo, M.N. & Kobrinski, E.J. (2006). *Developing a professional Teaching Portfolio: A Guide for Success*. New Delhi: Pearson.
7. Imison, T. & Taylor, P.H. (2001). *Managing ICT in the Secondary Schools*. Heinemann: Oxford.
8. Intel Teach to the Future – Pre-Service Binder – Version 2.0.
9. Kirwadkar, A. & Karanam, P. (2010). *E-Learning Methodology*. New Delhi: Sarup Book Publishers Pvt. Ltd.

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ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester - III
SPECIALIZATION A - ELEMENTARY EDUCATION
PAPER – 3: ELEMENTARY EDUCATION (Compulsory)

Objectives

- To make the students understand the nature and historical development of elementary education.
- To enable the students to examine the development of elementary education policy in India after independence; and
- To enable the students to understand the concept and objectives of elementary education and the rationale for universal elementary education;
- To enable the students to know different policies and provisions of elementary education.
- To develop an understanding in students about different strategies of improving elementary education.
- To make the students to understand and apply the techniques useful in realising universalisation of elementary education.
- To enable the students to describe and discuss emerging approaches to varying problems of elementary education.

Course Content

Unit 1: Elementary Education in India

- 1.1 History and status of elementary education and recommendations of different education commissions and policies [Kothari, NPE, 1986 & Yashpal]
- 1.2 Aims, objectives and rationale of elementary education
- 1.3 Constitutional provisions and directive principles related to elementary education
- 1.4 Elementary education as a fundamental right, as an instrument of empowerment and as a national development goals

Unit 2: Universalisation of Elementary Education

- 2.1 Concept, meaning, objectives and justification of UEE
- 2.2 Challenges & problems in the way of achieving UEE (access, enrollment, retention and drop out)
- 2.3 Measures towards realization of UEE [non-detention policy, free supply of uniform dress to girls and other backward communities, provision of mid-day meals, attendance scholarship for girls and SC/ST children]
- 2.4 Participation of NGOs in achieving UEE goals

Unit 3: Strategies and Programmes in Elementary Education

- 3.1 Involvement of Panchayat Raj and Village Education Committees in educational planning and management and DPEP
- 3.2 SSA, OBB, Access to school and school mapping
- 3.3 MDMS, Retention of children and Prevention of dropout rate

- 3.4 Early Childhood Care and Education(ECCE),Integrated Education for Disabled Children (IEDC),Mahila Samakhya (MS) and Kasturba Gandhi Balika Vidyalaya (KGBV)

Unit 4: Curriculum And Evaluation In Elementary Education

- 4.1 Objectives, principles and organization of curriculum
- 4.2 Innovative practices in curriculum at elementary level [Multi-Grade Teaching (MGT),Peer Learning(PL) and Co-operative
i. Learning(CL)]
- 4.3 Evaluation at elementary education [principles, strategies and tools-term evaluation, competency based evaluation and continuous comprehensive evaluation]
- 4.4 Problems and Critical appraisal of present evaluation system in elementary education

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Elementary Education – D.S.Srivastava & Monica Tomar ISHA books , Delhi
2. Elementary Education- V. Krishnamacharyulu (2 vol) Neelkamal
3. Elementary Education in India, status, issues and concerns- Jagannatha Rao- Viva books- New Delhi

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – III
SPECIALIZATION - A
PAPER – 4: INCLUSIVE EDUCATION (Elective)

Objectives

On completion of this course the students will be able to

- Understand the global and national commitments towards the education of children with diverse needs,
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- Analyze special education, integrated education, mainstream and inclusive education practices,
- Identify and utilize existing resources for promoting inclusive practice.

Course Content

Unit 1: Introduction to Inclusive Education

- 1.1 Definition, concept and importance of inclusive education.
- 1.2 Historical perspectives on education of children with diverse needs.
- 1.3 Difference between special education, integrated education and inclusive education.
- 1.4 Advantages of inclusive education for all children.

Unit 2: Inclusive Education- Recommendations of Education Commissions and Committees

- 2.1 International Initiatives of IE: The World Declaration on Education for all and, The UNICEF World Summit for Children, (1990)
- 2.2 National Initiatives of IE: Kothari Commission, IEDC, NPE (1986-92), PIED, DPEP, PWD and SSA
- 2.3 Initiatives for the gifted and talented children
- 2.4 Current Laws and Policy Perspectives supporting Integrated Education

Unit 3: Preparation for Inclusive Education

- 3.1. Concept and meaning of diverse needs.
- 3.2. Educational approaches: concept of remedial education, special education, Integrated Education and Inclusive Education.
- 3.3. Building inclusive learning, friendly classrooms, overcoming barriers for Inclusion.

- 3.4. Role of teachers, parents and other community members for supporting Inclusion of children with diverse needs.

Unit 4: Children with Diverse Needs

- 4.1. Sensory (hearing, visual, physically challenged and multiple disabilities).
 4.2. Intellectual (gifted, talented and children mentally challenged children).
 4.3. Developmental disabilities (autism, cerebral palsy, learning disabilities), Scholastic backwardness, underachievement and Role of teachers working in Inclusive Education.
 4.4. Utilization of Resources: Human, Material resources and Resources available in community.

Practicum

- (1) One Seminar
 (2) One Assignment

Reference Books

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house* 23 Daryaganj, New Delhi 110002.
3. Dr. A.S. Ramakrishna, M. Srinivasa Reddy, & P. Vinay Kumar: Perspectives in primary Education and Inclusive Education, (D.Ed). New Era Publications Guntur. (Telugu Version)
4. Dr.Digumarthi Bhaskar Rao, Dr.B. Prasad Babu: Perspectives in primary Education and Inclusive Education, (D.Ed). Sri Nagarjuna Publishers, Guntur. (Telugu Version)
5. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
6. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
7. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
8. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
9. . Daniels Harry, & Garner Philip, (1999) (Inclusive Education (World Yearbook of Education).ISBN.07494 2237 8 (hb).
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12. SSA (2006): Responding to Children with Special Needs – A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan, MHRD, Department of Elementary Education and Literacy, MHRD, Govt. of India. Available on http://www.ssa.nic.in/childspl/ssa_plan_mannual.pdf.
13. Status of Disability in India – 2000, published by Rehabilitation Council of India.PP.445.
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ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – III
SPECIALIZATION – A & B
PAPER – 5: LIFE SKILLS EDUCATION (Elective)

Objectives

To enable the prospective teacher-educators

- To be aware of the need and significance of Life skills Education.
- To develop the ability to identify different components of each skill.
- To participate in all the activities meant for the development of life skills
- To use various strategies and gain mastery over each of the ten core life skills.
- To identify the necessary life skills appropriate to the context and implement them.

Course Content

Unit 1: Concept and Scope of Life Skills

- 1.1 Need for the development of skills.
- 1.2 Understanding of human resources.
- 1.3 Significance of Life skills Education.
- 1.4 Development of the learners through Life skills Education.

Unit 2: Cognitive Skills Development

- 1.1 Concept of Creative Thinking, Critical Thinking, Decision Making and Problem Solving.
- 1.2 Components of each cognitive skill
- 1.3 The various strategies to be used for the development of cognitive skills (Brain storming, Block busting)
- 1.4 Qualities of the skill developed person in each cognitive skill

Unit 3: Development of other Psycho-social Skills

- 3.1 Concept of Self- Awareness, Empathy, Inter-personal relationship and Effective Communication skills.
- 3.2 Components of each psycho-social skill.
- 3.3 The various strategies to be used to develop these skills (Group discussion, Role-play, Narration, Sharing)
- 3.4 Qualities of the person with psycho-social skills development

Unit 4: Development of Coping Skills

- 4.1 Concept of coping skills-Coping with Emotions and Coping with Stress.
- 4.2 Components of coping with emotions and coping with stress.
- 4.3 The various strategies to be used to develop these skills (Yoga, Meditation, Relaxation exercises)
- 4.4 Development in the process of coping with emotions and stress

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Goel, D.R. Co-ordinator (2005-2006). Quality Concerns and Education. Centre of Advanced study in Education. M.S. University of Baroda.
2. Sudha.V.Rao (2000). Adolescence Education. R.I.E, Mysore.
3. UNICEF (2006). Life Skills Modules – Adolescence Education Programme, UNICEF House, New Delhi.
4. Venkatesha Murthy C.G. and Prof.A.V.Govinda Rao (2005). Life Skills Education Training Package, R.I.E, Mysore.
5. Xavier Alphonse (2004). We Shall Over Come. A Text Book on Life Coping Skills, MCRDCE Publication, Chennai.
6. Xavier Alphonse. Life Skills Programme. MCRDCE Publication, Chennai

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – III
SPECIALIZATION - A

PAPER – 6: ADULT AND CONTINUING EDUCATION (Elective)

Objectives

- To develop insights into the adult education and Development among the students.
- To develop a deeper understanding of different types of adult education programmes implemented in India.
- Understand the concept of adult education, non-formal education and adult literacy, importance of adult education and non-formal education.
- Understand methods of adult education and non-formal education and methods of imparting literacy.
- Understand the forms of adult education and different agencies of adult education

Course Content

Unit 1: Introduction to Adult Education

- 1.1 Concept of adult education, objectives of adult education
- 1.2 Importance of adult education for economic, social and political development of India.
- 1.3 Meaning, scope and importance of adult literacy: Difference between literacy and functional literacy, methods of imparting literacy
- 1.4 Problems of adult education.

Unit 2: Methods and Techniques of Adult Education

- 2.1 Forms of adult education : Remedial, continuing, workers and mass media.
- 2.2 Methods of adult education : Teacher dominated method, co-operative method and mass media methods.
- 2.3 Administrative structure of adult education
- 2.4 organization of adult education programmes at the field level, training of adult education functionaries

Unit 3: Agencies of Adult Education

- 3.1 Agencies of adult education — Government and non-government.
- 3.2 The role of mass media in adult education and problems with regard to coverage.
- 3.3 Current status of adult education in India,
- 3.4 National Literacy Mission, Adult education as conceived in the National Policy of Education 1986.

Unit 4: Continuing Education

- 4.1 Meaning, Definition and growth of the concept.
- 4.2 Nature and Scope of continuing education.

4.3 Importance of continuing education.

4.4 Problems in continuing education.

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Ansari, N.A. Adult Education in India, S.Chand & Co. New Delhi (1990).
2. Apple J.W., Problems in Continuing Education, Mc.Graw Hill, New York (1974).
3. Yadav, Rajendersingh, Adult Education Concept, theory and practice, The Associated Publishers, New Delhi, (2002).
4. Bordia, Anil, Kidd,& J.A Draper : Adult Education : A Book of Readings, New Delhi, Indian Adult Education Association,1977.
5. Grover, R.P. and Chopra, Rita: Adult Education, The Indian Publishers, 1998.
6. Kundu, C.L. : Adult Education, Principles, Practice and Prospects, Continental Book Co., New Delhi, 1986.
7. Govt. of India : National Policy on Education, 1986.
8. Govt. of India : National Policy on Education, Programme of Action, 1986
9. Nanda, V.K. : Adult education and Human Resource Development, Anmol Publishers, 1998.
10. Sodhi, T.S. : Adult Education : A Multidisciplinary Approach, Ludhiana : Kataria,1987

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – III
SPECIALIZATION – B - SECONDARY EDUCATION
PAPER - 7: SECONDARY EDUCATION (Compulsory)

Objectives

- To enable the students understand the nature, significance and the historical development of Secondary Education.
- To enable the students understand the rationale and objectives of Secondary Education.
- To enable the students to know about the different Institutions which provide Secondary Education.
- To enable the students understand the different challenges and problems at the Secondary Education stage.
- To enable the students know the various efforts of the State in the provision of Secondary Education.
- To enable the students know the importance of Secondary Education and the need to make this stage of education very strong and practical.

Course Content

Unit 1: Concept, Objectives and Rationale of Secondary Education.

- 1.1 Meaning, Significance and major objectives of Secondary Education
- 1.2 Secondary Education, the most important link between the Primary and Higher Education. What is expected of a student on the completion of Secondary Education?
- 1.3 An overall view of the historical development of Secondary Education in the pre and post independent India, with special reference to Wood's Despatch, Hunter Commission, Sadler Commission, Hartog Commission, Sargent Commission.
- 1.4 The Secondary Education Committee Report of 1952-53 or The Mudaliar Commission Report and its recommendations.

Unit 2: Indian Government, Constitution and Secondary Education.

- 2.1 National and State Policies on Secondary Education, with special reference to Kothari Commission Report, National Policy on Education 1968, Eshwarbhai Patel Commission Report, New Education Policy 1986, Malcom Adisheshaiah Commission Report, Janardhan Reddy Commission Report, Yashpal Committee Report, and the POA 1992.
- 2.2 Constitutional Provisions and their respective Implications for Secondary Education.
- 2.3 Different types of Institutions providing Secondary Education viz. Navodaya Schools, Kendreeya Vidyalayas, A.P. Residential Schools, Gurukul Pathshalas etc.

- 2.4 RMVA Rashtreeya Madhyamika Vidya Abhiyan. Status of Secondary Education with reference to the principles of equity and equality- class, caste, gender, tribe, and groups.

Unit 3: Secondary Education- A Preparation Ground for Life- Different Aspects.

- 3.1 Secondary Education- Personality Development- Inculcation of various kinds of Values through different curricular and co-curricular activities.
 3.2 Secondary Education a 'Runway' for future education and careers.
 3.3 Secondary Education- A terminating point or a 'Y' junction for the youth.
 3.4 SUPW, Work Experience, Vocationalization of Secondary Education, Earn while you Learn and other such concepts that have attempted to make Secondary Education productive.

Unit 4: Challenges and Problems at Secondary Education Stage.

- 4.1 Problems of enrollment and continuance.
 4.2 Education of the differently - abled children.
 4.3 Quality and Quantity of facilities- material and human.
 4.4 Private and Schools run by the Government.

Practicum

- (1) One Seminar
 (2) One Assignment

Reference Books

1. Altekur, A.S, Education in Ancient India, Nand Kishore Bros, Banaras, 1951.
2. Bhaskara rao, Digumarti, Teacher Education India, Discovery Publishing House, New Delhi, 2005.
3. Dutt, S., The Teachers and His World, Sukumar Dutt, Soamibagh, Agara, 1972.
4. Government of India. Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953.
5. Government of India. University Commission, Government of India, New Delhi, 1947.
6. Government of India. Education and Development : Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.
7. Government of India. Report of the Working Group to Review Teachers Training Programme in the light of the need for value-orientation, Ministry of Education and Culture, New Delhi, 1953.
8. Hilgased, FH (Ed). Teaching the teachers: Trends in Teacher Education, George Allen and Union Ltd. London, 1971.
9. Harvilas, S. and Naik, J.P. A History of Education in India, Macmillan and Co. Bombay, 1951.
10. Mukorji S.N.(ed) ,Education of teacher of India (Vol.1) S. Chand and Co. Delhi. 1968
11. N.C.T.E , Teacher Education Curriculum : A Frame Work, NCERT, New Delhi 1978.
12. NCERT, The Third Indian Year book on Education, NCERT, NEW Delhi 1968

13. Pandey B.N., Second National Survey of Secondary Teacher Education in India. NCERT, New Delhi 1969
14. Shukla R.S. , Emerging Trends in Teacher Education, Chugh Publication Allahabad 1978
15. MHRD, Govt of India (1993) *Education for All – The Indian Scene*.
16. MHRD, Govt. of India (1992) *Programme of Action*, New Delhi.
17. MHRD, Govt. of India, *Mahila Samakhya – Education for Women's Equality*, New Delhi.
18. Naik, J. P. (1975). *Policy and Performance in Indian Education 1947-74*, New Delhi, Orient Longman.
19. NCERT (1994) *Fifth Survey of Education*, New Delhi.
20. NCERT *Education in the Indian Constitution*, New Delhi.

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – III
SPECIALIZATION - B
PAPER - 8: SPECIAL EDUCATION (Elective)

Objectives

- The student is able to acquire knowledge regarding various disabilities
- To equip the students with ability to identify individuals with disabilities
- To make students understand the need and types of rehabilitative measures
- To train students to apply the techniques of educational interventions
- To create awareness among public on the issues of disabilities and rehabilitation
- To motivate students to act as agents in controlling the disabilities

Course Content

Unit 1: Meaning and Scope of Special Education

- 1.1 Concept of Impairment, Disability and Handicap. Classification of Exceptional Children. Brief History of Special Education
- 1.2 Nature and Scope of Special Education. Importance and need of Segregated – Integrated - Inclusive Education
- 1.3 Concessions and facilities for persons with Disabilities
- 1.4 Recommendations given in NPE 1986, POA 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the Role of Rehabilitation Council of India,

Unit 2: Children with Sensory and Physical Impairment

- 2.1 Visual Impairment : Blind and Low Vision, Identification, Characteristics, Causes, Preventive Measures, Educational Provisions, Aids and Appliances
- 2.2 Hearing Impairment: Nature, classification, Identification, Characteristics, Etiological factors, Preventive measures, Educational Provisions, Amplification Devices, and Methods of Communication with Hearing Impaired.
- 2.3 Nature, Definition and Categories. Identification and Characteristics. Causes - Prenatal, Perinatal and Postnatal
- 2.4 Preventive measures and Educational Provisions. Barrier-Free School Environment.

Unit 3: Children with Mental Retardation and Learning Disability

- 3.1 Definition, Nature, Classification, Identification and Characteristics of mental retarded. Causes of mental retardation – Chromosomal anomalies, congenital defects, Bio-Chemical irregularities, Prenatal, Peri-natal and Post-natal causes.
- 3.2 Preventive measures of mental retarded. Different types of Educational Programmes for mentally retarded.
- 3.3 Meaning, Nature, Identification, Characteristics and Classification of learning disability – Dyslexia, Dysgraphia, Dyscalculia, Aphasia.

- 3.4 Preventive measures of learning disability. Educational Provisions – Multisensory Approach, and Behavioural approach.

Unit 4: Educational Intervention and Preparation of Special Teachers

- 4.1 Nature and objectives of special schools. Concept of main streaming; integrated schools and support services provided within them' viz. Resource room, resource teacher, counselor, etc.
- 4.2 Concept of remedial teaching (specially for learning disabled children). Role of other (peer) members of the school (children as well as teachers). Family of the "concerned child" and the community in educating the child who is an exceptional one.
- 4.3 Roles and responsibilities of the teachers in the Special Education schools. Preparing psychological readiness among teachers to accept the responsibilities for learners with diverse needs and problems. Competencies of teachers & teacher educators – categories of competencies, methods of developing the competencies at pre-service and in-service levels.
- 4.4 Curriculum for teacher preparation and transaction modes. Role of different institutions, Universities and special schools in promoting special education.

Practicum

- (1) Observation of Special Schools for children with disabilities and report writing.
- (2) A Report on present concessions and facilities for persons with Disabilities
- (3) Guidance to the parents of Special children and report writing
- (4) Undertaking any two cases of any two disabilities for educational intervention and Report writing.

Reference Books

1. Baine, D. (1998). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
2. Evan, P. and Verma, V. (Ed.) (1990) Special Education. Past Present and Future. The Faimer Press.
3. Longone, J. (1990). Teaching Retarded learners: Curriculum and Methods for improving instruction. Allyn and Bacon: Boston.
4. Murichen, Joes S.J. and Kareparampil, G. (1995). Persons with Disabilities in Society. Trivandrum: Keral Federation of the Blind.
5. Narayana, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-primary level. NIMH, Secunderabad
6. Overton, T. (1992). Assessment in Special Education: An Applied Approach. New York: McMillan
7. Panda, K.C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
8. Peshwaria, R. and Venkatesan. S. (1992) Behavioural retarded children: A manual for Teachers. NIMH, Secunderabad.

9. Subba Rao, T.A.. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secundarabad.
10. Taylor, R.L. (1993). Assessment of Exceptional Students : Educational and Psychological Procedures. Boston : Allyn bacon.
11. Van Riper, C.A..and Emerick.L. (1990), Speech Correction – An introduction to speech pathology and audiology. Eighth Edition, Prentice Hall.

ACARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – III
PAPER – 9: COMPARATIVE EDUCATION (Elective)

Objectives

- To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
- To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- To orient the students with skills to assess the efficacy of educational systems of various countries in terms the prevailing trends in those countries.
- To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
- To create a perspective in the students about the implications of education for solving the prevailing problems in India.

Course Content

Unit 1: Comparative Education

- 1.1 Introduction to Comparative Education: Need Meaning, scope & objectives of comparative education.
- 1.2 Major concepts of comparative education.
- 1.3 Sociological, scientific, historical, ecological, structural and functional factors.
- 1.4 Cross disciplinary approach used in comparative education.

Unit 2: Comparative Education at National and International Levels

- 2.1 Trends in comparative education Modern trends in world education – National and global.
- 2.2 Role of U.N.O. in improving educational opportunities among the member countries.
- 2.3 Official organs of the U.N.O. and their educational activities.
- 2.4 Multi culturalism in education.

Unit 3: Comparative Study of the Education Systems of various Countries

- 3.1 School Education (Elementary & Secondary) : USA, UK, Russia, Japan, India
- 3.2 Higher Education: USA, Russia, UK, India.

3.3 Teacher Education: USA, Russia, UK, India.

3.4 Open Learning : India, Japan, USA, Russia, U.K

Unit 4: Causes and solutions for problems prevailing in developing countries

4.1 Poverty, Hunger, Beggary.

4.2 Population explosion, Illiteracy, Unemployment.

4.3 Terrorism, Casteism and communalism.

4.4 Political instability, Economic under development.

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Beredy, G.Z.F. (1964), Comparative Methods in Education, Oxford & East Publishing Co., New Delhi.
2. Green, J.L. (1981): Comparative Education and Global Village, Anu Book, Shivji Road, Meerut
3. Hans, Nicholas (1965): Comparative Education, Routledge and Kegan Paul Ltd., London
4. Sharma, Y.K. (2004): Comparative Education Comparative Study of Educational Systems, New Delhi: Kanishka Publishers
5. Rai, B.C., "Comparative Education", Prakashan Kendra, Lucknow (1972).
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8. Sharma, R.N., "Education in Emerging Indian Society", Surjeet Publications, Delhi (2002).
9. David Pratt., "Curriculum – Design and Development", Harcourt Brace Jovanovich, New York (1980).

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – III
NON-CORE PAPER II: PSYCHOLOGY AND LIFE

Objectives

- To enable the students to understand psychology as an applied subject
- To enable the students to understand himself / herself
- To enable the students to understand emotions
- To design a good learning situation
- To acquaint the student with states of mental health
- To enable the student to develop into a holistic personality.

Course Methodology

- It is a process of self knowing.
- Self knowing helps in emotional control
- It is a process of improving memory.
- It helps in self motivation and developing creativity.
- It helps in maintaining mental health.
- It helps in developing positive attitude towards life.

Course Content

Unit 1: Meaning and Nature of Psychology

- 1.1 Meaning and Methods of psychology
- 1.2 Cognitive capacities-perception, cognition, memory, thinking, reasoning, problem solving, imagination
- 1.3 Affective capacities-feelings, attention, attitudes, interests
- 1.4 Human development

Unit – 2: Emotions and Emotional Disorders

- 2.1 Emotions- Meaning and types
- 2.2 Emotional expressions, bodily expressions, vocal expressions, Gestures and communications
- 2.3 Emotions and social behaviour
- 2.4 Emotional disorders- fear, anxiety, anger and violence

Unit 3: Learning, Memory, Motivation A Nature nd Creativity

- 3.1 Learning- meaning and types, learning difficulties
- 3.2 Memory-types, improvement of memory and reasons for forgetting
- 3.3 Motivation-types, motivation and achievement, self motivation, attributions for success and failures
- 3.4 Creativity – Concept, process , development of creativity , blocks for creativity

Unit 4: Personality and Mental Health

- 4.1 Meaning and theories of personality, assessment
- 4.2 Positive attitude towards life, Successful social life and importance of fitness

4.3 Mental disorders, defense mechanisms

4.4 Personality in the new era

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Mangal S.K., (2002), General Psychology, Prentice – Hall of India, New Delhi.
2. Chauhan S.S., (1982), General Psychology, Vikas Publishing House, New Delhi.
3. Hilgard and Bower, (1964), Theories of Learning, Englewood Cliffs, Prentice Hall, New Jersey
4. Hall Calvin S., Gardner Lindzey, (1957), Theories of Personality, Wiley Eastern Limited, Madras.
5. Elizabeth B. Hurlock, (1974), Personality Development, Tata McGraw Hill Publishing Co., New Delhi.
6. Elizabeth B. Hurlock, (1999), Developmental Psychology, Tata McGraw Hill Publishing Co., New Delhi.
7. Uday Sankar, Personality Development, Wiley Eastern Limited, Bangalore
8. Coleman James C., Abnormal Psychology and Modern Life, Taraporevala Sons & Co., Bombay.
9. Mangal SK., Abnormal Psychology, Sterling Publishers, New Delhi.
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ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester - IV
PAPER - 1: PERSPECTIVES, RESEARCH & ISSUES IN
TEACHER EDUCATION (Compulsory)

Objectives

- To develop in the student understanding of the concept, objectives and principles of teacher education.
- To acquaint the student with existing practices regarding structure, curriculum and evaluation in the education.
- To enable the student to understand teaching and training techniques.
- To enable the student to organize various types of student teaching programme.
- To enable the student to know the concept and practice of evaluation in teacher education.
- To acquaint the student with the innovative practice in teacher education.
- To develop in the student professional ethics and to develop in the student the commitment to the profession.
- To acquaint the student with different agencies of teacher education in India and their rules and functions.
- To acquaint the student with the role of professional organization of teacher educators.
- To help the student to understand major issues and problems of teacher education.

Course Content

Unit 1: Teacher Education at Pre-Primary and Primary Levels

- 1.1 Objectives of Teacher Education Programme at pre Primary and Primary Levels as Recommended by the NCTE.
- 1.2 Structure of Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
- 1.3 National Curriculum Framework for Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
- 1.4 Role and Competencies Required of the Teacher at the Pre Primary and Primary Levels.

Unit 2: Teacher Education at Secondary and Higher Secondary Levels

- 2.1 Objectives of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
- 2.2 Structure of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.

2.3 National Curriculum Framework for Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.

2.4 Role and Competencies Required of the Teacher at the Secondary and Higher Secondary Levels

Unit 3: Research in Teacher Education

3.1 Nature and Scope of Research in Teacher Education.

3.2 Areas of Research in Teacher Education (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Accountability Teacher Educators and Teacher Education Institutions)

3.3 Trends in Research in Teacher Education

3.4 Implications of Research for Teacher Education.

Unit 4: Teacher Education as a Profession

4.1 Concept of Profession and Professionalism

4.2 Developing Professionalism, Professional Ethics and Professional Code of Ethics of Teacher Educators.

4.3 Meaning and Components of Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators.

4.4 Relationship between Teacher Effectiveness and Professional Ethics.

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Altekur, A.S, Education in Ancient India, Nand Kishore Bros, Banaras, 1951.
2. Basu, A.N., Education in Modern India Orient Book Co., Calcutta, 1947.
3. Chaurasia, G., Innovations and Challenges in Teacher Education, Vikas Publications, New Delhi, 19773
4. Devgowda, A.C. Teacher Education in India, Bangalore Book Bureau, Bangalore, 1973.
5. Dutt, S., The Teachers and His World, Sukumar Dutt, Soamibagh, Agara, 1972.
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10. Government of India Education and Development: Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.

11. Government of India Report of the Working Group to Review Teachers Training programme in the light of the need for value-orientation, Ministry of Education and Culture, New Delhi, 1953.
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15. Jangira, N.K. & Singh, A. Core Teaching Skills: Microteaching Approach, NCERT, New Delhi, 1982.
16. Jangira, N.K. Professional Enculturation: Innovative Experiments in Teaching and training Book worth of India, New Delhi, 1984.
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20. N.C.T.E., Teacher Education Curriculum: A Frame Work, NCERT, New Delhi 1978
21. NCERT, The Third India Year book on Education, NCERT, New Delhi 1968
22. NECRT, Elementary Teacher Education, NCERT, New Delhi 1970
23. Pandey B.N., Second National Survey of Secondary Teacher Education in India. NCERT, New Delhi 1969
24. Pandey B.N and Khosla D.N., Student Teaching and Evaluation, NCERT, New Delhi 1969
25. Sabharwal N. Innovative Practice in Elementary Education institution in Indai. Vol.1 NCERT New Delhi, 1979
26. Shukla R.S., Emerging Trends in Teacher Education, Chugh Publication Allahabad 1978
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ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester - 1V
SPECIALIZATION -A : AT ELEMENTARY LEVEL(Elective)
Paper – 2: ENVIRONMENTAL EDUCATION

Objectives

To Enable the students to

- Understand the relationship between Human Beings and their Environment.
- Develop sensitivity towards Environmental Disaster Management.
- Acquire an understanding of the process of Environmental Education.
- Develop skills and competencies as teachers for Management of Environmental Awareness Programmes.

Course Content

Unit 1: Introduction to Environmental Education.

- 1.1 Concept, importance, scope, Aims and Objectives of Environmental Education
- 1.2 Guiding principles and foundations.
- 1.3 Relationship between man and Environment.
- 1.4 Ecological and psychological perspective

Unit 2: Environmental Hazards

- 2.1 Environmental pollution: physical, air, water, noise, chemical
- 2.2 Extinction of flora and fauna, deforestation, soil erosion
- 2.3 Need for conservation, preservation and protection of rich environmental heritage.
- 2.4 Programme of environmental education for primary education institutions.

Unit 3: Features of Curriculum for Environmental Education

- 3.1 Concept of environment and ecosystem.
- 3.2 Nature system earth and biosphere a biotic and biotic components. Natural resources, a biotic resources.
- 3.3 Human systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
- 3.4 Technological system- industrial growth, scientific and technological invention and their impact on the environmental system.

Unit 4: Methods and Approaches of Environmental Education

- 4.1 Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- 4.2 Methods - discussion, seminar, workshop. Dialogue, Problem Solving Field Surveys, project and Exhibition. Role of Media, print Films, and TV
- 4.3 Conservation of Natural Resources: Concept, need and Importance. Ways of Conservation of Natural Resource: Refuse, Reuse, Recycle, Reduce,

Replace, Restore, Regenerate, and Reshape. Need for conservation, preservation and protection of rich environmental heritage.

- 4.4 Programmes for Environmental protection Environment and Legislation:
The water (prevention and control pollution) Act, 1974. The environment (protection) Act, 1986. The wild life (Protection) Act, 1972. The motor Vehicles Act, 1988. The Air (Prevention and Control of pollution) Act, 1987. The Indian Forest Act, 1927.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Desh Bandhu & R.Dyal (1999): Environmental education for a sustainable future. Indian environmental Society. New Delhi.
2. Purushottam Reddy K & Narasimha Reddy D (2002): Environmental education, Neelkamal publications Pvt.Ltd.Hyderabad.
3. Singh R.B.& Suresh Misra (1996) : Environmental law in India – Issues and responses Concept Publishing Company, New Delhi.
4. Trivedi P.R.Sharma P.L.& Sudershan K.N.(1994): Natural environment and constitution of India. Ashish Publishing house, New Delhi.
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8. Sapru, R.K.(1987) Environmental Management in India, Ashish Publishing, Delhi.
9. Saxena, A.B. (1986) Environmental Education, National Psychological corporation, Agra.
10. Dani, H.M.(1986): Environmental Education, Chandigarh, Publication Bureau, Punjab university.
11. Nanda, K.v.(1997), Environmental Education, New Delhi, : APH Publishing Corp.
12. Saxena, A.B.(1986), Environmental Education, Agra : National Psychological corp.
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14. NCERT,(2000) National Curriculum Framework 2000. New Delhi. NCERT Press.
15. NCTE,(2005), Environmental Education Curriculum Framework for Teachers & Teacher Education. New Delhi : NCERT Press.

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester - IV
SPECIALIZATION A AND B

PAPER- 3: MEASUREMENT AND EVALUATION (Elective)

Objectives

- To acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation.
- To help the student understand relationship between measurement and evaluation in education.
- To orient the student with tools and techniques of measurement and evaluation.
- To develop the skills and competencies in construction and standardization of tests.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- To enable students to prepare and use different kinds of psychological tests.
- To equip students with skills to handle data and interpret results.
- To enable students to participate in examination reforms.
- To help students to carry out examination and evaluation work.

Course Content

Unit 1: Introduction to Measurement and Evaluation

- 1.1 Levels of Measurement– Nominal, Ordinal, Interval and Ratio; Concept of Measurement and Evaluation; Role of Evaluation in Education – Diagnosis, Improvement of teaching, Guidance, Prognosis survey and Placement.
- 1.2 Differences between Measurement and Evaluation; Types of Evaluation; Steps in the process of Evaluation.
- 1.3 Criterion referenced and Norm referenced evaluation.
- 1.4 Teacher made tests and standardized tests; General steps of Test Construction (or Standardization)

Unit –2: Essentials of Test Construction

- 2.1 Item Analysis: Meaning and purpose; Item analysis of power test; Item analysis of speed test; problems of item analysis.
- 2.2 Reliability: Meaning of reliability; Methods (or Types) of reliability; Factors influencing reliability of test scores.
- 2.3 Validity: Meaning of validity; Types of validity; Factors influencing validity; Relation of validity and reliability.

2.4 Norms for Interpretation of Test Scores – Age, Grade, Percentile and Standard score norms (Z-scores, T-Scores, C-Scores).

Unit 3: Trait Measurement Devices

3.1 Measurement of Attitudes: Thurston's method of equal-appearing intervals, Likert's method of Summated ratings, Guttman's scale.

3.2 Measurement of Interest: Strong Campbell interest inventory, Kuder preference Records.

3.3 Measurement of Intelligence: individual and group tests, verbal and non-verbal tests and performance test.

3.4 Measurement of Assessment: Self Report technique: Rating Scales, Problem check-lists and Projective techniques: Rorschach and Thematic Apperception Test

Unit 4: New Trends in Measurement and Evaluation

4.1. Continuous and Comprehensive evaluation

4.2. Marking and reporting methods (concept and current use): Written description of performance, Letter grades, Number grades, percentage grades, Pass-fail report, Profiles, Parent-teacher conference, Progress report.

4.3. Choice Based Credit System of Teaching and Evaluation.

4.4. Computers in Evaluation.

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Adams, G.S. (1964) *Measurement and Evaluation in Education, Psychology and Guidance*. New York: Holt, Rinehart and Winston.
2. Antony Stella (2001) *Quality Assessment in Indian Higher Education: Issues of Future Perspectives*, Bangalore, Allied Publishers Ltd.
3. Antony Stella and A. Granom (2001) *Assessment and Accreditation in Indian Higher Education*: New Delhi Books Plus.
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6. Baron, D. and Bernard, H.W. (1958) *Evaluation Techniques for Classroom Teachers*. New York: McGraw- Hill Book Co., Inc.
7. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) *Handbook on Formative and Summative Evaluation of student Learning*, New York: McGraw – Hill Book Co.
8. Bradfield, M.J. and Moredock, H.S. (1957) *Measurement and Evaluation in Education*. New York: The Macmillan Company.
9. Dave, R.H. and Patel, P.M. (1972) *Educational Evaluation and Assessment*, New Delhi : NCERT.

10. Ebel, R.L. (1966) *Measuring Educational Achievement*. New Delhi: Prentice – Hall of India Pvt. Ltd.
11. Furst, E.J (1958) *Constructing Evaluation Instruments*. New York, Longmans., Green and Co.
12. Greene, H.A. Jorgensen, a. N., Gerberich, J.R (1954) *Measurement and Evaluation in the Secondary School*. New York: Longmans, Green and Co.,
13. Greene, H.A., Jorgensen, A.N. Gerberich, J.R. (1953) *Measurement and Evaluation in the Elementary School*. New York: Longmans, Green and Co.
14. Gronlund, E.N. (1965) *Measurement and Evaluation in Teaching*. London: Collier – Macmillan Ltd.
15. Gronlund, N.E. (1970) *Stating Behavioral Objectives for Classroom Instruction*. London: The Macmillan Co.
16. Marmar Mukhopadhyay (2001) *Total Quality Management in Education*, New Delhi, NIEPA.
17. Meherns, A.W. and Lehman, I.J. (1978) *Measurement and Evaluation in Education and Psychology*. New York: Holt, Rinehart and Winston.
18. Milliman, J. and Darling – Hammond, L. (1990) *The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers*. New Delhi: Sage Publications.
19. Nunally, J.C. (1964) *Educational Measurement and Evaluation*. New York: McGraw-Hill Book Company.
20. Patel, R. N. (1985) *Educational Evaluation – Theory and Practice*. Delhi: Himalaya Publishing Co.
21. Phillips, C. R (1968) *Evaluation and the Work of the Teacher*. California: Wadsworth Publishing Co. Inc.
22. Popham, W. James (1975) *Educational Evaluation*. New Jersey: Prentice – Hall, Inc.,
23. Puttaswamaiah, K. (1979) *Fundamental of Applied Evaluation*. New Delhi: Oxford and IBH Publishing Co.,
24. Schwartz, A and Tiedeman, S . C. (1957) *Evaluating Student Progress in the Secondary School*: New York: David Mckay Company, Inc.
25. Singh, Pritam (1989) *Handbook of Pupil Evaluation*, Bangalore: Allied Publisher Ltd.
26. Stanley, J. C (1964) *Measurement in Today's School*, New Jersey: Prentice – Hall, Inc.
27. Stanley, J.C. and Hopkins, K.D. (1978) *Educational Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India Pvt. Ltd.
28. Stronge, J.H. Ed. (1997) *Evaluating Teaching*. California: Corwin Publications, Inc.
29. Thronidike, R. L. and Hagen, E. (1970) *Measurement and Evaluation in Psychology and Education*. New Delhi: Wiley Easter Pvt Ltd.
30. Tuckman, B.W (1972) *Conducting Educational Research*. New York: Harcourt Brace Jovanrich Inc.

31. Wandt, E. and Brown, G.W (1957) *Essentials of Educational Evaluation*. New York: Holt, Rinehart and Winston.
32. Wrightone, J.W Justman, J. and Robins, I (1956) *Evaluation in Modern Education*, New Delhi: Eurasia Publishing House (Pvt) Ltd.
33. Yadav, M.S. and Govinda, R (1977) *Educational Evaluation: A Package of Auto-Instructional Material* Ahmedabad: Sahitya Mudranalaya.
34. Prem Kumar Jha *Assessment and Evaluation in Higher Education*, Vista International Publishing house
35. Robert Linn etal “Measurement and Assessment in Teaching” Pearson International education. 9th Edition.
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ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester - IV
SPECIALIZATION A & B
PAPER - 4: CURRICULUM STUDIES (Elective)

Objectives

The course will enable the student teacher to

- To understand the meaning, need, scope, foundations and issues of curriculum.
- Know about Planning of curriculum, principals, consideration and trends in curriculum planning.
- Develop awareness about Development of curriculum – approaches, process, role of teachers and administrators in curriculum development, implementation and evaluation.
- Acquire theoretical bases about curriculum evaluation, different aspects and approaches of curriculum evaluation.

Course Content

Unit 1: Introduction to Curriculum

- 1.1 Meaning and definitions of Curriculum, need and scope of Curriculum, concept of Curriculum & Syllabus,
- 1.2 Bases of Curriculum, foundations of curriculum philosophical, sociological, psychological and educational
- 1.3 The Curriculum process and its stages
- 1.4 Curriculum Issues – Discipline based issues, Subject-wise National Curriculum Framework –NCF 2005, NCTECF 2009, APSCF 2011.

Unit 2: Curriculum Planning

- 2.1 Meaning of Curriculum Planning, Principles of Curriculum Construction
- 2.2 Basic considerations in Curriculum Planning – Developmental, Social, Economic, Environmental, Institutional and Teacher related
- 2.3 Curriculum Planning at Various Levels, Trends in Curriculum - Curriculum in 20th century & possible future trends
- 2.4 Principles and approaches of curriculum organization.

Unit 3: Curriculum Development and Transaction

- 3.1 Approaches to curriculum development, models of curriculum development, process of curriculum development, development try-out.
- 3.2 Role of teachers in curriculum development, instructional systems, instructional techniques and materials – learner centered and teacher centered
- 3.3. Role of Administrators in implementation and evaluation of curriculum.
- 3.4. Meaning, need and strategies for curriculum change.

Unit 4: Curriculum Evaluation

- 4.1 Concept, need and importance of Curriculum Evaluation

4.2 Sources of Curriculum Evaluation, aspects of Curriculum Evaluation – pre-testing/post- testing.

4.3 Norm-referenced and Criterion-referenced testing, evaluation approaches related to individual and social approaches.

4.4 Methods of Curriculum Evaluation - evaluation during development & implementation, restructuring curriculum.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Aggarwal.J.C. (1990). Curriculum Reforms in India. Delhi: Doaba House.
2. Mamidi, M.R. and Ravishankar, S. (1984). Curriculum Development and Educational Technology. New Delhi: Sterling Publishers.
3. Kelly, A.V. (1989). Theory and Practice. London; Paul Chapman Publishing.
4. Cronback, J.Lee (1964). Evaluation for Course Improvement in New Curriculum. New York : Harper & Row
5. John Dewey (1966). The Child & the Curriculum – The School & Society.
6. Ornstein, C. & Hunkins, P. (1988). Curriculum, Foundations, Principles and Issues.
7. D.Warwick (1975) : Curriculum Structure & Design, University of London Press.
8. Bhatt,B.D and Sharma,S.R. (1992) : Principles of Curriculum Construction, Delhi: Kanishka Publishing House.
9. Bloom, B.S (1977). Try-out and Revision of Educational Materials and Methods. In Lewy, A. (ed). Handbook of Curriculum Evaluation, Paris: UNESCO
10. Doll, R.C. (1986). Curriculum Improvement. Boston: Allyn and Bacon
11. Jenkins, D. (1976). Curriculum Evaluation. Milton Keynes: The Open University Press.
12. Malhotra, M.M. (1985). Curriculum Evaluation and Renewal. Manila : CPSC Publication.
13. Robert, M. & Mary, J. (1983). Curriculum Evaluation. In Pinchas, Tamir (ed) (1985). The Role of Evaluators in Curriculum Development. London: Croom Helm.
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ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester - IV
SPECIALIZATION -A
PAPER – 5: VALUE EDUCATION (Elective)

Objectives

- To enable the students understand the need, nature and scope of Value Education.
- To enable the students understand the importance of values and classification of values.
- To enable the students understand the role of different people and media in fostering values.
- To enable the students understand the approaches, teaching strategies and models of Value Education.
- To enable the students understand the importance of Value Education and the different ways to execute the syllabus at various levels.

Course Content

Unit 1: Need, Nature and Concept of Value Education.

- 1.1 Concept, Need and Nature of values.
- 1.2 Meaning and Classification of Values.
- 1.3 Sources of Values
- 1.4 Values and Education – Their relationship and Significance of Value Education.

Unit 2: Models of Value Education

- 2.1 Value Clarification Model
- 2.2 Social Action Model
- 2.3 Consideration Model
- 2.4 Rationale Building Model

Unit 3: Approaches and Teaching Strategies for inculcation of values.

- 3.1 Form and content of Value Education at different stages.
- 3.2 Different approaches to Value Education- Direct, Indirect and Integrated approaches.
- 3.3 Strategies and Techniques for Value Education at different stages.
- 3.4 Contribution made by some eminent leaders of the world to Value Education.
(Individual Studies maybe taken up by the students)

Unit 4: Role of different Social Agencies in Value Formation.

- 4.1 Role of Parents and Peer Group
- 4.2 Role of School and Teachers
- 4.3 Role of Religion and Media
- 4.4 Need of Orientation in Value Education to Prospective Teachers

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. B.K Passi and Prabhakar Singh (1991). Value Education, National Psychological Corporation. Agra.
2. Prof.S.P Ruhela,Prof.Raj Kumar Naik (2011). Value Education and Human Rights Education, Neelkamal Publications Pvt. Ltd.,Hyderabad.
3. V.T Patil (2008). Value Education and Human Rights Education, GNOSIS Delhi
4. Tilak Raj, Bharadwaj (1992). Education of Human Values, Mittal Publications, New Delhi.
5. S.R Sharma (2006). Moral and Values in Education, COSMO Publications, New Delhi.
6. Dr.Kiruba Charles, V.Arul Selvi (2012). Peace and Value Education, Neelkamal Publications Pvt, Ltd. Hyderabad.
7. Yogesh Kumar Singh, Ruchika Nath (2008). Value Education, A P H Publishig Corporation, New Delhi.
8. Mohit Chakrabarthi (2007). Value Education. Changing Perspectives, Kanishka Publishers, Distributors.
9. Somanath Saraf (2002), Education in Human Values, Vikas Publishing House, Delhi.
10. Vedanta Kesari (2001), Values; The Key to a Meaningful life, Sri Ramakrishna Math, Chennai.
11. Peter Tomlison and Margret Quinton (1986), Values Across the Curriculum, The Falmer Press, Philadelphia.
12. Mujjeb.M. (1971), Education and Traditional Values, Meenakshi Prakashan, Delhi.
13. Avivashilingam.T.S. (1983), Incultation of Social, Ethical and Spiritual Values in Education, Sri Ramakrishna Mission Vidya, Coimbatore.

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester - IV
SPECIALIZATION A & B
PAPER - 6: HUMAN RIGHTS EDUCATION (Elective)

Objectives

At the end of the course, the teacher educators will be able to

- understand the concept, meaning of human rights
- understand the need for human rights education
- select and use the appropriate methods of teaching with respect to human rights education
- understand the evolution of human rights movement at the international and national level
- understand the role and functions of international and national level institutions to enforce human rights
- understand and analyze the issues related to human rights violations with regard to the marginalized sections
- understand the role of various agencies in promoting human rights education

Course Content

Unit 1: Concept, meaning and history of human rights

- 1.1. Concept, Meaning Need, Objectives and principles of human rights education,
- 1.2. Classification of Human Rights.
- 1.3. Evolution and Historical Development of Human Rights in the global context.
- 1.4. Education as an agency to sensitize students towards human rights.

Unit 2: Indian constitution and Commissions on Human Rights

- 2.1 . Human Rights in Indian constitution: Constitutional provisions of Human Rights: Fundamental Rights, Directive principles of State Policy, women and child rights.
- 2.2. Human Rights Commissions: NHRC, SHRC, Human Rights Courts. Their composition and functions.
- 2.3. International Councils and Commissions on Human Rights: International court of Justice, International criminal Tribunals and criminal courts. Amnesty International, International Red Cross
- 2.4. Barriers in implementing Human Rights.

Unit 3: Curriculum, methods of teaching and agencies of Human Rights Education

- 3.1 Curriculum of HRE at different Levels: Primary, Secondary and Higher Education.

- 3.2 Methods and Techniques of Teaching Human Rights: Lecture – Discussion – Case Study – Role Play and Simulation – Mock Trials– Cooperative Learning – Social Activities
- 3.3 Agencies promoting Human Rights Education: Role of Family, Peer-group, Religious and Social Organisations, Media, School/Educational Institutions.
- 3.4 Training teachers for Human Rights Education.

Unit 4: Human Right violations and emerging issues

- 4.1 Ragging - Eve Teasing , Human Trafficking – War and Terrorism , Child Labour – Exploitation of Labour , Patriarchism,– Domestic Violence – Sexual Harassment – Female Infanticide
- 4.2. Tribal rights and forest protection
- 4.3. Environmental issues and sustainable development
- 4.4. Traditions, culture and Human Rights

Practicum

- (1) One Seminar
- (2) One Assignment

Internship

Building a human rights garden on the school grounds and giving a case study based report as a required project by each student

Reference Books

1. Varsha, C. (2009). Child labour: A socio legal perspective. Delhi: D.K. Agencies (P) Ltd.
2. Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London : Orient Longman Limited.
3. Manjot, K. (2008). Teaching of human rights. New Delhi: APH Publishing Corporation.
4. Harry, D. (2008). Teaching human rights :A hand book for teacher education. Delhi : Authors Press.
5. Digvijay, N. (2007). Teaching of human rights. New Delhi: Lotus Press.
6. Bhakry, Savita. (2006). Children in india and their rights. New Delhi: NHRC,
7. Gupta, U. N. (2006). Human rights. New Delhi: Atlantic Publishers & Distributors (p) Ltd.
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9. Peter, U. (2005). Human rights and development. India: Kumarian Press.
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12. Institute of Human Rights Education.
13. Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt. Ltd.
14. Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt.
15. Mathur, K.M. (1999). Crime, human rights and national security. New Delhi: Gyan Publications.
16. Nirmal, C.J., (1999). Human rights in india. New Delhi: Oxford University Press.
17. Pachauri, S.K. (1999). Women and human rights. Delhi: APH Publications.
18. Dev, A., & Dev, I.A. (1996). Human rights: A source book. New Delhi: NCERT.
19. National Council for Teacher Education, (1996). Human Rights and National Values: Self Learning Module. New Delhi: NCTE Publication.
20. Mehta, P.L. and Neena Verma, (1995). Human rights under the indian constitution. New Delhi: Deep and Deep Publications.
21. Pachauri, S.K., (1995). Children and human rights. Delhi: APH Publications.
22. Sharma, R.N (1992). Fundamental rights: Liberty and social order. New Delhi: Deep and Deep Publications.
23. Smith, Lesley (1988). Dimensions of childhood: A handbook of social education. London: Health Education Authority and UNICEF, U.K.
24. Bansal, V. K. (1987). Right to life and personal liberty in India. New Delhi: Deep and Deep Publications.
25. Agarwal ,J.C, Education for values,environment and Human Rights,Shipra Publicatins, New Delhi.

ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – IV
SPECIALIZATION - B
PAPER – 7: ENVIRONMENTAL EDUCATION
AT SECONDARY LEVEL (Elective)

Objectives

- To make students about the concept, importance scope and aims of environmental education
- To acquaint the students with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- To orient students with various components of environment for preparing a curriculum for environmental education.
- To enable the students to develop various methods and strategies for realizing the objectives of environmental education.
- To enable the students to understand about various projects in the area of environmental studies in different countries.

Unit 1: Introduction to Environmental Education

- 1.1 Concept, importance and scope, Aims and objectives
- 1.2 Guiding Principles and Foundations
- 1.3 Relationship between ,man and environment
- 1.4 Sociological and psychological Perspectives

Unit 2: Environmental Hazards

- 2.1 Environmental pollution: physical, air water, noise, chemical
- 2.2 Extension of flora & fauna, deforestation, soil erosion.
- 2.3 Need for Conservation, preservation and protection of Rich environmental heritage.
- 2.4 Programme of environmental education for secondary and higher education institutions.

Unit 3: Environment and Eco-system

- 3.1 Natural systems, earth & Bio-sphere, a biotic and biotic components
- 3.2 Natural resources, abiotic resources.
- 3.3 Human systems-human beings as part of environment, human adaptations to environmental resources.
- 3.4 Systems – Industrial growth, Technological and scientific growth, Technological inventors and their impact on the environmental system.

Unit 4: Environmental Problems, Legislation and Education

- 4.1 Effect of manmade and natural disaster on environment. Role of educational institutions in disaster management. Concept and importance of sustainable development.
- 4.2 Global Environmental Problems: Global warming, ozone depletion, e-waste and population explosion. Waste management: e-waste, medical waste, nuclear waste, solid and liquid waste.
- 4.3 International Conferences For Environmental Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference(2002). Environmental Movements : Chipko, silent valley, Narmada Bachao.
- 4.4 Legislation: Indian forest act of 1927 & Wildlife protection act of 1972. Archeological and historic preservation act of 1974. The water (Prevention and control of pollution) act of 1974. The air (Prevention and Control of pollution) act of 1981. The environment (Protection) act of 1986.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

16. Desh Bandhu & R. Dyal (1999): Environmental education for a sustainable future. Indian environmental Society. New Delhi.
17. Purushottam Reddy K & Narasimha Reddy D (2002): Environmental education, Neelkamal publications Pvt.Ltd. Hyderabad.
18. Singh R.B. & Suresh Misra (1996): Environmental law in India – Issues and responses Concept Publishing Company, New Delhi.
19. Trivedi P.R.Sharma P.L.& Sudershan K.N.(1994): Natural environment and constitution of India. Ashish Publishing house,New Delhi.
20. Deshbandhu and G.Berberet (1987) : Environmental Education for conservation and Development, Indian Environment Society, New Delhi.
21. Gregory, K.J.and walling, D.E.(1981) Man and Environment Process, Butterworths,London.
22. Kumar, V.K.(1982) A study of Environmental pollution, Tara Book Agency,Varanasi.
23. Sapru, R.K.(1987) Environmental Management in India, Ashish Publishing, Delhi.
24. Saxena, A.B. (1986) Environmental Education, National Psychological corporation,Agra.
25. Dani,H.M.(1986): Environmental Education, Chandigarh,Publication Bureau,Punjabuniversity.
26. Nanda,K.v.(1997), Environmental Education,New Delhi,:APH Publishing Corpn.
27. Saxena,A.B.(1986), Environmental Education,Agra : National Psychological corpn.
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29. NCERT,(2000) National Curriculum Framework 2000.New Delhi.NCERT Press.
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ACHARYA NAGARJUNA UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester - IV
SPECIALIZATION - B
PAPER – 8: ECONOMICS OF EDUCATION

Objectives

- To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.
- To acquaint the students with the political economy of education.
- To develop among students understanding of labour markets.
- To enable the students to forecast man power requirements in various streams.
- To develop among the students an understanding of the financial aspects of education.
- To develop awareness among students about the importance of economics to the field of education
- To develop understanding about education both as consumption and investment
- To develop understanding about the benefits and the costs of education and its role in human and economic development
- To develop various abilities to understand the internal efficiency of the system of education
- To enable them understand the contemporary developments in economics of education.

Course Content

Unit 1: Basic Concepts of Economics of Education

- 1.1 Concept, scope, significance, recent trends in economics of education.
- 1.2 Education as consumption and investment
- 1.3 The concept and measurement of Human Capital.
- 1.4 Education and its relation to Human Resource Development

Unit 2: Education and Economic Development

- 2.1 Education and economic growth - methods and comparisons.
- 2.2 Education, Poverty and Politics of Development, Liberalization, Privatization, Globalization and Education
- 2.3 Contemporary Economic reforms in India and their impact on Education, Education and employment
- 2.4 Labor, Market and Education, Education and Migration (Internal and External)

Unit 3: Costs and Benefits of Education

- 3.1 Determinants of Educational Costs.
- 3.2 Problems in the Measurement of Costs and Benefits in Education.

- 3.3 Cost-Benefit Analysis in Education.
- 3.4 Concept of Rate of Returns and Returns to Education

Unit 4: Economic Reforms and Education

- 4.1 Relationship between Poverty, Schooling and Education
- 4.2 Privatization of State Education - Public - Private partnership in education
- 4.3 Globalization and Education
- 4.4 Economic Liberalization Policies in India and their impact on Education.


Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books


1. Helpier Andrew W, Administrative theory in Education, Macmillan Co., New York. (1967).
2. Bayne, C.D. & Robert L. Saundram, The Educational Management; (Artist & Practitioner) Charles. A Dones Pub. Company, Washington-Ohio. (1976)
3. Bhatt B.D. & SDR Sharma, Educational Administration, Karishkar Pub. House New Delhi. (1992)
4. Clyde M. Campbell, Practical Application of Democratic Administration, Harper & Brother, New York. (1952)
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6. Harold E. Moore & Newell D. Walters, Personnel Administration in Education Harper & Brother, New York. (1955)
7. International Encyclopedia of Economic of Education, Second Edition., Martin Carnoy.
8. Mathur S.S., Educational Administration – Principles and Practices, Krishna Brothers, Jhalandar.
9. Casteller William – B., The Personnel functions in Educational Administration, Macmillan publishing Co. inc., New York. (1976)
10. Blaug Mark: Economics of Education, Penguin, London (1970).
11. Cohn E.: Economics of Education, Lexington Mass – D.C. Heath Company. (1972)
12. Hedge O., Economic of Education, Himalaya Publishers New Delhi.
13. Jandhyala B.G. Tilak, Economics of Inequality in Education., Sage Publications, New Delhi (1985)
14. Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988- 92: Trend Reports Vol I, New Delhi, NCERT.
15. Reddy Shiva B, Education and Rural Development in India, UNESCO: IIEP, Paris (2000)
16. Sacharopoulos George P & Woodhall M.: Education for Development, New York – OUP. (1985)

17. Thurow Laster C.: Investment in Human Capital, Belmont: Wadsworth Publishing Co. (1970)
18. John Vaizey, Economics of Education NCERT, Pandit Ed
19. Economics of Education Vol I & II – M. Blaug, Pengiun, London
20. Education – Man power – Economic growth – Horbison and Mayer
21. Economics of Education, John Sheeham
22. Investment in Education, V.K.R.V. Rao


Principal
R.V.R.R. College of Education
Guntur - 6

RAYAPATI VENKATA RANGA RAO COLLEGE OF EDUCATION

Architectural floor plan of Rayapati Venkata Ranga Rao College of Education, Guntur. The plan shows a large rectangular building with multiple rooms, corridors, and a central courtyard. The layout is detailed with room names, dimensions, and a scale bar. The title "RAYAPATI VENKATA RANGA RAO COLLEGE OF EDUCATION" is visible at the top left of the plan.


Principal
R.V.R.R. College of Education
Guntur - 6

Student Feedback on Teacher Performance

The questionnaire is intended primarily to enhance the effectiveness of instruction in the college. Please read the statements carefully, think to what extent they are applicable to you and your teacher and enter the appropriate response. Your responses will be kept confidential and be used for the enhancement of the quality of information and student regularity.


Teacher's Name:
Subject:

Academic Year :
Class :

Please respond by putting **✓** mark for the following statements about the teacher.

1. Furnishing adequate information as per the Syllabus.	Excellent	Good	Avg.	Below Avg.	Poor
2. The teacher's preparation for the class.	Excellent	Good	Avg.	Below Avg.	Poor
3. The teacher's ability to use black board.	Excellent	Good	Avg.	Below Avg.	Poor
4. Teacher's ability to maintain discipline in the class.	Excellent	Good	Avg.	Below Avg.	Poor
5. Coverage of Syllabus.	Excellent	Good	Avg.	Below Avg.	Poor
6. Teacher's ability to stimulate interest in the subject.	Excellent	Good	Avg.	Below Avg.	Poor
7. Teacher's ability to relate theory to practical situations.	Excellent	Good	Avg.	Below Avg.	Poor
8. Testing and evaluation methods used by the teacher.	Excellent	Good	Avg.	Below Avg.	Poor
9. Fairness and impartiality towards the students.	Excellent	Good	Avg.	Below Avg.	Poor
10. Opportunity for Contact with the teacher outside the class.	Excellent	Good	Avg.	Below Avg.	Poor
11. Teacher's attempt to teach students of different levels.	Excellent	Good	Avg.	Below Avg.	Poor
12. Quality of the content of lectures.	Excellent	Good	Avg.	Below Avg.	Poor
13. Quality of Presentations.	Excellent	Good	Avg.	Below Avg.	Poor
14. Degree of updating of the contents.	Excellent	Good	Avg.	Below Avg.	Poor
15. Promptness in evaluation and feedback.	Excellent	Good	Avg.	Below Avg.	Poor
16. Regularity and punctuality in meeting the class.	Excellent	Good	Avg.	Below Avg.	Poor
17. Empathy for the problems faced by the students.	Excellent	Good	Avg.	Below Avg.	Poor
18. Imparting guidance.	Excellent	Good	Avg.	Below Avg.	Poor
19. Rapport with the students.	Excellent	Good	Avg.	Below Avg.	Poor
20. Overall assessment.	Excellent	Good	Avg.	Below Avg.	Poor

Note: Any other remarks or suggestions to be communicated to the teacher.....
(If required, use the space available on the reverse of this form)


Principal
R.V.R.R. College of Education
Guntur - 6

Annexure -5B
R.V.R.R. COLLEGE OF EDUCATION:: GUNTUR-6

Feedback from Students on Courses

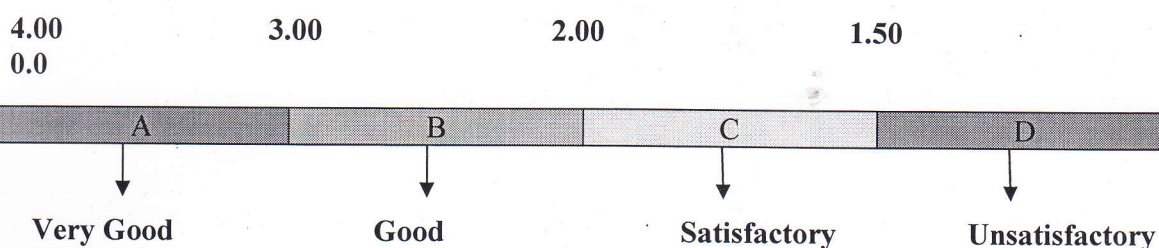
Programme: B.Ed.

Semester: I / II / III / IV

Course Code:

Course Name:

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

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				

Signature

Annexure -5C

R.V.R.R. COLLEGE OF EDUCATION:: GUNTUR-6**Student's overall Evaluation of the Programme and Teaching**

(To be filled only after the course results are declared)

Programme: B.Ed. / M.Ed.

Semester: I / II / III / IV

Course:

Name of the Faculty:

Year:

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?


b) 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
1. How far the teacher encourages student participation in class?
 - a) Mostly yes
 - b) sometimes
 - c) Not at all
 - d) always
2. If yes, which of the following methods were used?
 - b) Encouraged to raise questions
 - b) get involved in discussion in class
 - c) encourage discussion outside class
 - d) did not encourage
11. How helpful was the teacher in advising?
 - a) Very helpful
 - b) Sometimes helpful
 - c) not at all helpful
 - d) did not advise
12. The teacher's approach can best be described as
 - a) Always courteous
 - b) sometimes rude
 - c) always indifferent
 - d) cannot say
13. Internal assessment was
 - a) Always fair
 - b) sometimes unfair
 - c) Usually unfair
 - d) sometimes fair
14. What effect do you think 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.


 Principal
 R.V.R.R. College of Education
 Guntur - 6

Annexure - 5D

R.V.R.R COLLEGE OF EDUCATION :: GUNTUR

Feedback from Parents

I.

1. Name of the Student:
2. Class:
3. Subject:
4. Mother's Name:
5. Father's Name:
6. Husband's Name:
7. Person attended to the meeting: Mother / Father/ Husband:
8. Phone No:
9. Address:
10. Permanent Address:

Present Address:

II.

1. Are you satisfied with the facilities in college? Yes / No
2. If No give Suggestions

.....

-
3. Way of Working of lecturers is good ? Yes / No
4. If No, give Suggestions
-
-
5. Are you satisfied with the discipline maintained by the college Yes / No
6. Are you responding to information given by the college about your
- Son/daughter? Yes / No
7. Do you know about the regularity of your son / daughter to the college? Yes / No
8. Are you in contact with college to know about your son / daughter's process Yes / No
9. Are you satisfied with your son's/ daughter selection of college Yes / No
10. If No give suggestions
-
-
11. Do you think that your son / daughter can live independently by studying in this college? Yes / No
12. Do you think that they get government job? Yes / No
13. Are the Academic standards of the college good? Yes / No
14. Are the rules and regulations of college satisfactory? Yes / No
15. Are you satisfied with existing college examination system Yes / No
16. Give grade according to your assessment (Put a tick mark in squares given below)

NAAC Self Study Report (Cycle 2)

A

Excellent

B

Good

C

Satisfactory

D

Dissatisfactory

Mother / Father / Husband Signature

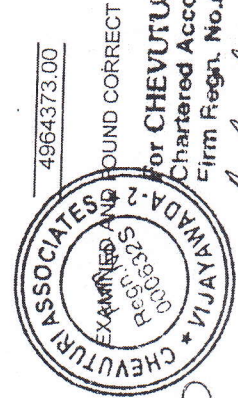


Principal
R.V.R.R. College of Education
Guntur - 6

RAYAPATI VENKATA RANGA RAO COLLEGE OF EDUCATION :: GUNTUR
(Sponsored by Nagarjuna Education Society, Guntur)

FINANCIAL YEAR : 2014-2015
ASSESSMENT YEAR : 2015-2016

INCOME AND EXPENDITURE ACCOUNT OF GENERAL FUNDS FOR THE YEAR ENDED 31-3-2015				INCOME		Total	
Previous yr. Rs. Ps.	EXPENDITURE	DETAILS Rs. Ps.	TOTAL Rs. Ps.	Previous yr. Rs. Ps.	By	Details Rs. Ps.	Total Rs. Ps.
3468415	To Salaries		3616168.00		Tuition Fee:		
379287	" Provident fund		573484.00		" M.Ed : 31X27000	837000.00	
5035	" Printing & Stationery expenses		3480.00	1728300	" B.Ed. 159X13500	2146500.00	2983500.00
1177	" Postage and Telegraph expenses		1163.00				
110460	" Municipal House Tax		110125.00				
17826	" Telephone charges		19312.00		M.Ed. A.N.U. User charges		
5844	" Conveyance charges		6035.00				
11280	" Advertisement expenses		25372.00		NAAC Honorarium		
89594	" L.I.C. Paid		57742.00	17650	" A.N.U. Admission Registration fee	85800.00	
4675	" Water charges		3925.00	5000	" Application fee	26500.00	
14005	" Sanitary exp.		24280.00		" Interest on s.b a/c	13310.00	
9046	" Repairs & maintenance		2715.00		" FDR,s interest	14432.00	
9600	" Prof. Tax paid		9900.00		" IOB interest	166.00	27908.00
15000	" Legal charges				" Spot admission	3050.00	
69000	" Principal allowance			33223	" Recovered from Staff		
40857	" Miscellaneous expenses		72000.00	89694	" L.I.C. recovered	57742	
2200	" TDS quarterly returns		9795.00	9600	" Professional Tax Collection	9900	
5964	" Concession to M.Ed students		475.00	176562	" Provident fund Collection	266783	334425.00
15840	" Building Insurance		6101.00	27900	" Miscellaneous receipts	1599.00	
8400	" M.Ed ANU Admission reg. fee	22630.00					
7720	" Processing fee	3100.00		1382763	" interest accrued on FD-IOB	1250981.00	
49840	" Spot admission	8050.00	33780.00				
30000	" ANU Admn reg. fee arrears				" interest accrued on FD-Indian Bank	250610.00	
	" ANU user charges						
	" Affiliation fee 2013-2014	77440.00	133540.00				
	" ANU Ust fee 2013-2014	56100.00	685.00				
370	" Bank charges		2079.00				
146097	" TDS on interest accrued						
10944	" Endowment scholarship disbursed to students						
	" Digital signature		1500.00				
	" Excess of income over exp		250717.00	1170818	" Excess of Expenditure over Income		
4722636							
			4964373.00				4964373.00



(Signature)
Treasurer
R.V.R.R. College of Education
Guntur - 522 006, A.P, India.

(Signature)
Secretary & Correspondent
R.V.R.R. College of Education
Guntur-522 006, AP, India

(Signature)
Principal
R.V.R.R. College of Education
Guntur-522 006, AP, India

राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक विधिक संस्थान)

दक्षिण क्षेत्रीय समिति

गुरुमुखमो धाम
NCTENational Council for Teacher Education
(A Statutory Body of the Government of India)
Southern Regional Committee

F.SRO/NCTE/AOS00402/B.Ed/AP/2015/ 69161

Date: 02/07/2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

CORRIGENDUM

With reference to this office order No. F.SRO./NCTE/AOS00402/B.Ed/AP/2015-16/66242 dated 31.05.2015 wherein revised Recognition Order was issued to **Rayapati Venkatta Rangarao College of Education, JKL College Road, Pattachipuram Post, Guntur -522006, Andhra Pradesh** the following corrigendum is issued:-

Sl.No.	INSTEAD OF WORDS	MAY BE READ AS
In Para - 2	Rayapati Venkatta Rangarao College of Education, JKL College Road, Pattachipuram Post, Guntur -522006, Andhra Pradesh has by affidavit consented to come under New Regulations and sought for <u>two basic units</u> in B.Ed which require additional facilities.	Rayapati Venkatta Rangarao College of Education, JKL College Road, Pattachipuram Post, Guntur - 522006, Andhra Pradesh has by affidavit consented to come under New Regulations and sought for <u>three basic units</u> in B.Ed which require additional facilities.
In Para - 4	<p>it has been decided to permit the institution to have two basic units of 100 students each subject to the institution fulfilling following conditions namely,</p> <p>i. The institution shall submit revalidated FDRs of the enhanced values, in joint account with the SRC before 30 June, 2015 failing which the recognition will be withdrawn.</p> <p>ii. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.</p> <p>iii. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate(EC), Land Use Certificate(LUC) and the Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015.</p>	<p>it has been decided to permit the institution to have three basic units of 150 students each subject to the institution fulfilling following condition namely,</p> <p>i. The institution shall submit revalidated FDRs of the enhanced values, in joint account with the SRC before 30 June, 2015 failing which the recognition will be withdrawn.</p> <p>ii. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.</p> <p>iii. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate(EC), Land Use Certificate(LUC) and the Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.</p> <p>iv. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb. 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.</p>

Contd. P/2

पस रोड, नागरभावी,

ई स्कूल, बेंगलूर

Rayapati Venkata Ranga Rao College of Education, Guntur.

23185669/70/72 Fax : 080-23185673

Jnana Bharathi Campus Road, Cep. National Law School,
Bangalore - 560 072.E-mail : src@ncte-india.org / srcncte2012@gmail.com
Website : http://www.srcncte.in

	Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.	
	iv. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.	
In para-5	NOW THEREFORE, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to Rayapati Venkatta Rangarao College of Education, JKL College Road, Pattachipuram Post, Guntur -522006, Andhra Pradesh for conducting B.Ed Programme of two years duration with an <u>annual intake of 100 students for two basic units of 100 students each from the academic session 2015-2016</u> subject to submission of revalidated FDRs of the enhanced value in Joint account with the SRC before 30 Jun, 2015 and fulfillment of the conditions mentioned at II & III herein before 31.10.2015.	NOW THEREFORE, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to Rayapati Venkatta Rangarao College of Education, JKL College Road, Pattachipuram Post, Guntur -522006, Andhra Pradesh for conducting B.Ed Programme of two years duration with an <u>annual intake of 150 students (three basic unit) from the academic session 2015-16</u> subject to submission of revalidated FDRs of the enhanced value in Joint account with the SRC before 30 Jun, 2015 and fulfillment of the conditions mentioned at II & III herein before 31.10.2015.

By Order,

P. Revathi Reddy
(Dr.P.Revathi Reddy)
Regional Director.

The Manager
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

To:

The Principal,
Rayapati Venkatta Rangarao College of Education,
JKL College Road,
Pattachipuram Post,
Guntur -522006,
Andhra Pradesh

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
2. The Education Secretary, Incharge of Higher Education, Department, 'J' Block, 3rd Floor, Secretariat Building Hyderabad-500022, Andhra Pradesh
3. The Registrar, Acharya Nagarjuna University, Guntur District, Andhra Pradesh
4. The Secretary, Rayapati Venkatta Rangarao College of Education, JKL College Road, Pattachipuram Post, Guntur -522006, Andhra Pradesh
5. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadurshah Zafar Marg, New Delhi – 110 002
6. Office Order file/institution file.

S. R. R.
Principal

R.V.R.R. College of Education
Guntur - 6

F.SRO/NCTE/APS04673/M.Ed./AP/2015-16/6515

Date: 26/05/2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution, **Rayapati Venkata Ranga Rao College of Education, JKC College Road, Guntur-522006, Andhra Pradesh** has by affidavit consented to come under New Regulations and sought for one unit in **M.Ed**, which requires additional facilities.

3. AND WHEREAS, on scrutiny it is found that the institution has not maintained/revalidated the fixed deposit receipts towards Endowment and Reserve Funds.

4. AND WHEREAS, it has been decided to permit the institution an intake of one unit of 50 students subject to the institution fulfilling following conditions namely,

- I. The institution shall submit revalidated FDRs of the enhanced values, in joint account with the SRC before 30 June, 2015 failing which the recognition will be withdrawn.
- II. The institution shall create additional facilities that include (a) additional infrastructure. (b) additional funds, (c) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- III. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved staff list in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- IV. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

5. Now therefore, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to **Rayapati Venkata Ranga Rao College of Education, JKC College Road, Guntur-522006, Andhra Pradesh** for conducting **M.Ed** programme of **two** years duration with an annual intake of **50** students (one unit) from the academic session **2015-16** subject to fulfilment of the conditions mentioned herein before 31.10.2015.

6. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable.

7. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

8. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution:

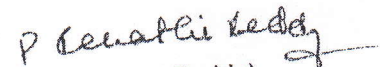
Cont....2

-2-

- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last quarter.
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made of issued there under , the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order,


(Dr. P. Revathi Reddy)
Regional Director


The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

To

The Principal,
Rayapati Venkata Ranga Rao College of Education,
JKC College Road,
Guntur-522006,
Andhra Pradesh.


Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
2. The Education Secretary incharge of School Education & training, Government of AP, Hyderabad-500022, Andhra Pradesh
3. The Registrar, Acharya Nagarjuna University, Guntur, Andhra Pradesh.
4. The Correspondent, Nagarjuna Educational Society, Guntur, andhra Pradesh.
5. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadursbhai Zafar Marg, New Delhi – 110 002.
6. Office Order file/Institution file.


Principal
R.V.R.R. College of Education
Guntur - 6

Annexure- 8**UNIVERISTY RESULTS FOR PREVIOUS ACADEMIC YEARS**

Session	Total Number of Students (B.Ed.)	Number of Students appeared	1 st Div.	2 nd Div.	3 rd Div.	Pass Percentage
2014-15	159	154	30	88	35	153 (99.4%)
2015-17 1 st Sem	39	38	33	2	-	35 (92.1%)
2015-17 2 nd Sem	36	36	29	6	--	35 (97.2%)


 Principal
 R.V.R.R. College of Education
 Guntur - 6

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 414 (CPP-I Colleges)

UGC Website: www.ugc.ac.in

F. No. 8-364/2006 (CPP-I/C)

The Registrar,
Acharya Nagarjuna University
Nagarjuna Nagar – 522 510, Dist. Guntur
Andhra Pradesh



SPEED POST

NAAC Self Study Report (Cycle 2)

विश्वविद्यालय अनुदान आयोग

बहादुरशाह जफर मार्ग

नई दिल्ली-110 002

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

December, 2015

28 DEC 2015

[Handwritten signature]
21.12.15

Sub: Recognition of College under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter dated 26.10.2015 received from the Principal, Rayapati Venkata Ranga Rao College of Education, JKC College Road, Guntur - 522 006, Andhra Pradesh on the above subject and to say that it is noted that the following college is **un-aided/self financed** and **permanently** affiliated to **Acharya Nagarjuna University, Guntur**. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head '**Non-Government, self financed** Colleges teaching upto **Bachelor's Degree**':-

Name of the College	Year of Establishment	Remarks
Rayapati Venkata Ranga Rao College of Education, JKC College Road, Guntur - 522 006, Andhra Pradesh.	1983	The College is now declared fit to receive Central assistance in terms of Rules framed under Section 12 (B) of the UGC Act, 1956. However, the College, being a self financing & unaided, would be eligible to receive UGC's support only in respect of teachers & students related schemes as per the decision of the Commission dated 8 th July 2011.

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

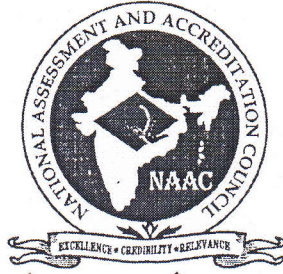
[Handwritten signature]
(Charan Dass)
Under Secretary

Copy to:-

- ✓ The Principal, Rayapati Venkata Ranga Rao College of Education, JKC College Road, Guntur - 522 006, Andhra Pradesh.
- The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary & Higher Education, Shastri Bhawan, New Delhi - 110 001.
- The Secretary (Higher Education), Government of Andhra Pradesh, Secretariat Building, J-Block, 4th Floor, Hyderabad - 500 022, (Telangana).
- The Joint Secretary, UGC, South Eastern Regional Office (SERO), P.B. No. 152, A.P.S.F.C. Building, IV Floor, 5-9-194, Chirag Ali Lane, Hyderabad - 500 001, Telangana.
- Publication Officer (UGC-Website), New Delhi.
- Section Officer (FD-III Section), UGC, New Delhi.
- Guard file.

[Handwritten signature]
Principal
R.V.R.R. College of Education
Guntur - 6

[Handwritten signature]
(Charan Dass)
Under Secretary



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

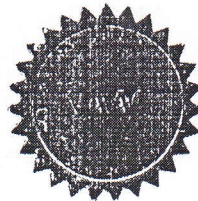
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Rayapati Venkata Ranga Rao College of Education
Guntur, affiliated to Acharya Nagarjuna University, Andhra Pradesh as
Accredited
with CGPA of 2.43 on four point scale
at B grade
valid up to March 09, 2017*

Date : March 10, 2012

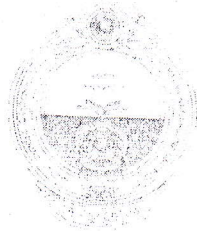


H. K. Ramesh
Director

[Signature]
Principal
R.V.R.R. College of Education
Guntur - 6

ACHARYA NAGARJUNA UNIVERSITY

REGISTRAR



NAGARJUNA NAGAR - 522 510
GUNTUR (Dist), A.P., INDIA
Telephone : 0863 - 2293269/2293189
Fax : 0863 - 2293320/2293378
E-mail Id : registrar@nagarjunaniversity.ac.in
Website : http://www.anu.ac.in

Date :

No. NU/Affil/RVRRCE/Guntur/PA/2015

17.6.2015

To
The Secretary & Correspondent
R.V.R.R. College of Education
GUNTUR

Sir,

Sub : Affiliations – R.V.R.R. College of Education, Guntur – Grant of
Permanent Affiliation for B.Ed. Course from the academic year 2001-2002.
Ref : 1. Inspection Commission dt. 9.10.2001 of Prof. V.B.B.S. Sarma and others
2 Vice-chancellor's Orders dated 26.10.2001
3 NCTE Order F.SRO/NCTE/AOS00402/B.Ed/AP/2015-16/66242, dt.31.5.2015

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ORDER

I am to inform that the Vice-Chancellor, having considered the Inspection Commission Report of Prof. V.B.B. Sarma (Convener) has ordered that Permanent Affiliation for the following courses be sanctioned at R.V.R.R. College of Education, Guntur from 2001-2002 academic year,

Based on the N.C.T.E. Order cited in Ref.3, the Permanent Affiliation is continued from the academic year 2015-16 onwards.

S.No.	Name of the Course	Sanctioned Strength	Medium	Years from which Permanent Affil. Granted & Continued
01	B.Ed.	150	E.M & T.M.	2015-16

Yours faithfully,

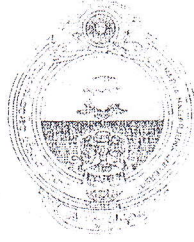
(REGISTRAR)

- Copies to : 1. The Principal, R.V.R.R. College of Education, Guntur
2 The Regional Joint Director of Higher Education, Guntur
3 The Controller of Examinations, A.N.U.
4 The Special Officer (Examinations), A.N.U.
5 P.A. to Registrar, A.N.U.
6 P.A. to Vice-chancellor, A.N.U.

Principal
R.V.R.R. College of Education
Guntur - 6

ACHARYA NAGARJUNA UNIVERSITY

REGISTRAR



NAGARJUNA NAGAR - 522 510
GUNTUR (Dist). A.P. INDIA
Telephone : 0863 - 2293269/2293189
Fax : 0863-2293320/2293378
E-mail Id : registrar@nagarjunauiversity.ac.in
Website : http://www.anu.ac.in.

Date :

No. NU/Affil/RVRRCE/Guntur/PA/2015

17.6.2015

To
The Secretary & Correspondent
R.V.R.R. College of Education
GUNTUR

Sir,

Sub : A.N.U. Affiliations -- R.V.R.R. College of Education, Guntur -- Grant of Permanent Affiliation to M.Ed. Course from the academic year 2011-2012 Orders issued.

Ref : 1. Letter dt. 17.5.2012 of the Principal, R.V.R.R. College of Education
2. Inspection Committee report dated 20.2.2011 of Prof. J. Prasanth Kumar (Convener), Dean, Faculty of Edn., A.N.U., Prof. G. Prasad (Member), A.N.U. & Prof. N. Venkata Rao, Member (A.U. Visakhapatnam).
3. Resolution of the Executive Council dated 25.5.2012.
4. NCTE Order F.SRO/NCTE/APSO 4673/M.Ed./A.P./2015-16/65515 dt. 26.5.2015

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ORDER

The Executive Council at its meeting held on 25.5.2012, has resolved to grant Permanent Affiliation to M.Ed. Course offered by R.V.R.R. College of Education, J.K.C. College Road, Guntur from the Academic year 2011-2012 onwards, based on the recommendations of the Inspection Commission Report.

Further, based on the N.C.T.E. Order cited in Ref.4, the Permanent Affiliation is continued from the academic year 2015-16 onwards.

S.No.	Name of the Course	Sanctioned Strength	Medium	Years from which Permanent Affil. Granted & Continued
01	M.Ed.	50	E.M.	2015-16

Yours faithfully,

(REGISTRAR)

- Copies to : 1. The Principal, R.V.R.R. College of Education, Guntur
2. The Regional Joint Director of School Education, Guntur
3. The Regional Director, SRC, NCTE, Bangalore
4. The Controller of Examinations, A.N.U.
5. The Co-ordinator, P.G. Exams, A.N.U.
6. P.A. to Registrar, A.N.U.
7. P.A. to Vice-chancellor, A.N.U.

Principal
R.V.R.R. College of Education
Guntur - 6

BEST PRACTICES OF THE INSTITUTION

1. Mentoring System for Student Teachers

The Context

Students who have joined in teacher education courses undergo various problems of stress. This leads to poor academic achievement and sometimes dropout from the course. It is not possible to give personal guidance to students in class room. One solution therefore is a 'mentor system'. The mentor can form the bond with the students by establishing a good rapport with them. Mentoring is required for students to promote emotional stability, clarity in thinking and decision making. Mentoring can enable the student teacher to solve his problem.

Objectives of the practice

- To improve the academic performance of student teachers
- To help the students in solving their problems
- To minimize dropouts through personal counseling

The Practice

The practice is that creating an efficient mentor system. Each teacher educator who acted as a mentor is assigned 8 to 10 student teachers. They meet once in a week to discuss, clarify and to share various problems which may be personal, domestic, academic, etc. The mentor is equipped with all the necessary information about his/her allotted students in a file. The mentor involves parents or local guardians as well, whenever necessary.

Obstacles faced if any and strategies adopted to overcome them

At the beginning of the mentoring sessions the students felt shy to reveal their problems. After gaining rapport in due course students gradually came forward to express their problems. It enables the faculty to guide the students in the right direction.

Impact of the practice

Evidence of success of the practice includes more regular attendance, better discipline, increased participation in curricular and co-curricular activities, cardinal

relationship between teacher educators and students and better results in university examinations.

Resources required

This practice requires committed teaching faculty who have the desire to help students for their improvement.

2. Tutorial System for Student Teachers

The context

Any class room in any educational institution has students of different achievement levels, viz., high achievers, average achievers and low achievers. The low achievers do not possess even the minimum skills to cope up with the requirements of the course of study. The high achievers are often left without utilising their full potential. This context arises the need to provide appropriate help to the development of students of different abilities. This need is addressed by the practice.

Objectives of the Practice

1. To enable the low achievement student teachers to reach minimum qualifying level.
2. To enable the high achievement student teachers to reach excellence.

The practice

The guidance and counseling cell and the faculty members identifies the low achievers and high achievers in each class. Each faculty member takes 1-2 slow learners as his or her wards under sustained supervision and care to assist them to improve their performance. Some faculty members take 1-2 high achievers to help them for further improvement. The faculty in consultation with guidance and counseling cell plans for career and future development of the student teachers. This practice has been implemented from the academic year 2015-16 in B.Ed. course.

Obstacles faced if any and strategies adopted to overcome them

The low achievers who were segregated from the rest of the class are initially felt shy to accept their inability. Gradually they accustomed to the reality. Faculty members

inspired and motivated them to compete with other peers. Hence, they gradually picked up in academics and secured reasonably fair marks.

Impact of the practice

The institution secured good results in terms of pass percentage and distinctions in the university examinations of I/IV B.Ed. 2015-17 batch after this practice has been implemented.


Resources required

Committed and willing teacher educators for providing necessary guidance at appropriate time.

Contact person for further details

Prof. D. Bhaskara Rao, Principal, R.V.R.R College of Education, J.KC College Road, Guntur-522006, Andhra Pradesh, India.

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Principal
R.V.R.R. College of Education
Guntur - 6